



STUDENTS' PERCEPTION OF SCHOOL TEACHER EFFECTIVENESS AND ACHIEVEMENT EMOTIONS OF PHYSICAL ACTIVITIES HEALTH AND FITNESS-1 (PAHF-1) STUDENTS

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Abstract:

This study determined the level of teacher effectiveness and achievement emotions of physical activity, health, and fitness among students to point out their perception of the relationship between teacher effectiveness and achievement emotions. It also scrutinized the relationship between these variables. Quantitative research design was implemented, using the modified survey instrument to collect data from a sample size of 364 PAHF 1 students in Davao City, a Non-Sectarian University. Moreover, the study employed a descriptive-correlational design. This study used statistical analysis to determine the importance and direction of the relationship between these two variables. The descriptive-correlational technique was applied, and Spearman's rho was used to analyze the data. The findings revealed that effective communication and pride were very high, and the learning environment and enjoyment levels were also high. In contrast, the subject matter knowledge and anxiety levels were very low. Furthermore, the findings found a very low, significantly positive relationship between teacher effectiveness and achievement emotion. Achievement emotions have significance for greater reasons than just academic performance; they have ties to students' motivation and mental wellness, while understanding this influence enables the school educators to see how vital they are in influencing students' emotional reaction.

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1. Introduction

Achievement emotion was one of the problems, particularly in Physical Activities towards Health and Fitness 1 (PAHF1) students. Some learners have a positive or negative emotion towards the subject, as they feel the difficulty and struggle when doing physical activities, like dancing or participating in sports. They may only focus on passing to advance to the next level, potentially leading to low participation in school activities and impacting their emotions in response to transitional learning procedures (Rone *et al.*, 2023). It is said that positive and negative emotions can directly influence students' motivation and engagement in the learning process (Zaki *et al.*, 2023). Therefore, the students' feelings towards this class during their lectures and lessons could affect their performance.

In academic situations, achievement emotions directly connect with fulfilling goals or objectives and play an essential part. These feelings significantly affect how well learners gain knowledge, function academically, and take part in learning in general. A new literature highlights the intricate nature of achievement emotions, which incorporates both positive emotions (enjoyment and pride) and negative emotions (anxiety, hopelessness, anger, and boredom) (Shang & Keat, 2023; Vo & Nguyen, 2022; Wu & Yu, 2022). Since these reactions significantly impact students' motivation, engagement, and self-management in learning contexts, teachers and scholars must recognize these emotions to arrive at solutions.

The coordination of many psychological processes, such as those that are affective, cognitive, physiological, motivational, and expressive, makes up emotions within us (Reeve, 2010). Since emotional experiences are constant and important, experts concur that emotions are a key component of the learning process, which has a massive or minimal impact on students' performance and motivation (Trigueros *et al.*, 2020). Therefore, studies reveal that the education standard significantly impacts pupils' feelings about their achievements. For example, Lazarides and Raufelder (2020) discovered an adverse relationship between students' anxiety levels and the systematic education that instructors reported, indicating that good instruction can lessen destructive emotions.

There is a complex connection between the quality of student-teacher relationships, communication, emotional intelligence, and achievement emotions about the effectiveness of teachers as instructors. Also, successful learning experiences depend heavily on teachers' educational skills. It was said that improved student learning outcomes are strongly associated with educators' competence in class organization and execution (Tarlina *et al.*, 2023).

About the study, a theory that handles this study well is the Attribution theory. Bernard Weiner's attribution theory focuses on how people's emotional responses are shaped by their explanations for success or failure (Gläser Zikuda *et al.*, 2005). It links people's interpretations of success or failure to their feelings about it, influencing their determination to make an effort. Emotions like pride, shame, or guilt are influenced by perceived causes of success and failure, which are grouped along characteristics like stability and controllability. The theory structure emphasizes how important causal attributions are to understanding emotion and motivation.

Another theory that supports the first theory is the Emotional Intelligence Theory (EIT) by Peter Salavoy and John Mayer, which involves the ability of educators to recognize, comprehend, and control both their own and their pupils' emotions. It suggests that educators with high emotional intelligence provide a welcoming learning environment that significantly improves student contentment and scholastic success (Jaberi, 2024; Awan *et al.*, 2021). For instance, Jaberi (2024) explains how teachers with emotional awareness may help their students develop sympathetic relationships, which inspires students and reflects their classroom performance.

Another theory that fits well is Albert Bandura's Social Learning Theory (SLT), which implies that kids may also learn by seeing and mirroring the behavior of their teachers. According to this perspective, educators with strong emotional control and positive interpersonal abilities can affect students' mental responses and attitudes regarding learning (Xiao & Suwanarak, 2024; Abedi & Kalantaree, 2020). Peer and teacher support has a beneficial influence on the children's mental wellness and adaptation to school, both of which are necessary for effective learning (Joonggeun & Song, 2021). This aligns with Bandura's notion that social relationships are key to learning processes because they provide students with role models regarding behaviors and emotional responses (Liu, 2023).

Teacher effectiveness is a crucial factor that affects how well students perform, as it includes various elements, including professional growth, interpersonal interactions, and pedagogical skills. Studies show a strong correlation between student academic accomplishment and teacher effectiveness, with encouraging instructors using a variety of instructional tactics often fostering better student happiness and performance (Göktaş & Kaya, 2023; Uysal & Sarier, 2019). In addition, positive teacher-student interactions are essential because they develop students' emotional and cognitive well-being, which are necessary for academic achievement (Ishak & Suyatno, 2020). Thus, observing how teacher effectiveness and student motivation interact, skilled and dedicated educators may motivate their students to succeed academically (Anugrahani, 2021). Furthermore, it is noted that the relationship between a teacher's range of subject matter knowledge and his or her capacity to express their thoughts demonstrates that educators are more likely to support students to succeed (Montilla *et al.*, 2023). This was also supported by Chen (2025), who stated that the quality of teaching significantly impacts students' emotions.

In connection with that, it is claimed that the desire to take part in physical activity and academic performance in physical education are highly associated with positive achievement emotions, such as pride, indicating that it can motivate kids to stay active and do well academically (Fierro-Suero *et al.*, 2022). Also, according to study findings, young people often feel negative emotions during physical education, which are strongly correlated with poorer learning outcomes and attention. Therefore, students who experience negative emotions may become less eager to study, put up fewer efforts, and perform poorly in school overall (Wang *et al.*, 2024). The negative emotions may also hinder pupils' intellectual capacities, decreasing their drive and study efforts (Simonton & Shiver, 2021). Nevertheless, effective relationships between educators and their students promote positive and negative emotions, affecting learning outcomes. Additionally, it was stated that teachers who are confident in their ability to educate exhibit more positive emotions throughout the teaching process, which results in enthusiasm and dedication to teaching methods that build a positive learning environment for the students (Xue *et al.*, 2023). However, it failed to find a clear link between feelings of student achievement and teacher effectiveness, indicating that the latter may depend more on the type of relationship than the former (Lin *et al.*, 2020). Furthermore, it was shown that teacher self-efficacy positively predicted pride and negatively predicted hopelessness with time. More self-assured teachers can teach more effectively and nurture their students' motivational, emotional, and cognitive development (Burić *et al.*, 2020). The concept is explained in depth by Pertiwi and Dzulfikri (2023), who emphasized that teachers' comprehension of their students' emotions may significantly influence how successfully they teach and enhance their instructional strategies.

However, new research emphasizes other aspects of achievement emotions, exposing significant holes in the literature requiring further study. First, there is enough evidence linking achievement emotions to academic success; nonetheless, certain aspects of this connection are still not well recognized. Huang stresses a connection between distinct achievement goals and diverse degrees of academic stress, implying that the particular emotions these goals evoke can significantly impact performance in school (Huang, 2023). Furthermore, solid studies are absent that meticulously examine how specific achievement emotion connects with various academic instances, particularly non-traditional classrooms like online learning (Wu & Yu, 2022).

This study points out a student perception of teacher effectiveness and achievement emotions among PAHF 1 students. It determines teacher effectiveness regarding subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication. Also, the level of achievement emotions in PAHF 1 students regarding pride, enjoyment, anger, anxiety, hopelessness, and boredom should be determined. To know the significant relationship between students' perception of school teacher effectiveness and achievement emotions. This study also hypothesized that there is no significant relationship between the variables.

Achievement emotions have significance for greater reasons than academic performance; they are tied to students' motivation and mental wellness. In addition, this study implies quality education among the students, which is part of the fourth Sustainable Development Goals (SDG), to ensure that this study will assess the diversity of individuals. Therefore, the study's results can enlighten the respondents, Physical Activities towards Health and Fitness (PAHF) students, on how their feelings are impacted by the effectiveness of their Physical Education (PE) teachers, and how this affects the students' participation and performance in PE classes. Understanding this influence enables school educators to see how vital their role is in influencing students' emotional reactions. School administrators can use these insights to refine teacher evaluation processes, identifying key areas where teachers excel or need improvement. Policymakers may use the findings of this study to create educational approaches that improve the effectiveness of teachers and enhance students' academic and emotional performance on a global basis. This study shall also serve as a reference and guide for those planning to take up a study related to this topic.

2. Method

This portion discusses the data gathering and procedures undertaken during this study. It covers the research respondents, the research instrument, the research design, and the procedures. This section provides a comprehensive view of how the researchers approached the data collection and analysis. It lays down the foundation for figuring out what the results mean in light of the study goals.

2.1 Research Respondents

The respondents of this study are currently enrolled in Physical Activities towards Health and Fitness (PAHF) 1 in the First semester of the School year 2024-2025 in one of the higher learning institutions in Davao City. Furthermore, there are 7,288 people enrolled in PAHF 1. A Raosoft online calculator was used to identify the specific respondents of this study. Raosoft online calculator is a statistical approach used in survey research to identify the specific respondents of the study (Webster, 2024). As a result, there were 364 respondents. Also, this study used simple random sampling as a sampling method. Simple random sampling is an equal chance of being picked as part of the sample (Webster, 2024). Moreover, this sampling method is suitable for determining the relationship between Students' Perception of School Teacher Effectiveness and Achievement Emotions of PAHF 1 Students. For the inclusion criteria, students must be 18 or older and willing to participate in this study. However, those not enrolled in PAHF 1, those below 18 years old, and those not enrolled in PAHF 1 were excluded. The respondents had the right to refuse if they were unwilling to participate in this study.

2.2 Research Instrument

The primary method for collecting data was the survey questionnaire, and the modified questionnaire was the tool used by the researchers for this study. The first part of the questionnaire, which assesses the student's perception of teacher effectiveness, has five indicators: Subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication. Each indicator has six statements with 26 items developed by Akram (2018). However, the achievement emotions have six indicators involving pride, enjoyment, anger, anxiety, hopelessness, and boredom, which have four statements. This questionnaire has 24 items developed by Fierro-Siero *et al.* (2020).

The panel experts validated the adapted-modified questionnaire, which received a mean score of 1.9. In addition, the 50-item survey questionnaire underwent the pilot testing phase, in which the Cronbach's α for the 24 TE and 26 AE were $\alpha = .942$ and $\alpha = .958$, which means that the survey questionnaire has an excellent level of reliability.

The range of means is as follows, as well as the interpretation of the data. The first one is the 4.20 – 5.00, a very high level, which shows that students' perception of teachers' effectiveness is always manifested. The second is a 3.40-4.19 range of means with a high level, which shows that the students' perception of teachers' effectiveness is often manifested. Third is a 2.60-3.39 range of means, indicating a neutral level, meaning the students' perception of the teacher's effectiveness is sometimes manifested. The fourth was a 1.80-2.59 range of means with a disagree level, showing that the student perception of teachers' effectiveness rarely manifests. The fifth was a 1.00- 1.79 range of 9 means with a strong disagreement. This shows that the student's perception of the teacher's effectiveness never manifests.

2.3 Research Design

The research objective is to determine the students' perception of teacher effectiveness and their achievement emotions. This study used a quantitative study employing a descriptive-correlational design. This method collects the data in a systematic way that reveals the traits of the items under study as well as how they are connected (Templo, 2023). Additionally, this study used statistical analysis to determine the importance and direction of the relationship between these two variables.

In conducting this study, the researchers submitted a letter to the University of Mindanao (Main) Bachelor of Physical Education (BPE) Program Head and the Dean of the College of Teacher Education (CTE) to perform this study. The researchers gathered the data after receiving consent from the personnel. The researchers collected all the data. Assessing the respondents' desire to participate could provide challenges to the researchers. As a result, the researchers heavily utilized members' verification to ensure the validity and integrity of the data gathering.

After computing the needed statistical analysis using mean, which measures the data set's dispersion (Livingston, 2004), standard deviation, and Pearson's R coefficient as the statistical tools, the researchers reviewed the completed results to identify

important data findings. It was essential to interpret the data and adding to the results and discussion was important. This was how the researchers developed their negotiation on the goals of the study. In conclusion, the researchers looked closely at the study's practical implications and how they may improve methods and initiatives in important fields.

3. Results and Discussion

This section shows the tabulated data and findings on the connection between teacher effectiveness and achievement emotions of PAHF 1 students. The data were gathered and analyzed through a structured questionnaire to ensure accuracy before identifying patterns and correlations.

3.1 Teacher Effectiveness in PAHF 1

Table 1 presents the mean and standard deviation scores for teacher effectiveness (TE) measures in PAHF 1, the independent variable in this study. It consists of indicators such as subject-matter knowledge (SMK), instructional planning and strategies (IPS), assessment, learning environment (LE), and effective communication (EC), as shown below. It presents the overall mean score of 4.35 (SD = 0.382).

Table 1: Level of Teacher Effectiveness in PAHF 1

| Indicators | \bar{x} | SD |
|---------------------------------------|-------------|--------------|
| Effective Communication | 4.44 | 0.551 |
| Learning Environment | 4.39 | 0.550 |
| Assessment | 4.30 | 0.594 |
| Instructional Planning and Strategies | 4.30 | 0.524 |
| Subject Matter Knowledge | 4.29 | 0.635 |
| Overall | 4.35 | 0.382 |

It can be gleaned in the table that the indicator effective communication has the highest mean score of 4.44 (SD = 0.551), which mean is very high meaning the students strongly agreed that their teachers uses correct vocabulary and grammar in teaching is always manifested followed by learning environment with a mean score of 4.39 (SD = 0.550) which is very high which means that students strongly agreed that their teachers creates a climate of mutual trust and respect in the classroom is always manifested. These two indicators belong to the same level of description, which is very high. Meanwhile, the instructional planning and strategies with a mean score of 4.30 (SD = 0.524), assessment with a mean score of 4.30 (SD = 0.594), and lastly subject matter knowledge with a mean score of 4.29 (SD = 0.635) have the lowest mean among other indicators, yet still described as a very high level. This shows that the students agreed that their teachers encouraged them to do better next time and to use appropriate materials, technology, and resources when teaching.

This result is consistent with the studies by Göktaş and Kaya (2023) and Uysal and Sarier (2019), which state that teacher effectiveness is a crucial factor in how well students perform, encompassing professional growth, interpersonal interactions, and pedagogical skills. Studies show a strong correlation between student academic achievement and teacher effectiveness, encouraging instructors to use a variety of instructional strategies that often foster greater student satisfaction and performance.

3.2 Achievement Emotions of PAHF 1 Students

Table 2 visibly presents the descriptive results of the level of achievement of PAHF 1 students, which is the dependent variable. The following indicators were meticulously analyzed: Pride, Enjoyment, Anger, Anxiety, Hopelessness, and Boredom in this study. Using statistical instruments, the overall mean score was 3.80 (SD = 0.562).

Table 2: Level of Achievement Emotions of PAHF 1 Students

| Indicators | \bar{x} | SD |
|----------------|-------------|-------------|
| Pride | 4.34 | 0.51 |
| Enjoyment | 4.23 | 0.71 |
| Anger | 3.42 | 1.14 |
| Anxiety | 3.27 | 1.13 |
| Hopelessness | 3.68 | 1.22 |
| Boredom | 3.84 | 1.25 |
| Overall | 3.80 | 0.56 |

It is described as high level, meaning the student often agrees that their achievement emotion is often manifested. Moreover, among indicators, pride received the highest mean score of 4.34 (SD = 0.519), which is high. It implies that the students strongly agreed that they are proud of participation in a physical education class, which is always followed by enjoyment, with a mean score of 4.23 (SD = 0.716), which is high, which means that the students always agreed that they are motivated to go to the physical education class because of the excitement that is always manifested. Consequently, anxiety received the lowest mean score of 3.27 (SD = 1.318), which is high, indicating that the students often agreed that they feel nervous in the physical education class, which is often manifested.

This suggests that the achievement emotions with the mean score of 3.80 (SD = 0.562) wanting to take part in physical activity and perform well in physical education are substantially connected with positive feelings, such as pride, indicating that pride might drive learners to stay engaged and do well academically (Fierro-Suero *et al.*, 2022). Moreover, this concept is further supported by Pertwi and Dzulfikri (2023), who stressed how teachers' understanding of their students' feelings can substantially impact how well they instruct and improve their teaching methods. The result also supports that negative emotions might make students less motivated to learn, work harder, and do less well in education overall (Wang *et al.*, 2024).

3.3 Significant Relationship of the Student Perception of Teacher Effectiveness and Achievement Emotions

The third table portrays the overall result of the dependent variable. And the independent variable. Since the data are not normally distributed, Spearman's rho was used to analyze the results. It is visibly discussed here. The overall result in Table 3 portrays that there is a very low, significantly positive relationship between teacher effectiveness and achievement emotion, with an $r=0.171$, $p=0.001$.

Table 3: Significant Relationship between Student Perception of Teacher Effectiveness and Achievement Emotions

| Teacher Effectiveness Dimension | Pride | Enjoyment | Anger | Anxiety | Hopelessness | Boredom | Overall Achievement Emotions | Sig. |
|-------------------------------------|---------------|---------------|--------------|--------------|--------------|-------------|------------------------------|-------------|
| Subject Matter Knowledge | .269** | .230** | -.016 | .046 | .037 | .044 | .149** | .005 |
| Instructional Planning & Strategies | .224** | .341** | -.008 | -.021 | -.011 | .061 | .148 | .005 |
| Assessment | .293** | .277** | -.055 | -.047 | .000 | .026 | .070 | .182 |
| Learning Environment | .318** | .344** | -.018 | -.061 | -.006 | .058 | .170** | .001 |
| Effective Communication | .259** | .260** | -.061 | -.006 | -.056 | .010 | .137** | .543 |
| Overall | .381** | .446** | -.028 | -.004 | -.004 | .083 | .171** | .001 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed)

This significance shows that the association is unlikely to be the result of chance; the "very low" description implies that the independent variable is responsible for a tiny fraction of the difference in the dependent variable. Therefore, the hypothesis of no significant relationship was rejected. Although, teacher effectiveness and achievement emotions are generally correlated, however as analyzed individually according to specific indicator that the teacher effectiveness is not correlated with the following indicators such as anger, anxiety and hopelessness due to the results, anger with an r -value of $-.028$ and anxiety with an r -value of $-.004$ and lastly hopelessness with an r -value of $-.004$ base of the results.

A weak, positive, and significant relationship exists between the Independent and dependent variables. Although three indicators of the independent variable are not correlated with the dependent variable, as a whole, they are significantly correlated. This is supported by Chen (2025), who states that students' academic results are greatly impacted by the overall quality of education, shaping their learning experiences and general performance in school. Furthermore, it was specifically claimed that it has been shown that educators with confidence in their ability to teach have more positive emotions throughout the teaching process, which leads to enthusiasm and dedication to teaching methods that create a positive educational atmosphere for the students, which ultimately contributes to improved learning outcomes and emotional well-being (Xue *et al.*, 2023).

4. Conclusion and Recommendation

Based on the results, the level of teacher effectiveness in PAHF 1 was very high; furthermore, the level of achievement emotions of PAHF 1 students was high. Also, teacher effectiveness and achievement emotion had a significant relationship. Moreover, the leading theory of this study, Albert Bandura's Social Learning Theory (SLT), supported the result of this study. As cited in this theory, educators who possess strong emotional control and positive interpersonal abilities have the power or ability to affect students' mental responses and attitudes regarding learning (Xiao & Suwaranak, 2024; Abedi & Kalantaree, 2020).

Since teacher effectiveness is very high, the school management may provide more seminars, training, and other programs that enhance teachers' teaching skills to sustain this. On the other hand, achievement emotions also received a very high result, as researchers suggest that the student government should consider planning a range of interesting events to make physical education lessons more engaging. Examples are dance, team sports, individual exercises, and outside outings that expose students to different situations and difficulties. In addition to making physical education more fun, these exercises give students a constructive way to blow off steam and stress, which eventually helps them maintain mental balance and overall well-being.

Future researchers should conduct a qualitative study to validate our quantitative data and gather the experiences and challenges of every student attending PAHF1 classes. This will provide a deep understanding of the key causes of the statistics seen in this study. It can also assist in background factors and personal opinions that might affect students' performance and engagement in the subject.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Feyanni Yane R. Galaura is a dedicated student of the Bachelor of Physical Education program at the University of Mindanao, Philippines. She is a creative individual who

finds joy in expressing herself through various forms of art, whether traditional, digital, or experimental. Alongside her artistic pursuits, she has a passion for singing, which allows her to share her voice and connect with others through music. Her versatility shines in the way she balances her academic focus on physical education with her love for the arts, embodying both discipline and creativity. With her innovative spirit and enthusiasm, Feyanni demonstrates how education, artistry, and personal passion can come together to shape a well-rounded and inspiring student.

Kimberly G. Lopez is a student of the Bachelor of Physical Education program at the University of Mindanao, Philippines, who aspires to become a teacher in the future. She's in the future. Her passion for education reflects her desire to inspire and guide others, combining her academic training with her natural enthusiasm for learning. Beyond the classroom, Kimberly enjoys engaging in nature trekking, an activity that allows her to connect with the outdoors, embrace adventure, and cultivate resilience. This love for exploration complements her academic journey, as it nurtures discipline, perseverance, and appreciation for holistic well-being. With her dedication to teaching and her adventurous spirit, Kimberly embodies the qualities of a future educator who values both knowledge and the enriching experiences that life offers. Passion for education reflects her desire to inspire and guide others, combining her academic training with her natural enthusiasm for learning. Beyond the classroom, Kimberly enjoys engaging in nature trekking, an activity that allows her to connect with the outdoors, embrace adventure, and cultivate resilience. This love for exploration complements her academic journey, as it nurtures discipline, perseverance, and appreciation for holistic well-being. With her dedication to teaching and her adventurous spirit, Kimberly embodies the qualities of a future educator who values both knowledge and the enriching experiences that life offers.

Gay R. Limpot is a student of the Bachelor of Physical Education program at the University of Mindanao, Philippines, who is deeply passionate about service and community involvement. She actively volunteers, joins various groups, and participates in community events, reflecting her commitment to making a positive impact beyond the classroom. Her enthusiasm for networking and building connections highlights her collaborative spirit and ability to bring people together toward shared goals. As she pursues her academic journey in physical education, Gay demonstrates how leadership, service, and social engagement can complement professional growth, shaping her into a well-rounded individual prepared to inspire others both in education and in the wider community.

Dr. Lenziel L. Galaura, Ed.D., has dedicated nearly three decades of his professional life to the University of Mindanao, where he serves as a committed Physical Education teacher. Guided by the principle of perseverance, he approaches every task with unwavering dedication and integrity, believing that hard work is the cornerstone of meaningful success. His passion extends beyond teaching, as he takes pride in mentoring students in research, helping them refine their academic abilities while fostering their personal growth. For Dr. Galaura, the most fulfilling aspect of his career lies in

supporting students on their journey to becoming independent thinkers and responsible individuals, a role he embraces with both purpose and heart.

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