

Attributes of Teachers and Academic Performance of Students

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ABSTRACT

This study determined the attributes of teachers, examined the association between student profiles in terms of sex, age, location of residence, and year level, and the academic performance of BS Entrepreneurship students, Naga College Foundation, first semester, school year 2023-2024. Grounded on the need to enhance students' academic performance and the attributes of teachers through an Academic Empowerment and Instructional Excellence Program (AEIEP), a strategic intervention framework. Using a quantitative approach, the study employed a chi-square test of independence to analyze the relationship between student profiles and academic performance. Data were collected through institutional records and surveys, with statistical analysis conducted to determine the significance of associations. The results revealed that the association between gender, age, and academic performance was significant, as shown by the p-values of 0.0368 and 0.002, respectively, suggesting that these demographic characteristics are closely linked to variations in academic performance. In contrast, the location of residence and year level showed no significant association with p-values of 0.9232 and 0.0894, individually. This indicates that these factors were not connected with the variations in outcomes. These findings were interpreted through Attribution Theory, which emphasizes internal, controllable factors like effort and maturity, and Educational Productivity Theory, which highlights psychological and instructional factors on achievement. The study concluded that academic performance was shaped more by developmental mechanisms than demographic traits, underscoring the need for age-responsive support and gender-inclusive teaching strategies. The AEIEP framework integrates these insights to promote student empowerment and instructional excellence through targeted interventions, faculty development, and sustainable academic support systems.

Keywords: Attributes, Teachers, Students, and Academic Performance.

INTRODUCTION

The connection between teacher attributes and student academic performance highlights the vital role of qualities such as empathy, clarity, patience, and adaptability in fostering supportive learning environments that build confidence, motivation, and resilience (Engida, Iyasu, & Fentie, 2024; Himor, 2024; Kauko, Varjo, & Pitkänen, 2020). Academic success is shaped not only by cognitive ability but also by relational and instructional competencies, as affirmed by global studies emphasizing the importance of teacher competence, innovation, and emotional support in improving outcomes across diverse contexts (Generalao

et al., 2022; Olvido et al., 2024; Fernandez et al., 2023; Rebollos et al., 2025). Aligned with SDG 4 on Quality Education, these findings stress the need for qualified, responsive teachers to ensure equitable learning opportunities (United Nations, 2015). In the Philippines, research underscores challenges in teacher preparation and professional standards, revealing that effective classroom management, rigorous training, and emotional intelligence are crucial for enhancing student engagement and achievement, particularly in private higher education institutions (Generalao et al., 2022; Rebollos et al., 2025).

CHED Memorandum Orders No. 18 (2017), No. 15 (2022), and No. 6 (2023) collectively establish a cohesive framework for BS Entrepreneurship programs in the Philippines, emphasizing outcomes-based education, faculty competence, and experiential learning through Work-Integrated Learning. At the College of Business and Management, Naga College Foundation, Inc., the program highlights business incubation and mentorship but faces challenges in aligning faculty practice with pedagogical standards. Its findings provide valuable insights for students, faculty, administrators, CHED, and policymakers, offering practical implications for curriculum design, faculty development, and institutional strategies that foster innovation, workforce readiness, and holistic educational quality in higher education.

This study bridges a critical gap in educational research by offering a comprehensive and integrative framework for understanding teacher efficacy. This research positioned the role of the teacher as a multidimensional construct shaped by the dynamic interplay of personal, professional, and social attributes. It highlights how traits inspire student outcomes, and importantly, reveals that these exerted a stronger power on academic performance than personal characteristics alone, an insight underexplored in earlier literature. The study not only fills a conceptual void but also provides practical implications for designing more targeted and context-sensitive teacher development programs that reflect holistic standards of instructional quality.

Research Objectives

This study determined the attributes of teachers, the association between the students' profile and their academic performance in the Bachelor of Science in Entrepreneurship, College of Business and Management, Naga College Foundation, Inc. Specifically the following objectives were attained: (1) the profile of students in terms of, gender, age, location of residence, and year level; (2) the attributes of teachers handling in terms of personal, professional, and social; (3) the level of academic performance; (4) the significant association between students' profile and their academic performance; and (5) the intervention strategies aimed at enhancing both students' academic performance and the attributes of teachers based on the findings of the study.

METHODOLOGY

The descriptive-correlational method was used in this study. The descriptive method was employed to summarize student profiles: gender, age, residence, and year level as emphasized by Lucas (2013) and Muntean (2022) in understanding learner diversity and productivity. It also assessed teachers' personal, professional, and social attributes, aligning with Goldin's (2016) findings on teacher quality in human capital development and Gardner's framework on differentiated strengths. Furthermore, students' academic performance was measured through final grades, supported by Walberg's Educational Productivity Theory, which highlights the role of instructional quality and background. Finally, descriptive results guided the crafting of intervention strategies, synthesized through expert consultations to address gaps and reinforce strengths. The associational method was used to examine significant links between

demographic variables and student academic performance. Supported by the works of Lucas (2013) and Muntean (2022), this approach highlights how student characteristics are associated with academic outcomes, validating its relevance and applicability in educational research. This study employed a mixed-method approach, quantitative and qualitative tools to ensure validity and reliability in data collection (Amaral, Nieuwenhuizen, & Schachtebeck, 2024). The main tool was a researcher-made survey questionnaire, supported by Cabrera and De Guzman (2023), to assess both student profiles and teacher attributes. Section A-profile, such as gender, age, residence, and year level, while Section B- teacher attributes across personal, professional, and social domains.

A 5-point Likert scale was employed, ranging from:

Weight	Scale Interval	Interpretation	
5	4.21-5.00	Completely Agree	(CA)
4	3.41-4.20	Partially Agree	(PA)
3	2.61-3.40	Moderately Agree	(MA)
2	1.81-2.60	Partially Disagree	(PD)
1	1.00-1.80	Completely Disagree (CD)	

RESULTS AND DISCUSSION

Profile of Students. Presented in Table 1 is the profile of the students, with key variables such as gender, age, location of residence, and year level. It provides contextual insights into the composition of the population and serves as a basis for analyzing academic performance in relation to teacher attributes. There were 90 students in the BS Entrepreneurship, a diverse population with more females (55.56%) than males (44.44%). Most were within the typical college age of 21–22, though younger and older learners were also represented, indicating both traditional and non-traditional enrollment patterns. Geographically, the majority reside in the 3rd District, followed by the 1st and 2nd, with smaller groups from the 4th and 5th Districts, reflecting regional accessibility and population distribution. In terms of academic standing, the largest cohort was in the first year, with declining numbers in higher year levels, consistent with typical enrollment trends. The data highlights key demographic and academic characteristics that contextualize the student performance and learning environment.

**Table 1 Profile of the Students
(n=90)**

Profile	Categories	f	%	R
Sex	Male	40	44.44	2
	Female	50	55.56	1
Sub-Total		90	100	
Age	19	15	16.67	3
	20	11	12.22	5
	21	23	25.56	1
	22	20	22.22	2
	23	12	13.33	4
	24	8	8.89	6

	26	1	1.11	7
Sub-Total		90	100	
Location of First District		21	23.33	2
Residence Second District		13	14.45	3
Third District		36	40.00	1
Fourth District		12	13.33	4
Fifth District		8	8.89	5
Sub-Total		90	100	
Year Level First Year		34	37.78	1
Second Year		26	28.89	2
Third Year		23	25.55	3
Fourth Year		7	7.78	4
Sub-Total		90	100	

Note: f=frequency; %=percentage; R=rank

Attributes of Teachers

Attributes of Teachers. Table 2 presents the attributes of teachers categorized into three key aspects: personal, professional, and social. The data reflects how these dimensions contribute to teaching effectiveness and student engagement. Collectively, it provided insight into the qualities that inspire academic performance.

Table 2
Summary of the Attributes of Teachers

Attributes	AWM	Int.
Professional	4.32	CA
Personal	4.27	CA
Social	4.21	CA
Overall Average Weighted Mean (OAWM)	4.27	Completely Agree (CA)

Note: Scale Interval and Interpretation: 4.21-5.00= Completely Agree (CA), 3.41-4.20=Partially Agree (PA), 2.61-3.40=Moderately Agree (MA), 1.81- 2.60 = Partially Disagree (PD), 1.00-1.80=Completely Disagree (CD). AWM=Average Weighted Mean, Int.= Interpretation.

The findings reveal that teacher effectiveness was strongly anchored in professional competence with an AWM = 4.32, supported by personal integrity AWM = 4.27, and complemented, though less emphasized, by social attributes AWM = 4.21, all interpreted as “completely agree” with an overall AWM of 4.27. Students value credibility, consistency, and reliability, underscoring the importance of professional standards, while personal qualities such as empathy and resilience foster trust and engagement. The weaker emphasis on social traits suggests limited emotional accessibility, pointing to a need for greater socioemotional responsiveness to enrich classroom climate. Supporting studies affirm professionalism and personal integrity as consistent strengths (Alvarez & Reyes, 2023; Tan & Villanueva, 2024; Singh, 2023) and highlight the relational depth of teaching (Chua & Mendoza, 2023; Garcia, 2024; Lee & Santos, 2023), while also exposing gaps in socioemotional presence (Ramirez & Dizon, 2024; Cruz, 2023; Nakamura,

2024). Interpreted through Weiner's Attribution Theory (Kumar, 2022), effectiveness stems from internal, controllable traits such as effort and adaptability, whereas Walberg's Educational Productivity Theory (1981; Muntean, 2022) situates it within broader systemic conditions like resources and demographics. Together, these perspectives affirm that teacher success requires both individual growth and institutional support, with holistic professional development integrating pedagogical skill, personal reliability, and emotional responsiveness to sustain meaningful educational outcomes.

Level of Students' Academic Performance

Academic Performance. Shown in Table 3 is the level of students' academic performance, presenting a comprehensive overview of learners' scholastic achievement as assessed through key performance indicators. The academic performance of the students revealed notable trends in their overall achievement. The academic performance of the students shows a balanced distribution across achievement levels, with the largest group (25.56%) classified as superior (GWA 1.46–1.64, grades 93–95%), followed by very good (23.33%, GWA 1.65–1.83, grades 90–92%), satisfactory (24.44%, GWA 2.03–2.21, grades 84–86%), and good (20.00%, GWA 1.84–2.02, grades 87–89%). Overall, the data indicate that a significant portion of students perform at superior and very good levels, while the rest maintain commendable to satisfactory achievement, reflecting diverse academic competence within the population.

Table 4
Academic Performance of Students

General Weighted Average	f	%	R
1.46 – 1.64	23	25.56	1
1.65 – 1.83	21	23.33	3
1.84 – 2.02	18	20.00	4
2.03 – 2.21	22	24.44	2
2.22 – 2.40	2	2.22	6
2.41 – 2.59	3	3.33	5
2.60 – 2.78	1	1.11	7
Total	90	100.00	
Mean	1.87		
Standard Deviation	0.27		

Note: GWA, Percentage Grade, Description: 1.46-1.64=93% - 95%=Superior, 1.65-1.83 = 90% - 92%=Very Good, 1.84-2.02=87% - 89%=Good, 2.03-2.21=84% - 86% = Satisfactory, 2.22-2.40=81% - 83%=Fairly Satisfactory, 2.41-2.59=78%-80%=Fair, 2.60-2.78=75% - 77%=Passed.

The data show that only a small fraction of students falls into the lower tiers of academic performance, with 3.33% classified as fair, 2.22% as fairly satisfactory, and 1.11% as passed, while the vast majority, over 93%, achieve from superior to satisfactory levels. The mean GWA of 1.87 places the average student in the good category, and the standard deviation of 0.27 indicates a moderate spread, with most scores clustering near the mean. Overall, the distribution reflects a strong academic environment characterized by a high concentration of achievers and minimal instances of below-average performance.

The distribution of students' academic performance reflects a supportive and rigorous learning environment where most learners achieve at superior to satisfactory levels, indicating effective

instructional strategies, institutional culture, and equitable access to resources that sustain excellence and minimize achievement gaps. High performance is largely attributed to motivation, instructional quality, and disciplined study habits, reinforced by parental involvement, metacognitive strategies, goal-setting, and collaborative learning, while satisfactory outcomes highlight the role of teaching competence and leadership. At the lower tiers, underachievement stems from systemic and instructional issues such as curriculum misalignment, pandemic disruptions, socioeconomic constraints, and gaps in assessment practices, though co-curricular participation, emotional support, and personal traits like resilience and diligence help buffer challenges. Overall, both individual attributes and institutional practices shape success, with enriched environments fostering high achievers and targeted interventions aiding struggling learners. Interpreted through Weiner's Attribution Theory, outcomes are linked to internal, controllable factors like effort and ability, while Walberg's Educational Productivity Theory situates achievement within broader psychological, instructional, and environmental conditions, together offering a holistic explanation of student performance.

Association between the Students' Profiles and their Academic Performance

Table 5 presents the association between students' profiles and their academic performance, illustrating the statistical connection between selected student characteristics and their corresponding academic outcomes. This analysis provides a foundation for understanding how demographic variables may affect learning achievement

Table 5
Association between the Students' Profiles and their Academic Performance

Profile	Academic Performance	df	χ^2 -value	p-value	Int.
Gender	Academic Performance	1	4.357	0.0368	Significant
Age	Academic Performance	1	9.5394	0.002	Significant
Location of Residence	Academic Performance	3	0.4805	0.9232	Not Significant
Year Level	Academic Performance	2	4.8287	0.0894	Not Significant

Computation Appendix F

Note: df=degrees of freedom, χ^2 -value=chi-square statistic, p-value=probability of association, Int.=Interpretation, S=Significant, NS=Not Significant

The chi-square test results revealed significant associations between gender and academic performance ($\chi^2 = 4.357$, $p = 0.0368$) and age and academic performance ($\chi^2 = 9.5394$, $p = 0.002$), both below the 0.05 threshold, leading to rejection of the null hypothesis and confirming their influence on outcomes. In contrast, location of residence ($p = 0.9232$) and year level ($p = 0.0894$) showed no significant associations, as their p-values exceeded 0.05, indicating that these structural variables are not systematically linked to performance. Overall, the findings highlight that personal and developmental characteristics such as gender and age demonstrate stronger associations with academic achievement than external or program-

related factors, underscoring the importance of focusing on individual learner dimensions when designing interventions and support strategies.

The associations observed in this study align with prior literature that distinguishes developmental from demographic influences on student achievement. Age-related findings resonate with the work of Vlachopanou et al. and Cuerdo (2023), who emphasized that maturation fosters resilience, self-regulation, and motivation, shaping learner dispositions and academic success. Meanwhile, the nuanced role of gender reflects cultural and institutional contexts, echoing El Refae et al. (2021) and Al-Mutairi (2020), who argued that equitable access reduces disparities, yet also supporting Singh and Singh's (2019) view that systemic and pedagogical dynamics, rather than innate traits, explain performance differences. Taken together, these perspectives are meaningfully interpreted through Weiner's Attribution Theory (Kumar, 2022), which highlights internal, controllable factors such as effort and adaptability, and Walberg's Educational Productivity Theory (1981; Muntean, 2022), which situates achievement within broader instructional and environmental conditions. Integrating these frameworks underscores that academic success is best understood as the product of developmental growth supported by inclusive educational environments, where opportunity and learner maturity, rather than fixed demographic traits, drive performance outcomes.

Intervention Strategies to Enhance Students' Academic Performance and Teachers' Attributes (with ADD Model Project Proposal)

This framework outlines a structured roadmap to improve student performance and teacher effectiveness through three phases: Analysis, Design, and Development.

The **Analysis Phase** serves as the foundation, focusing on identifying academic strengths, weaknesses, and opportunities for growth. It includes a students' needs assessment using GWA data, attendance, and surveys to capture learning preferences and barriers; performance analysis combining quantitative and qualitative insights to detect achievement trends; and teacher attributes evaluation through peer reviews, feedback, and observations to strengthen pedagogy, classroom management, and engagement. Institutional priorities are reinforced through alignment with the BS Entrepreneurship curriculum and mission, ensuring strategies remain evidence-based and goal-driven. Curriculum mapping confirms the program develops essential entrepreneurial skills like critical thinking and innovation, while a policy and resource audit evaluates facilities, digital tools, and industry linkages to sustain experiential learning. Together, these steps provide a comprehensive understanding of the academic landscape, ensuring interventions are context-specific, strategically designed, and capable of fostering both student success and instructional quality.

The **Design Phase** translates insights from the analysis into actionable strategies that strengthen both teaching and learning. It emphasizes instructional approaches tailored to diverse learner profiles, including differentiated instruction, experiential activities like business simulations and pitch competitions, blended learning models, and formative assessments to sustain engagement and growth. A teacher development plan equips faculty through workshops, peer mentoring, and modules on emotional intelligence and student-centered pedagogy, while support systems for teachers provide professional development, resource kits, and feedback mechanisms to refine practice. In parallel, academic support structures such as tutoring, coaching, learning communities, and performance monitoring dashboards reinforce student achievement and enable timely interventions. Together, these initiatives create a holistic framework that

aligns instruction, teacher growth, and student support, ensuring relevance to entrepreneurial contexts and fostering sustainable academic success.

The **Development Phase** transforms strategic plans into concrete interventions by creating learning materials, teacher resources, and monitoring systems that directly address identified gaps. For BS Entrepreneurship students, modular curriculum content on business planning, finance, marketing, and innovation is enriched with multimedia tools and a digital repository to support diverse learning styles and self-paced study. Teachers are equipped with guides, lesson plans, professional development portals, and industry networks to strengthen pedagogy and sustain instructional quality. Monitoring and evaluation tools, including dashboards, formative assessments, and review cycles, ensure responsiveness and continuous improvement. Overall, this phase fosters a culture of proactive, data-driven teaching and learning, empowering students with relevant entrepreneurial skills and supporting teachers with resources and professional growth for lasting educational impact.

Conclusions

1. The student profile shows a balanced, diverse population with typical academic progression, providing a solid basis for analyzing performance in relation to contextual and instructional factors.
2. Teachers at Naga College Foundation demonstrate high levels of professional, personal, and social effectiveness, contributing positively to student academic performance and engagement.
3. The majority of students demonstrate commendable academic performance, with most falling within the “Superior” to “Satisfactory” range. This reflects a generally strong academic standing across the cohort.
4. Academic success among BS Entrepreneurship students is shaped by age and gender, while consistent institutional support and curriculum mitigate disparities in residence and year level, showing that performance depends more on developmental growth and equitable instruction than external demographics.

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