

School Heads' Competence, Teachers' Performance in the Light of Philippine Professional Standards for Teachers, and Students' Academic Performance

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Abstract. School heads' competence and teachers' performance play vital roles towards the school's overall performance which includes the students' academic performances. Hence, the purpose of this study was to find out the factors which influenced teachers' ratings and students' academic performances. This descriptive-comparative-correlational research design aimed to investigate the level of school heads' competence, teachers' performances, and students' academic performances, the difference of students' academic performances according to sex, socio-economic status and parents' educational attainment, and relationship between the variables. The study was conducted to 180 Grade 6 students of the Division of Cadiz City. Mean and standard deviation were used for descriptive analysis, Mann-Whitney, Krustal Wallis, and Welch Anova Test for comparative analysis, and PPM Person Product Moment of Correlation was utilized to determine relationship among variables. Self-made questionnaire based from the domains of the PPST was used. The results revealed that females outperformed males, also, there's a gap between the students' academic performances whose parents are college and elementary graduates. Furthermore, there was no significant difference shown in the students' academic performance when grouped according to socio-economic status. Also, there was a significant relationship between the school heads' competence and teachers' performance while no significant relationship between teachers' and students' academic performance was found. In conclusion, learner's gender and parents' education influence students' academic performance while socioeconomic status revealed no significance on students' performances. Moreover, school heads' competence is a factor in the teachers' performance while teachers' performance showed no relation to the learner's academic achievements in schools.

Keywords. School Head's Competence, Teacher's Performance, Students Academic Performance, Descriptive-Comparative-Correlational, Division of Cadiz City

1. Introduction

The leaders of educational institutions, commonly known as school heads, are regarded as custodians of schools, entrusted with the pivotal task of fostering an environment conducive to effective teaching and learning (Philippine Professional Standards for School Heads (PPSSH) - NQESH Reviewer, 2021). Central to their responsibilities is the direction of teachers and the provision of support to address educational challenges (Aquino et al., 2021). Likewise, teachers' performance directly influences school effectiveness by attaining educational objectives at the institutional level (Özgenel, M., 2019). Alyahyan & Düştegör (2020) emphasize the significance of student success as a critical metric for educational institutions, underscoring the continuous efforts of teachers to enhance educational processes despite the multifaceted differences in students' development – encompassing academic, behavioral, and socio-emotional facets (Arrascue, 2023).

The rules that govern the roles of school heads are governed by regulations such as DepEd Order No. 24, s. 2020, which mandates adherence to the Philippine Professional Standards for School Heads, delineates their functions as administrative managers and instructional leaders across five domains, notably "Focusing on Teaching and Learning," which emphasizes promoting quality education (Onyango & Ogola, 2019). Correspondingly, the Philippine Professional Standards for Teachers

(PPST) delineate the domains, strands, and indicators essential for teacher quality within the K to 12 Reform, aiming to guide educators toward competence and improved student learning outcomes (Saira et al., 2021). Salmah (2020) highlights the direct influence of school heads' competence on teachers' performance, echoing the provisions of RA 9155 – emphasizing the creation of conducive environments for teaching and learning alongside staff development. Despite these established frameworks, scant attention has been directed toward understanding the correlation between school heads' competence, teachers' performance, and student's academic achievements in public elementary schools. Moreover, observations within the researcher's locale reveal a discrepancy between the standards set by the Department of Education and teachers' ratings, potentially influencing students' academic performance.

Motivated by these observations, the researcher embarked on a study to evaluate the competence of school heads, teachers' performance, and Grade 6 learners' academic performance in selected public elementary schools in the Philippines during the school year, 2022-2023. The findings of this study serve as the foundation for proposing a training engagement focusing on the domains outlined in the Philippine Professional Standards for Teachers, aimed at enhancing teachers' productivity and efficiency and, ultimately, improving learners' academic outcomes.

2. Framework

The emergence of Frederick Taylor's Scientific Management Theory (1909) aimed at enhancing productivity proves instrumental in this study as it elucidates the direct correlation between the supervisory competency of school principals and teachers' performance. Similarly, David McClelland's Achievement Theory suggests that leaders can motivate subordinates by understanding their needs and facilitating their fulfillment, which is pertinent to this investigation. The study posits that the academic performance of Grade 6 students in selected public elementary schools within the Division of Cadiz City varies based on their teachers' performance. It is further influenced by demographic factors such as gender, socioeconomic status, and parental educational attainment. Moreover, teachers' performance is also contingent upon the competence of their school principals.

Furthermore, this study is underpinned by Piaget's Theory of Cognitive Development (1936), which delineates the evolution of human intelligence and knowledge acquisition, emphasizing sequential developmental stages. Piaget asserts that cognitive development proceeds in a fixed order, with each stage characterized by acquiring new intellectual skills and a deeper comprehension of the world. However, children may exhibit traits from multiple developmental stages simultaneously, and individual differences in cognitive competence lead to varied task performance, suggesting varying levels of cognitive development among individuals.

In the methodological context of this study, meticulous selection of appropriate tools and data ensures the accuracy of concept analysis across variables. Consequently, the scientific management theory is implicated in understanding teachers' performance in relation to the competence of school principals. Similarly, Piaget's Theory of Cognitive Development underscores differences in Grade 6 students' academic performance based on demographic variables such as gender, parental education, and socioeconomic status. The study's findings shed light on the needs of both teachers and students, informing strategies aimed at enhancing their performance.

DepEd Order (DO) No. 2, s. 2015 provides legal support for this study, which outlines guidelines for the Results-based Performance Management System (RPMS) in the Department of Education. This study conceptualizes the correlation between teachers' and students' academic performance, considering demographic profiles such as gender, socioeconomic status, and parents' educational attainment.

Furthermore, this study seeks to conceptualize school heads' competence level based on their Office Performance Commitment and Review Form (OPCRF) ratings aligned with the Philippine Professional Standards for School Heads domains. The results are then correlated with teachers' performance, assessed through grade 6 students' surveys based on the Individual Performance

Commitment and Review Form (IPCRF) objectives aligned with the Philippine Professional Standards for Teachers domains.

The study was focused on the school heads, teachers, and Grade 6 students in the Division of Cadiz City. School heads' competence were measured through their Office Performance Commitment Review Form (IPCRF) which has six (6) components; Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent's Involvement and Community Partnership, School Leadership Management and Operations, and Support Services. The school heads' competence was believed to be connected to the teachers' performances which were measured through the self-made questionnaire based from the domains of the Philippine Professional Standards for Teachers in the Individual Performance Commitment Review Form. Teachers were evaluated by the learners based from the various components; Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Personal Growth and Professional Development, and Plus Factor. In response to the results consolidated, it has been concluded that Training Engagement on the Domains of the Philippine Professional Standards for Teachers is needed.

3. Methods

This chapter presents the research design used in this study, the research environment, the study's respondents, the research instrument to gather data, the data-gathering procedure, and the statistical tools to analyze and interpret the data.

This study utilized the descriptive, comparative, and correlational research design, intended to describe the differences among groups in a population without manipulating the independent variable in the study, and the researchers considered the demographic profile of the respondents (Cantrell, 2011). Moreover, descriptive correlational research is a research design that explains the relationship between two or more variables without claiming cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them (Bhat, 2018). Additionally, this statistically measures variables to answer theory-guided research problems and hypotheses and provides a numerical description of the population's trends, attitudes, opinions, and associations (Creswell & Creswell, 2017).

In the study context, the descriptive approach was employed to profile the Grade 6 students at the selected schools in the Division of Cadiz City during the school year 2022-2023 in terms of sex, socio-economic status, and parents' educational attainment. Also, it also utilized to the level of school heads' competence, teachers' performance, and students' academic performance.

A comparative approach was used to investigate the difference in the student's level of academic performance when they were grouped according to their demographics.

On the other hand, a correlational approach was also employed to determine the relationship between the school heads' competence to teachers' performance and the latter to students' academic performance.

4. Results and Discussion

This chapter includes the presentation, analysis, and interpretation of the gathered data about the statement of the problem. This is the order of the presentation of this investigation.

The study's primary concern was determining the level of the school head's competence and teacher's performance in light of the Philippine Professional Standards for Teachers (PPST) and student's academic performance. It also seeks to determine the significant difference in students' academic performance according to sex, socioeconomic status, and parent's educational attainment. Furthermore, it aimed to determine if significant relationship between the school head's competence in teachers' performance and the latter students' academic performance existed.

Table 1
 Level of School Heads' Competence

	Mean	Std. Deviation	Verbal Description	Verbal Interpretation
School Head's Competence	4.527	0.080	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence.

Table 1 revealed that the school head's level of professional competence in all key areas: Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent Involvement and Community Partnership, School Leadership Management and Operations, and Support Services (DepEd Order No. 32.s.2010) was interpreted as outstanding with the mean of 4.527. This signified that they performed extraordinary achievement and commitment in quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. School heads accomplish the Office Performance Commitment and Review Form or OPCRf to reflect the accomplishment of his or her office's actual performance (Caballes, 2021). The result implied that school heads met the standards set forth by the Philippine Professional Standards for School Heads, which are vital to the school's achievements and success.

It also signifies effective leadership, which, for Grissom et al. (2021), is the expertise that drives the school head's contribution and impact on school needs, gaging, focused interactions with teachers, building a productive school climate, facilitating a productive collaboration and professional learning communities, and strategically managing personnel and resources. This professional expertise is vital to what DepEd Order No. 42, s. 2017 entails that quality leadership and management can develop quality teachers and holistic learners who are steeped in values, equipped with 21st-century skills, and able to propel the country to development and progress.

A similar study by Aquino et. Al. (2021) shows that school heads have been found to regularly show impressive leadership strategies in planning, organizing, regulating, directing, and unifying teachers. He also claimed that leadership practice is the mode of conduct the leader embraces in affecting the teacher's performance because educational success can only be accomplished by fulfilled and inspired teachers. Furthermore, school heads are crucial for improvement because of active teaching and learning. Various factors affect the professional competencies of school heads. These factors include the increasing demand for administrative and instructional roles to ensure school effectiveness and performance quality (Cabigao, 2019).

Moreover, their position is significant to the learners' educational development, academic growth, and performance because the school heads are usually the primary source and the driving force that upholds the organization's welfare (Oco, 2022). In support of this, school heads are agents of change who contribute a significant impression on the educational milieu through information-sharing methods, creating supportive social connections, participating in mentoring programs, and fostering progress (Aquino et al., 2021).

Furthermore, on management behavior, they may focus on changing administrative behaviors and habits of school heads, which is necessary for education actions for better teachers, students, and the school (Tansiongco & Ibarra, 2020). Relative to this, managing conflicts and establishing functional teams are the crucial roles of the school heads for a more successful organization (Villar et al., 2021).

Table 2. Level of Teachers' Performance According to the Domains of the Philippine Professional Standards for Teachers

	Mean	Standard Deviation	Verbal Description	Verbal Interpretation
Content Knowledge and Pedagogy	3.968	0.503	Very Satisfactory	Performance exceeded expectations. All goals, objectives and target were achieved above the established standards.
Learning Environment and Diversity of Learners	3.642	0.575	Very Satisfactory	Performance exceeded expectations. All goals, objectives and target were achieved above the established standards.
Curriculum and Planning	3.728	0.688	Very Satisfactory	Performance exceeded expectations. All goals, objectives and target were achieved above the established standards.
Assessment and Reporting	3.868	0.795	Very Satisfactory	Performance exceeded expectations. All goals, objectives and target were achieved above the established standards.
Personal Growth and Professional Development	3.910	0.628	Very Satisfactory	Performance exceeded expectations. All goals, objectives and target were above the established standards
Overall	3.824	0.494	Very Satisfactory	Performance exceeded expectations. All goals, objectives and target were a above the established standards

Table 2 shows the level of teacher's performance in all key results areas; teacher's performance in KRA 1 (Content Knowledge and Pedagogy) has the highest mean of 3.968, followed by KRA 5 (Plus Factor) with the mean score of 3.910, next is KRA 4 (Assessment and Reporting) with the mean of 3.868, then KRA 3 (Curriculum Planning) with the mean of 3.728, and teachers performed the least on KRA 2 (Learning et al. of Learners). Considering the six key results areas, the overall mean is 3.824, which is very satisfactory and shows that their performance exceeded expectations. All goals, objectives, and targets were achieved above the established standards.

In this study, the results signified those teachers performed well in terms of content knowledge and pedagogy considering their training engagements every year and their further efforts in teaching on daily interaction with their learners as well as the quarterly classroom observations to them and direct

supervision by their school heads. In addition, teachers are also engaging in non-teaching-related functions in school, which they must perform well for, as this is also part of their annual evaluation. Moreover, teachers' skills in planning and constructing formative and summative assessments are enhanced through their evaluative efforts to sustain their learners' academic achievements. Curriculum-based planning and instructions are never questioned since they are well-provided with learning resources and guides based on the Essential Learning Competencies. However, due to a lack of training on inclusive education, many teachers are still in awe of how to manage classroom instruction, given that some of their learners have special needs, and this evidently showed in the data presented.

This finding constitutes the K to 12 Reform (R.A. 10533) in 2013, which changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality – high-quality teachers who are adequately equipped and prepared to assume the roles and functions of K to 12 teachers. PPST has a domain called Content Knowledge and Pedagogy. This is at the core of the K to 12 Program and sends a message to teachers that for them to be considered quality teachers, they should know what to teach and how to teach it, among others.

In support of the findings, Ulla (2018) claimed that trained teachers have more skills and techniques to be applied to improve learners' academic achievements. Furthermore, highly qualified and experienced teachers are more likely to provide high-quality education to students and will significantly positively impact student performance (Ramadan & Julaeha et al., 2019). Additionally, in this modern age, teacher training is a requirement and essential component for all educational activities, including a conducive learning environment, curriculum development, and implementation and assessment (Zulfiqar, 2016).

On the other note, in the book of Stronge (2018), some researchers define teacher effectiveness as student achievement and many external variables affect each potential measure of effectiveness outside. Effective teachers make an extraordinary and lasting impact on students' lives. It is, therefore, imperative for every teacher to possess these teaching competencies that can be developed through professional activities such as instructional planning skills (lesson planning skills), instructional skills (lesson delivery), knowledge of the subject area (mastery of the subject matter), rapport with the students (teacher-student relationship), and classroom management skills to which according to o Ajayi., Onibeju, and Olutayo (2020), good teachers who possess a mastery of content, suitable pedagogical qualification, and a positive attitude towards teaching play a significant role in students' educational attainment.

Table 3. Level of Students' Academic Performance of the Grade 6 Pupils when Taken as Whole

	Mean	Std. Deviation	Verbal Description	Verbal Interpretation
Academic Performance	3.694	0.799	Very Satisfactory	The student independently acquired or developed the fundamental knowledge, skills, and core understanding of his/her grade level competencies.

Table 3 shows the student's academic performance level with an overall mean of 3.694, which is very satisfactory. This means they independently acquired or developed the fundamental knowledge, skills, and core understanding of their grade-level competencies.

In this study, the data presented showed an above-average result on the academic achievements of the learners, which may constitute how the teachers performed inside the four walls of the classroom. Furthermore, the learner's ' significant others are one of the huge factors that positively impact their children's academic standing. Relative to this, the self-driven interest of the learners in attending school and absorbing knowledge and skills is one great motivation for their academic achievements.

In support of the findings, knowledge, and education are common goods. The acquisition and application of knowledge is a part of collective societal endeavor (UNESCO, 2015). The need to produce competent graduates in their specific discipline who possess the skills and attributes to deal with the ever-changing work environment in the 21st century is a herculean task assigned to educational sectors in the Philippines (Magulod, 2019) and one of the essential steps to undertake to ensure quality and optimal learning experience among students is to consider their different learning styles and preferences. Learning style refers to how students learn and process information in their ways.

An exciting investigation by Fadda (2019) identified goal orientation, self-efficacy, time and study environment management, seeking assistance, and Internet self-efficacy as self-regulatory attributes that predict academic performance. Furthermore, as Ismail et al. (2018) pointed out, students' characteristics, including gender, age, status, and ethnicity, are among the most significant factors influencing academic performance.

Given this, Van Mieghem et al. (2018) said that the improvement of student academic performance has been focused on three main components: personal characteristics or individual factors (such as intelligence), contextual factors or improvement of the educational environment (such as school improvement) and factors related to one'sone's self-beliefs, understanding of self, and the environment (such as responsibilities, mentality, and personal experiences). Additionally, Ruiz-Esteban et al. (2018) relate academic performance to goals and motivational patterns. Similarly, Rodríguez and Guzmán (2019) highlight the influence of academic goals and the variables of environment, support, and socio-labor status of families on academic performance. Correspondingly, Mehndroo and Vandana et al. (2020) said that student learning motivation positively affected student academic achievement.

A similar citation agreed with the prior statements in Alzen & Fishbein's (1980) study, which embraces the "reasoned action," which explains that one's attitude is determined by one's willingness to pose the attitude. The behavioral willingness is resolved by attitude and subjective norm (Ahinful et al., Citation2019). Hence, a positive attitude has been found to determine immediate attitude and will continue in learning performance (Hatane et al., Citation 2020).

Table 4. Level of Students' Academic Performance According to Sex

	Mean	Std. Deviation	Verbal Description
Female	3.884	0.770	Very Satisfactory
Male	3.482	0.781	Satisfactory

Table 4 shows students' academic performance when classified according to sex; it indicates that in terms of sex, females, with a mean of 3.884, performed better than males, with a mean score of 3.482. It entails that female learners perform very satisfactorily. In contrast, male learners are comparably satisfactory only, meaning they acquired or developed the fundamental knowledge, skills, and core understanding of their grade-level competencies with little guidance from teachers and peers.

In this study, the results implied that female learners with role-identity descriptions are more focused on learning than males. Generally, females, as is revealed in the results, are more motivated and well-acquainted with learning than males since it is in the characteristics of boys to lose interest quickly in school because they tend to come along with fellows of the same gender to play around and mingle with friends. Furthermore, when at home, the majority of the females may open their books or assignments to accomplish school tasks. At the same time, boys, as observed, find themselves answering these questions in school instead because they tend to focus more on other activities rather than school work.

Similar findings revealed that females rated overall academic performance higher than males (Ullah & Ullah, 2019). Agreeably, Workman and Heyder (2020) said that females do better than males in language, the arts, and the natural sciences despite the latter being a traditional area of male dominance. In support of this, the analysis of decades of reading data from the United States, Reilly

and colleagues (2019) found that girls had higher reading scores than boys at every assessment time point and in every grade. Furthermore, Parker (2018) cited that educational statistics and worldwide media have reported a clear gender gap in academic achievement between males and females, with girls lagging in subject grades, secondary school graduation, and tertiary-level enrollment and completion.

This has been supported by Morita et al. (2016), who asserted that academic performance and achievement in education are constantly high among female students in Japan. Relatively, the gender reverse change in education has also been observed in Muslim countries. In Turkey, female students have excelled and performed better than male students in educational attainment. Boys have lagged behind girls in educational performance, especially at the school and college levels.

Locally, the same findings were shown in the report of the Philippine Institute for Development Studies 2018, which states that the disparity against boys in the Philippines was also evident in performance metrics across different grade levels in public schools, where females continued to score better than boys in the national achievement tests both in primary and secondary school levels and in every subject tested. In the Grade 6 test, females obtained an average mean percentage score (MPS) of 43, while males scored 37. Interviews with parents and teachers suggested that poor performance can often lead to low motivation to continue school, eventually leading students to drop out.

Additionally, boys were more prone to obtain low grades, need remedial classes, and fail to pass or get promoted to the next school level. Low-performing boys eventually become overaged for their grade level, making them less likely to remain in school. In public schools, students with low academic grades are placed together in the lower sections, which boys mostly populate.

Table 5. Level of Students' Academic Performance According to Socio-economic status

	Mean	Std. Deviation	Verbal Description
Poor	3.587	0.800	Very Satisfactory
Low Income But Not Poor	3.660	0.758	Very Satisfactory
Lower Middle	4.059	0.899	Very Satisfactory
Middle	3.909	0.831	Very Satisfactory
Upper Middle	4.143	0.378	Very Satisfactory

Table 5 presents the student's academic performance level according to socioeconomic status. The data shows that learners who belong to the upper middle and above academically performed well, with the highest mean of 4.143, then they are followed by those who are in the lower middle class with a mean of 4.059, following are those who are in the middle class with a mean of 3.909, then the low income but not poor class with the mean of 3.660, and the last in rank are those who are considered as poor with the mean of 3.587. In this study, the data entails that regardless of family income, all learners can still perform very satisfactorily, which means that students may independently acquire or develop the fundamental knowledge, skills, and core understanding of his/her grade level competencies regardless of their family's income or status in life. However, it can never be denied that those who are more privileged in terms of financial stability are likely to perform better than those learners who belong to low-income families. This result can be attributed to the parents' financial support to their children in all school activities. It is observable that children whose parents have good financial standing can afford to support their children's participation in the school's academic and non-academic activities compared to those whose parents have less income or those who are struggling financially. However, as shown in the data, children whose parents are in the upper-middle-class income perform behind those children whose parents are in the lower middle class. This result justifiably entails that children who are determined and well-motivated to learn regardless of their financial standing are resourceful and optimistic, leading them to excel academically. Relative to this, the government is also intervening in legalities to support the needs of these less-privileged children to receive equal and quality education. Moreover, this could decrease the number of learners who feel inferior in learning compared to those who are more privileged.

Several findings agreed with these findings; Mckenzie, K. (2019) said that children raised in poverty are more apt to experience cognitive lags due to significant changes in brain structure in areas related to memory and emotion. Poverty may make it difficult for parents to purchase toys and books to promote cognitive stimulation for their children, causing them to have a lesser vocabulary and a more directed speech. In support of this, providing students raised in poverty with a safe place where they feel supported and safe will ensure that their needs are being met and will, in turn, raise student achievement (Budge & Parrett, 2018). Hence, early intervention strategies will ensure that students living in poverty will have an increased chance for higher academic performance in an inclusive classroom (Jones et al., 2018).

Relatively, a child's ability to excel in school depends on the extent to which the child was successfully managed by his/her parents in the home environment (Pant, 2020). Privileges to some aspects were also limited, especially during the pandemic, when education changed and transitioned to blended learning, as Aldama and Sindiani et elaborate. Al (2020) said that the problem with more extensive social and digital inequality is that it hinders the implementation of distance learning, as only the privileged few can continue distance learning without dropping out of school. Additionally, the related study by Pant (2020) found that the relationship between parental socioeconomic status and students' academic achievement showed that most students from low socioeconomic status have poor academic achievement.

Additionally, in another study by Chmielewski (2019), it was reported that the inequality between "they have" and they "have not" in terms of the academic achievement of low- and high-income SER origin has widened globally even though there is an increased opportunity to formal education. Furthermore, Children from these low-income families are likely to come to school hungry, stressed, and unmotivated because of a lack of resources at home and parental absence (McKenzie, 2019). Research showed that homes facing food insecurities are more likely to eat unhealthy foods and exercise. These households are prone to face violence compared to households that have food security (Francis et al., 2018).

However, as shown in the findings, learners from lower-income families excel better than those in the middle class, and this can be explained by what Caswell (2018) said: empathy and support for social programs can be used to fight poverty. Furthermore, many social interventions are now adopted for education. Hence, policymakers design educational programs to improve academic outcomes for students; many have recognized the potential of empowering families in their children's education. District and school leaders are encouraged to facilitate partnerships with families to strengthen their capacity to support their children's learning (Hall, 2020). Aligned to this is what the 1987 Constitution of the Republic of the Philippines - Article XIV stipulates, "access to quality education is a human right and must be upheld by the state. Every Filipino citizen must be given equal opportunity to study in 'a complete, adequate, and integrated system of education relevant to the needs of the people and society".

Table 6. Level of Students' Academic Performance According to Parent's Educational Attainment

	Mean	Std. Deviation	Verbal Description
Elementary Level	3.567	0.673	Very Satisfactory
Elementary Graduate	3.424	0.792	Satisfactory
High School Level	3.467	0.990	Satisfactory
High School Graduate	3.588	0.712	Very Satisfactory
College Level	4.231	0.832	Very Satisfactory
College Graduate	4.048	0.764	Very Satisfactory

Table 6 presents the students' academic performance level according to parents' educational attainment. It shows that those learners whose parents are college-level and college graduates academically performed well, with the highest mean of 4.231 and 4.048. Then, they are followed by those whose parents are high school graduates, with a mean of 3.588. Comparatively, learners whose

parents were only in the elementary level, with a mean of 3.567, performed in the fourth rank and better than those whose parents graduated from elementary and reached the high school level, with mean scores of 3.424 and 3.467.

This study signifies that learners whose parents are degree holders or college graduates and who have reached the college level achieve more academically because they are most likely to be guided well by their parents, especially in doing school-related tasks. Furthermore, well-educated parents are more knowledgeable and can guide their children's learning. Moreover, parents who are more educated give more importance to their children's education, so they tend to become more attentive to their studies. However, this is only sometimes the case because, as shown in the data, children whose parents are at the elementary level perform better than those whose parents are at the elementary graduate and high school level. This entails that children who are well-motivated to learn to pursue their studies seriously and are resourceful regardless of their parent's support and level of education. In other cases, parents who could not graduate are more optimistic about guiding their children and instilling in their minds that education will be the key to improving their lives.

Relevant studies agreed with these findings; Abeya D. (2018), in his paper, "The relationship between parental education and children's academic performance," found that children with educated parents are supported by their parents in their academics while children lacking educated parents tend not to do well in academics.

In support of this, Nneka and Jessica (2021) discovered that instructed understudies get higher situations than those whose guardians are not taught. They instructed parents to show enthusiasm for their youngsters' scholarly exhibitions. Relatively high-income and highly educated parents are more likely to be involved in their children's education, a critical factor in adolescents' educational successes (Cabrera et al., 2018).

Furthermore, Smyth (2020) viewed parental background characteristics as attached to learners' academic achievements. It has been established in the international literature that parents of higher socioeconomic background, as measured in terms of educational attainment, occupational status, wealth, or cultural capital, have higher aspirations and expectations for their children's education and the most immediate indicator of a child's likelihood of progression to higher education is their current academic performance. So, this factor is essential in influencing parental expectations (Koshy et al., 2019).

Relatively, according to Parenting - Influence of Parents' Level of Education (2019), examinations across varied cultural and ethnic groups within the United States suggest that level of education does not appear to determine the value parents place on education, their interest in their children's schooling or their aspirations for their children's academic success. For example, in a 1997 study comparing the relative value of varied predictors of parental involvement, Thomas Watkins found that parents' efficacy for involvement and educational goals for their children were stronger predictors of school success than parental level of education and ethnicity. Additionally, this study found that teacher communications with parents predicted parental involvement, suggesting that, regardless of education level, parents need encouragement from educators to become involved in their children's education.

Table 7. Difference in the Level of Students' Academic Performance in Sex

Variable	Statistic	Df	p-value	Significance @a=0.05	Decision
Sex	5151.500	178	<.001	Reject the HO	Significant

Table 7 presents the significant difference in the student's academic performance level when grouped in terms of sex. The Mann-Whitney U test revealed a significant difference in the student's academic performance when grouped according to sex [U=5151.500, p=<.001]. The Shapiro-Wilk normality test was utilized, showing a p-value of <.001, which concludes the non-normality of the data. Hence, the null hypothesis is rejected.

Furthermore, there is no violation of the assumption of homogeneity of variance as it is determined through the Brown-Forsythe test of equality of variances with the p-value of 0.648. This study reveals a real gap between the performance of male and female learners. Many factors may conclude on these differences. One of which is their differences and perceptions towards education. Female learners are more focused in terms of their academic tasks. In contrast, male learners tend to become less attentive in their studies and focus more on other school-related activities like joining sports or socializing with peers.

Relevant studies support these claims. Wrigley-Asante et al. (2023) said that the developed world has shown a reversal in academic performance between males and females, with females outperforming males in almost all disciplines at various levels of the educational ladder. There were also contextual studies that show the association of peer groups as an influential role in the academic performance of male and female students (Adeyemi et al., 2019).

Further, it has been shown that gender-based differences in spatial cognition diminish as students' progress through the education system (Kaya, 2021). In addition, educational statistics and worldwide media have reported a clear gender gap in academic achievement between males and females, with boys lagging girls in subject grades, secondary school graduation, and tertiary level enrollment and completion (Van Zanden & Parker, 2018). Correspondingly, Research Publish Journals (2023) reported that observation had shown differences between males and females in the pattern of education. These differences in participation and performance between males and females were found in several school subject examinations.

Relatively, the historical data gathered by Paqueo and Orbeta (2019) on the proportion of the Filipino population (25 years and older) who acquired a college degree shows that males outnumbered females until sometime in the 1970s when the proportion became unequal and alarming enough to suggest that the gender disparity among Filipino learners show males at a disadvantage for majority of the dropouts recorded are male (David et al., 2018). Furthermore, Tsaousis and Alghamdi (2022) revealed in their study that gender is another factor assumed to affect students' academic scores considerably. Many studies have shown that boys and girls perform differently. They also claimed that females outperform males in language-based and verbal tests, and males outperform their female counterparts in STEM-related subjects and visuospatial tests (Tsaousis & Alghamdi, 2022).

Table 8. Difference in the Level of Students' Academic Performance in Socio-economic Status

Variable	Statistic	Df	P	Significance @a=0.05	Decision
Socio-economic Status	8.192	4	0.085	Not Significant	Fail to Reject HO

Table 8 presents the significant difference in the student's academic performance level regarding socioeconomic status. Using the Krustal Wallis Test, the result showed no significant difference when grouped according to socioeconomic status [$p=0.085$]. Hence, the null hypothesis is accepted. When grouped according to socioeconomic status, Post Hoc analysis revealed a considerable difference in the level of student's academic performance between those learners who belong to poor and low-income families and those who are rich.

In this study, it has been presented that the financial standings of the learners are not a factor in their academic success. Other factors contribute to their performance in school. The support and guidance of their significant others are massive substances that will help them excel in school. The perception of the parents towards education and the motivation of learners to attend school are also significant determinants of academic success. However, there is a massive gap between the performance differences among learners whose parents are rich and poor.

Given this, a child's ability to excel in school depends on the extent to which the child was successfully managed by his/her parents in the home environment (Pant, 2020). Low socioeconomic

status families tend not to have economic resources or need more time to support their children academically. Moreover, learners from poor homes are often exposed to malnourishment, for they are identified as malnourished, affecting their cognitive functioning (Asiegbu & Ezeugbor, 2018). Furthermore, parental care, good home parental practices, adequate facilities at home, involvement in the education of their students, and income enhanced their children's academic achievement (Mwariri et al., 2017).

Elaborately, Yan and Gai (2022) cited what Kumpfer proposed as the framework for resilience in individual-environment interaction; individuals can achieve resilience by mobilizing their internal and external factors (protective and risk factors) to interact. Internal factors include academic motivation, cognitive ability, social ability, non-cognitive ability, and physical ability; external factors include family, school, peer, and community environmental factors. These factors can interact with each other to reduce the adverse effects of risk factors, thereby increasing the likelihood of resilience. Thus, the factors that play an essential role in academic resilience include intrinsic non-cognitive ability and external social factors. They also mentioned that researchers have examined how "resilient students" break out of their disadvantageous situations and achieve higher academic achievement at individual and school levels.

From an optimistic view, socioeconomic status is more complex than perceiving that poverty has contributed to the success of students' academic performance in school. However, beyond the low SES of students, various complex things directly or indirectly factor in the high and low students' academic performance. Based on the results of this literature review, it can be identified that academics, practitioners, and education policymakers should consider elements such as student self-concept, student self-motivation, teacher-student communication perception, teachers' perceptions of students, teachers' understanding of students' backgrounds, availability of educational facility at home, parenting style, and parents' perception of education, that may help them to formulate suitable strategies and actions to maximize students' academic performance from an SES perspective (Abduh et al., 2023).

Table 9. Difference in the Level of Students' Academic Performance in Parent's Educational Attainment

Homogeneity Correction	Cases	Sum of Squares	Df	Mean Square	F	P	Significance @a=0.05	Decision
None	PEA	13.337	5.000	2.667	4.602	<.001	Significant	Reject the HO
	Residuals	100.857	174.000	0.580				
Welch	PEA	13.337	5.000	2.667	4.091	0.003	Significant	Reject the HO
	Residuals	100.857	50.343	2.003				

Table 9 presents the significant difference in the level of student's academic performance when grouped in terms of parent's educational attainment. Using Welch Anova Test, the result showed a significant difference when grouped according to parent's educational attainment [p=0.003]. Hence, the null hypothesis is rejected. Post Hoc Analysis revealed that learners whose parents are college level and graduate performed better than the those whose parents who are elementary and high school level and graduates.

In this study, it has been presented that parent's education attainment is a factor to the learners' academic performances. The huge gap among learners whose parents are college graduate and elementary and high school level implied that well-educated parents tend to give more emphasis on their children's education compared to those who are less educated. More educated parents are more attentive to their children's academic tasks at home because they have wider vocabulary and knowledge on these matters. Moreover, more educated parents have good works which pay good and so they have good financial standing which can greatly support their children's school needs compared

to those who receive lower education who may tend to get a hard labor job and receive lesser compensations which cannot suffice their families’ essential needs more so to additional expenses in school.

Similar studies agreed to these findings. Vadivel et. al. (2023) in their study stated that socioeconomic background (parental occupation, family income, and parental education) of children impacts their educational achievements and how low education impacts their psychology. It was also found out in his study that low socioeconomic children perform poorly in academics. Furthermore, parents who are not well-educated are unable to help their children in their studies and do not even interact with the teachers about their child’s performance at school.

In connection to this, Journal of Arts and Social Sciences (2020) revealed that in developed and developing countries on parent’s educational status have different sorts of relationships and effects on the academic achievement of the students. Further to this, highly educated parents’ children was found good as compared to uneducated parents. These claims were further supported by Abeya, D.(2018) on his paper “The relationship between parental education and children’s academic performance” which said that children with educated parents are being supportive by their parents in their academics while children lacking educated parents tend not to do well in academics.

Table 10. Relationship of School Heads’ Competence to Teachers’ Performance

Variable	Pearson’s r	p-value	Spearman’s rho	p-value	Significance @a=0.05	Decision
School Heads’ and Teacher’s Performance	0.171	0.022	0.190	0.011	Significant	Reject the HO

Table 10 presents the significant relationship between the school head's competence level and the teacher's performance. The Pearson's Correlation Coefficient Test revealed a significant relationship between the school head's competence and the teacher's performance [p=0.022]. Hence, the null hypothesis is rejected.

In this study, it has been revealed that the school head's performance or level of competence is a factor in the teacher's performance in school. The direct instructional supervision of the school heads to the teachers can significantly help the latter achieve the standard requirements of the IPRF (Individual Performance and Review Form) tool. As such, the type of management and leadership of the school head imposed on their respective schools are significant determinants of its general success. School heads' effectiveness influences how teachers will perform and interact with their learners.

The result revealed that the school head's performance determines the teacher's performance. Result-Based Performance Management System under DepEd Order 2 Series of 2015 stipulates that the Department of Education is committed to providing the members of its organization with opportunities to link their achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission, promote individual and team growth, participation and commitment, and grow professionally and personally. Hence, given this, the school head's performance also depends on the teacher's performance, just like how the teacher's performance may depend on the school head's competence in capturing all the key results areas.

Similarly, supervisory competencies are essential since they can be equated with the teachers' performance (Salundaguit et al., 2019). In addition, the school's principal's leadership significantly affects organizational culture (Arif et al., 2019). Correspondingly, Rester (2020) said that school heads play a severe role in raising standards and expectations in teaching and learning. Elaborately, school performance may be influenced not only by the managerial skills of the school administrator but also by other factors. However, some researchers found that these schools manage influence (Muiruri, 2019).

Moreover, Brissom et al. (2021) presented this assumption that school leadership matters for school outcomes, including student achievement. Additionally, the success and quality of any educational system depend on the quality of teachers' input.

Table 11. Relationship of Teachers’ Performance to Students’ Academic Performance

Variable	Pearson’s r	p-value	Significance @a=0.05	Decision
Teacher’s Performance And Student’s Academic Performance	-0.021	0.781	Not Significant	Fail to Reject HO

Table 11 presents the significant relationship between the teacher's and student's academic performance. The Pearson's Correlation Coefficient Test revealed no significant relationship between teacher and student academic performance [p=0.781]. Hence, the null hypothesis is accepted.

In this study, the data implied that the teachers' performances do not directly affect the learners' academic performance. Several factors may contribute to how far a learner can achieve academically. One factor may be how their parents and significant others guide and support them. Learners' peers are also one influential factor in their behaviors and focus on their studies. Moreover, their self-motivation and interests are also significant determinants of their academic success.

Relevant findings agreed with this; Rashid (2018) revealed in his study that teachers' behavior does not significantly affect students' academic performance. Similarly, students' ability to learn and interact with educators is influenced by their personalities, family backgrounds, mental processes, learning styles, priorities, maturity levels, and academic ambitions. However, amidst all these claims, teachers should treat each student as an individual who deserves one-on-one attention and specialized, concentrated education. In addition, a poor student-teacher relationship will develop if the educator's main or only priority in the classroom is academics (Tucker, 2021).

Furthermore, Hincapie et al. (2018) relate academic performance to teaching methodology. Likewise, Karrera et al. (2019) highlight the importance of using teaching strategies such as project work to improve academic performance in Primary Education. Hence, both school administrators and the government should pay more attention to meeting the needs of teachers to improve their motivational level, achieve educational goals, and improve student academic performance (Ihueze et al., 2018).

5. Conclusion

Learner's gender influences how students perform in school. Additionally, their sexual orientation is one of the main reasons for academic adversities. Female learners are generally more focused on their studies and tend to excel more than males. Males are naturally more playful during their younger years and are most likely to lose close attention in learning, especially if the teaching process is purely or more on direct instruction. On the other hand, females are attentive and more obedient; they can easily be controlled inside the classroom and are more focused on accomplishing school tasks.

About this, the level of education of parents has a significant impact on their children's academic achievements in school. Highly educated parents can academically guide their children in accomplishing school tasks because they are more knowledgeable. In addition, well-educated parents have well-compensated jobs, so they can financially afford school requirements and have their kids participate in any school activities that are helpful for their holistic development. On the other hand, less-educated parents may land hard-labor jobs with lesser compensation, which cannot suffice to support their children's school participation or tasks.

However, this is only true for some since, in this study, socioeconomic status did not hinder the learners' academic success. Some learners belong to lower-class income families, and less educated

parents excel because of their intellect, resourcefulness, optimism, and motivation to study. In support of this, some parents who are not educated or less educated and who experience financial struggles give importance to their children's education so they will ultimately motivate their children to study well and do their best to support their children's needs since they perceive education as their key to improve their lives.

The school head's competence is a factor in the teachers' performance. It implied that the direct instructional supervision of the school heads to the teachers could greatly help them achieve the standard requirements of the IPRF (Individual Performance and Review Form) tool. As such, the type of management and leadership the school head imposes on their respective schools can be significant determinants of its general success. In relation to this, school heads' effectiveness influences how teachers perform and interact with their learners. However, teachers also have individual characteristics and distinctive traits that are uncontrollable and can be significant components of the variations of their performances. Hence, no matter how the school heads perform, it is still up to the teachers to determine how they would be influenced and behave in the same manner as the management or leadership imposes.

Relatively, in this study, teachers' performance showed no relation to the learner's academic achievements in schools. Learners will perform highly if intrinsically motivated and interested, regardless of their teacher's effectiveness. Moreover, with the advent of technology and the resourcefulness of 21st-century learners, they learn in advance through various resources on which they can venture. A few factors may contribute to learners' academic performance: peer influences, sexual orientation and characteristics, family backgrounds and affiliations, income, and many more. Additionally, the behavioral factors or relationship of the teachers to the learners also influence how learners perceive their teacher's effectiveness and mirror these through their behavioral approach inside the classroom. Hence, the learner's evaluation of their teachers is somewhat affected.

Teachers also need continuous improvement in content and pedagogy to deal with learners' diversity. The teachers need to focus on maintaining a conducive learning environment, and collaborative efforts must be made by the school head, teachers, and the community. Hence, strategic efforts by all the school stakeholders are a must to maintain a child-friendly school, which is essential for students' holistic development.

With the results, it is important to highlight how essential and huge the role of the school, especially the school heads and teachers, in building a good foundation for learners to achieve more academically.

6. Recommendations

Based on the findings and conclusions of the study, the following recommendations are suggested:

District Supervisors implement and conduct district training related to the domains of the Philippine Professional Standards for Teachers and School Heads to ensure the school's performance and effectiveness.

School Heads conduct a monthly Learning Activity Cell Session for teachers to continuously improve their' pedagogical skills and other related areas of students' learning. Furthermore, in crafting the Schools Work Financial Plan, teachers should be continually involved in the planning to suggest priority projects for the sustainable development of the school learning environment. Relative to this, school heads need open communication with all the external stakeholders, especially the parents of the school, to gain their trust and support in all the school's endeavors.

Teachers plan and design contextualized lessons aligned to the most essential learning competencies, which provide differentiated activities according to the needs and interests of the learners. Additionally, they are involved in planning the school's priority projects and suggest activities pertaining to the Gender and Development of the learners. Moreover, more training courses and seminars are needed to enhance their pedagogical skills.

Parents collaboratively and actively participate in all school endeavors for the betterment of the school's services and the support necessary for their children's holistic development. Furthermore,

parents' support and love for their children motivate them to perform well in school. With such, parents' presence in schools' endeavors for at least a half day attending to the school's needs, specifically on the cleanliness and maintenance of the schools, is essential.

In addition, learners should be exposed to learner-centered activities to explore their potential and capabilities and discover their interests and talents regardless of their sexual orientation and family financial stability.

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