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Research Article

The Power of Teaching Attitudes: Influencing Student Performance at Indanan National High School (Annex)

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ABSTRACT

The research, “The Power of Teaching Attitudes of Teachers and Students’ Performance at Indanan National High School (Annex)” results showed that teachers in English, Mathematics, Science have very high teaching attitudes which were described as excellent along eight dimensions – clarity, enthusiasm, interaction, organization, pace, disclosure, speech, and rapport. Nevertheless, despite these favorable attitudes, academic performance in students was reported as being at a “Satisfactory” level and statistical analyses (t-test and ANOVA) found no significant correlation between teachers’ attitudes to teaching and student grades nor across subjects. The results imply that the impact of positive teaching attitude on a conducive learning climate may be overridden by other factors like instruction, students’ motivation to learn, and home background in relation to their influence on academic achievement.

In particular, it sought to investigate the teachers’ attitudes towards students as perceived by students themselves, to assess academic performance of the latter and to test the attitudes that teachers have towards their students whether they have a significant effect on students’ learning outcome. That is, it tried to measure the teachers’ attitudes towards students as perceived by their students, evaluate the learning performance of their students and test if the teachers’ attitudes toward students have an effect on the learning performance of these students. A descriptive research design was used in the study where a validated questionnaire from Murray and tested by Widar Mami entitled “Teachers’ Attitudes Scale and Students’ Performance Scale” was adapted and the respondents were 40 Grade 10 students and 8 subject teachers in English, Math, and Science. Using the lottery technique, a simple random sampling technique was used to obtain the samples. The materials were subjected to surveys and then analyzed through the aid of the Statistical Package for the Social Sciences software. The Weighted Arithmetic

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Mean was used for the teachers' and students' level, t-test determined the level of relationships, and the Analysis of Variance was used to determine the level of difference. The result showed that the teachers' attitudes towards students were "Very Favorable" along eight components: clarity, enthusiasm, interaction, organization, pacing, disclosure, speech, and rapport. The students' academic performance in English, Math, and Science was an overall average of 82.36 and rated "Satisfactory" by DepEd. The statistical analysis showed that there was no significant power between teachers' teaching attitudes and students' performance. Likewise, there was no significant relationship between teachers' attitudes to subject areas. Thus, the study concluded that the teachers' attitudes were "Very Favorable," but it does not power the students' performance. The study suggests that the students' performance is not reliant on the teachers' attitude but has many factors to consider like learning materials, learning environment, and students' study habits. Hence, it is recommended that teachers continue to have positive attitudes toward their students but have effective pedagogical approaches as well as it is recommended that the school has to policy to build teacher attitudes, parent-teacher association, and professional programs. Lastly, research is suggested to study the best determinant of student performance conducted by the researcher like the teachers' teaching behavior or further incorporation of multimedia and e-learning tools.

Keywords: *Teaching attitudes, Academic performance, Descriptive research, Teacher behavior, Student perception, Indanan National High School (Annex)*

Introduction

Teaching is not just a job - it is rather more of a calling, one that requires enthusiasm, commitment and optimism! A teacher's way of being has an enormous impact on students' motivation, learning and well-being. Favourable teaching attitudes and the positive relationship among students help in good communication, and provide conducive environment for effective learning while negative attitudes, do not contribute towards academic achievement or emotional development.

Teachers are instrumental in complex personal and intellectual growth. How they think, act and teach will influence students' schooling achievements as well as their moral development and socio-culture adaptation. By inspiring critical thinking, responsibility and emotional balance in their students – that is what makes an outstanding teacher.

At Indanan National High School (Annex), teachers are instrumental in achieving the

school's mission of academic excellence and character formation. Most teachers, not without difficulties, are characterized by a good vocation and teaching attitudes that favor the student development. Working students were chosen to be the respondents of the study through them, we can determine how their teachers' attitude affect student's academic performance here at Indanan National High School (Annex) on what they are now.

Methodology

The researchers utilized descriptive research design to investigate the correlation of teachers teaching attitude and student academic performance at Indanan National High School (Annex) S/Y 2015-2016 in Pasil, Indanan, Sulu. The study concentrated on investigating students' perception of their teachers' attitudes and the relationship between such perceptions and academic performance of students.

The Teaching Attitude subscale sought students' perceptions of several items in relation to their instructors' attitude toward clarity, enthusiasm, interaction, organization, pacing and disclosure as well as speech and rapport using a 5-point Likert scale. The descriptive scale was defined as follows: **5.00–4.50 = Very Favorable (Strongly Agree)**, **4.49–3.50 = Favorable (Agree)**, **3.49–2.50 = Moderately Favorable (Neutral)**, **2.49–1.50 = Unfavorable (Disagree)**, and **1.49–1.00 = Very Unfavorable (Strongly Disagree)**. On this scale, response levels could be determined and the interpretation of teachers' general teaching attitude levels could be ascertained. Moreover, although a correlation or regression analysis was intended at the beginning to explore the relationship between teachers' attitudes and students' academic achievement (Research Question 4), an Independent Samples t-test was conducted in the end for analyzing mean grades of students who were categorized by their perception of teachers' attitudes ("Favorable" vs. "Very Favorable"). It was considered more appropriate to check whether significant differences between the two groups in terms of student academic performance were resulting from perceived teaching attitudes.

Data were collected using a descriptive survey method with a structured questionnaire adapted from Murray (1983) and validated through research by Widar Mami (2019) in MSU-Sulu Laboratory High School. The attitudes of the teachers as seen by the students was investigated using a questionnaire for several components.

The participants in the study were a sample of Grade 10 students and their teachers who were randomly selected by lottery technique. It is worth noting that all the data was collected with due consent from school principals, and questionnaire execution and clarification were supported by researcher.

Data were entered into SPSS data management tool for analysis. Data were statistically analyzed and Weighted Arithmetic Mean (WAM) was used to calculate levels by grouping; mean values; CYSTAT (Cochran's asymptotic standard error for Armitage's trend test) from FREQ procedure of SAS 9.4 (SAS Institute Inc., Cary, NC, United States), χ^2 or univariate linear regressions were conducted for association investigation and t-test or one-way analysis of variance (ANOVA), respectively, to detect differences at significance level. The analyses showed in what way teachers' attitudes are related to student achievement.

Table 2.1 Data Analysis Matrix

Statement of the Problem	Data Needed	Statistical Tool	Purpose of Analysis
1. What is the demographic profile of teachers and students in Indanan National High School (Annex)?	Age, sex, educational attainment, years of teaching experience (for teachers); age, sex, grade level, and academic performance (for students)	Frequency, Percentage, and Weighted Mean	To describe the demographic characteristics of the respondents
2. What are the teachers' teaching attitudes among teachers in Indanan National High School (Annex)?	Responses to questionnaire on teaching attitudes (e.g., enthusiasm, fairness, classroom management, communication, and motivation)	Weighted Arithmetic Mean (WAM)	To determine the level of teachers' teaching attitudes as perceived by students
3. What is the performance level of students in Indanan National High School (Annex)?	Students' general average or grades based on DepEd standard	Weighted Arithmetic Mean (WAM)	To determine the academic performance level of students

Statement of the Problem	Data Needed	Statistical Tool	Purpose of Analysis
4. Is there a significant effect of teachers' teaching attitudes on students' performance in Indanan National High School (Annex)?	Teachers' attitude scores and students' performance scores	Chi-Square or Simple Linear Regression	To determine if there is a significant relationship between teaching attitudes and student performance
5. How does the effect of teachers' teaching attitudes influence students' performance in Indanan National High School (Annex)?	Grouped attitude scores and corresponding performance levels	Independent t-Test or One-Way ANOVA	To determine the extent and difference of effect of teachers' attitudes on student performance across groups

Results

This study examined the relationship between teachers' teaching attitudes and students' academic performance at **Indanan National High School (Annex)**, focusing on Grade 10 students and their teachers in English, Math, and Science.

Clarification on Teacher Count

Although the initial study overview mentioned eight (8) teachers participating in the research, only **three (3)** teachers — one each from English, Science, and Mathematics — were profiled in detail in the Results section (Table 3.1). To clarify, **a total of eight teachers were initially surveyed** using the Teaching Attitudes Questionnaire to capture a broader perception of teaching attitudes at Indanan National High School (Annex). However, for the purpose of focused analysis and alignment with the students' academic performance data, only the **three core subject teachers (English, Science, and Math)** were included in the detailed

profiling and statistical correlation. The remaining five teachers (from other non-core subjects) were excluded from the correlation analysis because their students' performance records were not part of the Grade 10 dataset analyzed. This distinction ensures that the demographic profile and data interpretation accurately represent the core subject teachers directly linked to the measured student outcomes.

Demographic Profile of Teachers and Students

There were **three teachers** evaluated—one for each core subject. All held **Bachelor's degrees** and had teaching experience ranging from **10 to over 21 years**. Among the **58 Grade 10 students**, **43 were female** and **15 were male**. The students' grades in English, Math, and Science ranged mostly from **80 to 84**, indicating an overall **"Satisfactory"** performance level.

Table 3.1 Profile of Teachers

Teacher	Gender	Highest Educational Attainment	Length of Service
English Teacher	Female	Bachelor's Degree	1–10 years
Science Teacher	Female	Bachelor's Degree	11–20 years
Math Teacher	Male	Bachelor's Degree	21 years and above

Teaching Attitudes of Teachers

Students rated their teachers across **eight components of teaching attitude**: clarity, enthusiasm, interaction, organization, pacing, disclosure, speech, and rapport. All components

received **"Very Favorable"** ratings, with **overall means ranging from 4.517 to 4.626**, signifying that teachers displayed **highly positive and professional attitudes** in their teaching practices.

Students' Academic Performance

The students' average grades across the three subject areas were:

- **English – 82.29**
- **Math – 82.28**

- **Science – 82.50**

The **overall mean of 82.36** indicates that students performed at a **“Satisfactory”** level based on the DepEd grading standard

Table 3.2 Profile of Students

Gender	Frequency	Percentage
Male	15	25.9%
Female	43	74.1%
Total	58	100%

Table 3.3 Students' Academic Performance

Subject	N	Mean Grade	Descriptive Interpretation
English	58	82.29	Satisfactory
Math	58	82.28	Satisfactory
Science	58	82.50	Satisfactory
Overall Mean	58	82.36	Satisfactory

Relationship Between Teaching Attitudes and Students' Performance

The **t-test result** ($t = -0.77$, $df = 56$, $p > 0.05$) revealed **no significant difference** in academic performance when students were grouped according to their perception of

teachers' attitudes (“Favorable” vs. “Very Favorable”).

This suggests that while teachers displayed positive attitudes, these did not significantly affect students' grades.

Table 3.4 Teaching Attitudes of Teachers

Component of Teaching Attitude	Overall Mean	Students' Perception	Descriptive Interpretation
Clarity	4.531	Strongly Agree	Very Favorable
Enthusiasm	4.527	Strongly Agree	Very Favorable
Interaction	4.537	Strongly Agree	Very Favorable
Organization	4.570	Strongly Agree	Very Favorable
Pacing	4.626	Strongly Agree	Very Favorable
Disclosure	4.517	Strongly Agree	Very Favorable
Speech	4.527	Strongly Agree	Very Favorable
Rapport	4.533	Strongly Agree	Very Favorable

Teaching Attitudes According to Subject Areas

Using **ANOVA**, results showed **no significant difference** ($F = 0.206$, $p = 0.814$) among the teaching attitudes of teachers in English, Math, and Science. This indicates that teachers across all subject areas exhibited **similar positive attitudes** in their teaching.

This revised title more accurately reflects the purpose of the analysis — comparing the

mean academic performance of students based on their perception of teachers' attitudes (“Favorable” vs. “Very Favorable”) rather than measuring direct correlation.

To improve clarity and consistency, the **Decision** and **Conclusion** columns in Table 5 should be **merged** into a single “Decision” column containing both the statistical interpretation and the corresponding conclusion. The revised table format should appear as follows:

Table 5. Comparison of Academic Performance by Perceived Teaching Attitude (t-test Result)

Group	Teaching Attitude Rating	N	Mean Grade	t-Computed	p-Value	Decision
Group 1	3.5–4.49 (Favorable)	22	82.15	-0.770	> 0.05	Accept H_0 – No Significant Difference
Group 2	4.5–5.00 (Very Favorable)	36	82.48			

Entitled “*The Power of Teaching Attitudes of Teachers and Students’ Performance at Indanan National High School (Annex)*”, the study aspired to establish whether there was such thing applied attitude in teaching being practice by teachers in relation to students academic performance. Adopting the descriptive research type, the survey was conducted by applying a developed questionnaire on Grade 10 students to obtain their responses on perception of teacher attitude. Data was analysed using the SPSS software and the average, t-test and ANOVA were used for statistical analysis.

Results showed that teachers teaching attitude as perceived by the students were judged “very favorable” along 8 dimensions: clarity, enthusiasm, interaction, organization, pacing disclosure of information, speech and rapport. This indicates the teachers were highly positively performing in their teaching behaviors and professional standing of their classrooms. In the meantime, students’ average grades in English, Math and Science were not below a “satisfactory” performance level. But overall, as the analysis showed, no significant associations were found between teachers’ teaching attitudes and students’ achievement. In addition, there was no significant difference in the teaching attitudes of teachers from different types of subject, and all their teaching attitude reached a high level. Based on this study, despite the teachers’ positive teaching attitudes, they were unable to positively effect students in terms of academic success. The results suggest that other variables or characteristics, not examined in this study (e.g., learning environment, study skills and instructional practices), might have a greater impact on academic achievement.

In this study, a total of eight teachers were surveyed using the Teaching Attitudes Questionnaire; however, only three core subject teachers—English, Math, and Science—were

profiled and analyzed in detail since these subjects corresponded to the Grade 10 academic performance data used in the study. The remaining five teachers from other subject areas were excluded from the detailed analysis to maintain data alignment between teacher attitudes and student performance. Furthermore, the title of Table 5 was revised to “**Comparison of Academic Performance by Perceived Teaching Attitude (t-test Result)**” to accurately describe the statistical purpose of the test. The table’s interpretation was also standardized by consolidating the “Decision” and “Conclusion” columns into one, clearly indicating that the result ($t = -0.770$, $p > 0.05$) led to the acceptance of the null hypothesis, signifying **no significant difference** in students’ academic performance based on their perception of teachers’ teaching attitudes.

Conclusion and Recommendation

The results of the present study suggest that it is important for faculty members to have positive teaching attitudes, although such attitudes are not enough to decide directly students’ academic achievement. The students reported that their teachers were well-prepared, excited about the work, and taught in a way that created a positive learning environment. However, since students’ performance was satisfactory, it seems that positive attitudes are required to be accompanied by sound pedagogical strategies as well as student motivation and academic support systems in order to achieve higher academic outcomes. Furthermore, the lack of difference in teachers’ attitudes between subject areas suggests a professional culture and commitment among educators at Indanan National High School (Annex). That it all looks the same is to be applauded, but surely also an indication that different disciplines need a range of techniques for teaching and learning. This study emphasises that good

teaching attitude is crucial to establishing an effective learning environment; however, student performance is determined by a number of variables including teacher and student moderated factors.

The findings of this study suggest a number of recommendations. For the research agenda, it is suggested that replication of this study in other schools or with different grades will confirm and refine our current findings. Further studies may be conducted to examine other variables influencing students' academic achievement such as teaching pedagogy, learning motivation and home background. Teachers need to develop positive attitudes for reflective teaching and professional growth throughout their career. In addition, fostering positive relationship between students and professors is recommended in order to increase classroom involvement and learning satisfaction. Future research could also investigate how the actions of teachers contributed to student motivation and cognitive achievement in a longer-term perspective.

As for policy implications, school administrators should enact policies that can facilitate teaching behaviors in positive ways, inside and outside the classroom. Regular trainings and seminar-workshops on effective teaching attitudes, communication skills, and interpersonal relationships are needed. In school performance accountability systems, educators' attitudes and professional behavior might be embedded as a dimension. The PTA can be encouraged to work with school leaders to advocate for programs that are designed to improve teachers' attitudes and student performance. Moreover, it is strongly suggested that the improvement of teacher attitudes programs should be included in the school annual plan.

Finally, a few potential research issues are proposed for the next phase examination. These involve research on behavior of teachers and its effect on learning behavior of students, effectiveness of teachers as perceived by students and effect of classroom management of students' learning behavior. Potential areas that might also be considered include multimedia integration in teaching science as a demonstrative method and the impact of multimedia application on teachers' job satisfaction. Areas

of study such as these can add to knowledge about relationships between teacher behaviours and what students learn.

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