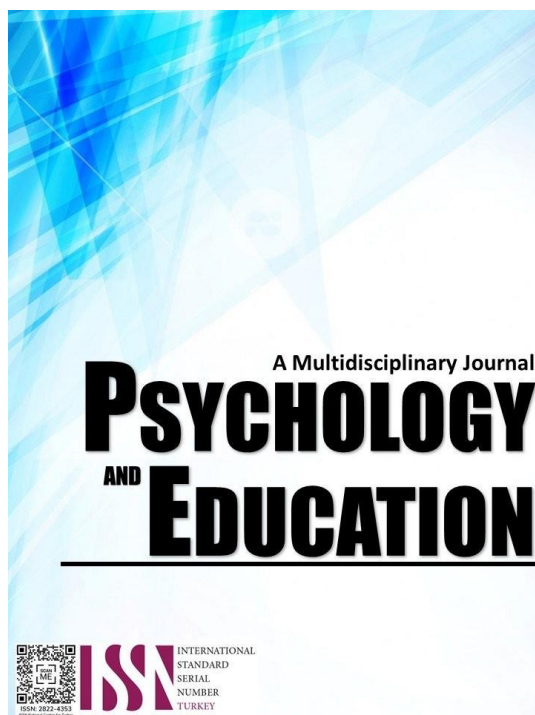


**PROFICIENCY AND TEACHING PERFORMANCE OF ENGLISH TEACHER  
FROM SELECTED ELEMENTARY SCHOOLS IN CAMARINES SUR:  
BASIS FOR PROFESSIONAL DEVELOPMENT PLAN**



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## Proficiency and Teaching Performance of English Teacher from Selected Elementary Schools in Camarines Sur: Basis for Professional Development Plan

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### Abstract

The study provided a comprehensive analysis of the profile, proficiency, and challenges faced by primary English teachers, shedding light on various aspects of their professional lives. The demographic profile revealed that a significant portion, 24 percent, of the teachers fell within the 40-44 age range, and there was a notable female dominance, with 56 percent of respondents being female. Educational attainment varied, with one teacher holding a master's degree, fourteen having a bachelor's degree with MA units, and twelve possessing only a bachelor's degree. In terms of teaching experience, the distribution was diverse, with almost one-third of teachers having the shortest range of experience. The study highlighted six teachers with 6-10 years, five with 11-15 years, three with 16-20 years, and four with 21 years and above in teaching English. Specialization varied among the 27 teachers, with the majority specializing in General Education, while others focused on fields like HELE, Social Studies, Filipino, science, mathematics, and English. The study identified challenges faced by teachers in various aspects. In terms of teacher factors, encouraging students to recite and talk in English during English-based subjects was reported as a frequent problem, while perceived incompetence in carrying out curriculum objectives was less prevalent. Administrative factors included challenges related to the climate for employer-employee relationships and administrators' involvement in the nature and implementation of the English subject. Pupil factors encompassed communication difficulties and concerns about the promotion of nonreaders. A significant positive correlation between English teaching proficiency and teaching performance was established, highlighting the importance of proficiency in achieving effective teaching outcomes. The study's conclusions emphasized the need for teachers to enhance their competence in teaching English, particularly when instructing outside their field of expertise. Issues such as a lack of encouragement for student participation and the necessity to use English consistently were identified. The recommendations included mandatory attendance at relevant seminars, in-service training, and mentoring programs to address weaknesses and intensify language-teaching efforts.

**Keywords:** *proficiency, teaching, performance, development*

### Introduction

Teaching is widely acknowledged as a fulfilling profession with the potential to positively impact both students and educators (Smith et al., 2022). The essence of teaching is intricately linked with effective communication, especially in the realm of language instruction. To impart knowledge successfully, teachers must possess advanced knowledge of the subject matter (Ramiso, 2021).

English, being the universal language, serves as a crucial medium of instruction across various fields. Proficiency in English is essential for acquiring knowledge and preparing elementary pupils for more advanced studies. It has become a language of convenience in academic, corporate, and social contexts, evolving into a second language integrated into our way of life.

In the Philippines, English instruction begins in preschool and continues to evolve throughout elementary, high school, and college. The proficiency in the English language is deemed critical, acting as a mechanism for social stratification, enabling access to professional and business sectors (Ambat, 2020). However, despite English being a universal language, not all nations possess the capacity to speak it fluently. Filipinos, fortunately, exhibit early language acquisition skills, allowing even young children to communicate in English.

The learning process for English involves more than just observation and listening; active participation in classroom activities, games, simulations, and written tasks is essential. However, the effectiveness of these learning processes relies on several factors that contribute to the teaching of English. Challenges arise in the primary grades due to shifts in teaching priorities and principles over the years, prompting improvements to support English teachers.

Despite the ongoing efforts to enhance English teaching, difficulties persist. Challenges include a lack of instructional materials and insufficient teacher training in various approaches, techniques, and methods. The deteriorating state of English proficiency in classrooms is a cause for concern, urging teachers and school officials to address the issue collectively (Go, 2021).

The background of the study highlights the declining quality of education in the Philippines, evident in achievement test results and board examination pass rates. This decline is attributed, in part, to the challenges faced by teachers in effectively teaching the English language. The researcher, based on experiences in a newly established school, notes a lack of skills among teachers in utilizing English effectively. Alarming trends include students' difficulty comprehending English, leading to a reluctance to use the language in discussions. The study underscores the critical role of teachers in enhancing English proficiency and academic performance,

emphasizing the need for targeted interventions and support to address these challenges in both the global and Philippine educational contexts.

The introduction to the study on English teaching unveiled a complex landscape fraught with potential problems and challenges. Teaching was portrayed as a fulfilling profession with the power to positively impact both educators and students, underscoring the importance of effective communication in language instruction (Smith et al., 2022). The emphasis on English as a universal language, crucial for academic, corporate, and social contexts, positioned it as an integral part of daily life and a prerequisite for social stratification in the Philippines (Ambat, 2020).

However, the potential for subjectivity and bias in acknowledging teaching's positive impact raised questions about the diversity of perspectives within the profession. The introduction's focus on the Philippines and the assumption of early language acquisition skills among Filipinos may have inadvertently oversimplified the intricate process of language development, necessitating a more nuanced understanding of individual variations.

Moreover, the challenges faced by English teachers in the primary grades, coupled with the persisting difficulties despite ongoing efforts, raised concerns about the effectiveness and sustainability of the then-current teaching approaches. The lack of specificity regarding necessary improvements and interventions left room for ambiguity, emphasizing the need for a clearer roadmap to address identified challenges.

Resource constraints emerged as a potential hurdle, particularly in terms of a dearth of instructional materials and insufficient teacher training. Implementing improvements became contingent on overcoming these limitations, posing a significant challenge to the study's proposed interventions.

Additionally, the absence of explicit information on the research methodology employed raised questions about the study's reliability and validity. Ensuring robust research methodologies was crucial for producing findings that contributed meaningfully to the discourse on English teaching.

In navigating these potential pitfalls, the study had to navigate cultural sensitivities, acknowledge the diversity in language acquisition, provide concrete solutions to identified challenges, address resource limitations, and transparently articulate its research methodology. A comprehensive approach was imperative to ensure the study's relevance and applicability not only within the Philippines but also in the broader global context of English teaching.

## Research Questions

The research embarked on a compelling journey to explore the intersection of English proficiency and teaching performance. With a focused lens, this study aimed to achieve several pivotal objectives, each serving as a guiding beacon to illuminate the transformative potential of English proficiency and teaching performance. This study focused on teachers' English proficiency and teaching performance at Selected elementary schools in Camarines Sur in Lian, Batangas. Specifically, the researcher sought to answer the following questions:

1. What is the profile of the language teachers in terms of:
  - 1.1. educational attainment;
  - 1.2. length of years in teaching english;
  - 1.3. specialization or field of study; and
  - 1.4. trainings and seminars attended?
2. What is the academic performance of the learners before and after the feeding program?
  - 2.1. identifying errors;
  - 2.2. correct usage;
  - 2.3. vocabularies with context clues;
  - 2.4. synonyms;
  - 2.5. antonyms;
  - 2.6. agreement of subject and verb agreement;
  - 2.7. reading comprehension;
  - 2.8. paragraph organization; and
  - 2.9. writing paragraph?
3. What is the level of teaching performance of English teachers?
4. Is there a significant relationship between English proficiency and English performance of the language teachers?
5. What professional development plan can be proposed to enhance language teaching of teachers?

## Methodology

### Research Design

This study will utilize the descriptive survey method using the questionnaire technique, interview, and observation. The data obtained

from the different respondents were the basis of the study to investigate the profile of the primary language teachers. The difficulties encountered by primary language teachers in teaching English will lead to the identification of the common difficulties and failures met by the teachers. The profiles of the respondents were established from the district's data bank and from the first part of the questionnaire. The researcher reserves the right to honor the integrity of the documents and rely on their authenticity utilized as sources of data for determining the factors attributed to difficulties in teaching English in the primary grades.

The profiles of the respondents were established from the district's data bank and from the first part of the questionnaire. The researcher reserves the right to honor the integrity of the documents and rely on their authenticity utilized as sources of data for determining the factors attributed to difficulties in teaching English in the primary grades.

### **Respondents**

The research focused on teachers to be involved in the study were the Grade One to Six teachers from selected elementary schools in Camarines Sur for the school year 2022-2023. Specifically, the respondents were from Sagrada Elementary School, Amoguis Elementary School, and Carolina Elementary School respectively. The respondents/participants of the study are 27 English teachers that are presently teaching from these Selected elementary schools in Camarines Sur.

The research aimed to capture a meaningful cross-section of the educational landscape. The meticulous calculation of the sample size, coupled with the inherent randomness in the selection process, ensures that the study maintained statistical validity and faithfully represents the broader population. Furthermore, the inclusion of well-regarded educational institutions within the research's scope enhances its potential to offer insights relevant to the educational context of the region.

### **Instrument**

The research in question employed a researcher-developed questionnaire, crafted with precision and insight to meet the study's objectives. This instrument was created through the researcher's extensive readings, observations, and careful planning, ensuring its relevance and effectiveness. The questionnaire, an outgrowth of thoughtful consideration, was systematically designed to categorize questions into five distinct sections.

The first section aimed at collecting comprehensive information about the respondents' profiles, covering demographic aspects such as age, gender, educational background, and teaching experience. This section sought to paint a detailed picture of the primary language teachers under scrutiny.

Subsequent sections delved into various factors influencing the difficulties faced by these teachers. The section on teacher factors explored individual aspects affecting the teaching process, including proficiency, competence, and instructional strategies. Administrative factors were considered to understand organizational and managerial influences, while school-related factors examined the broader institutional context. Lastly, the pupil factors section investigated challenges arising from student characteristics and behaviors.

### **Procedure**

The data gathering process adhered to specific objectives, ensuring a systematic and ethical approach throughout the study. Firstly, before administering the instrument, the researcher obtained a written permit from both the district supervisor and school principal of the respective school. This ensured official approval before the distribution of questionnaires commenced.

Secondly, to enhance clarity and understanding of the survey questionnaire, the researcher personally distributed them to all the schools encompassed in the study. This hands-on approach aimed at mitigating potential issues related to comprehension and ensured that participants had a clear understanding of the questionnaire.

Lastly, the obtained results underwent a meticulous process of recording, tallying, tabulating, and analysis. To yield quantitative results, a five-point rating scale with corresponding descriptions was utilized for evaluating both teacher and pupil factors. This standardized rating system contributed to a consistent and objective assessment, enabling a comprehensive analysis of the gathered data. The careful execution of these objectives in the data collection process laid the foundation for a robust and reliable study.

### **Data Analysis**

The following statistical techniques were applied to ensure accuracy and reliability in the analysis and interpretation of data gathered.

To determine the profile of primary language teachers in terms of educational attainments, length of years in teaching English, specialization or field of study, training and seminars attended related to language teaching, frequency count, and percentage were used with the formula:

To determine the level of teaching performance of English teachers, mean and standard deviation were used.

To determine the problems attributed to difficulties encountered by primary language teachers in the aspects of teacher factors, administrative factors and pupil factors, frequency count, percentage, mean and rank distribution and standard deviation were used.

To determine the significant relationship between English proficiency and English performance of language teachers, Pearson  $r$  was used.

### Ethical Considerations

In the study on English teachers' proficiency and teaching performance, ethical considerations played a crucial role in safeguarding participant rights and well-being. The informed consent process was a key ethical focus, ensuring that English teachers received clear and comprehensive information about the research's purpose, procedures, risks, and benefits before the study commenced. Voluntary participation and the freedom to withdraw without repercussions were emphasized.

Confidentiality was treated as a paramount ethical concern. Researchers took measures to protect the privacy of English teachers by treating gathered information with utmost confidentiality. This included anonymizing or de-identifying data during reporting and dissemination, fostering trust in the research process.

The research design placed a high priority on the well-being of English teachers, aiming to avoid causing harm or discomfort. Survey questions and assessment tools were carefully crafted to collect necessary information without intruding into sensitive areas or inducing stress.

Equity and fairness were maintained throughout the research, with researchers being vigilant about potential biases in participant selection, data collection, and analysis procedures. The goal was to ensure that study outcomes accurately represented the diverse experiences and perspectives of English teachers, contributing to a more equitable understanding of proficiency and teaching performance.

In addition, the dissemination of research findings adhered to ethical guidelines. Transparent reporting with integrity and the avoidance of data manipulation were emphasized. Researchers committed to responsibly sharing the findings, acknowledging both the strengths and limitations of the study. This comprehensive approach underscored a commitment to ethical standards and the respectful treatment of participants in educational research.

### Results and Discussion

This part of the study provided the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents in accordance with the specific questions posited on the objectives of the study.

#### What is the profile of the English teachers in terms of :

##### Age

Table 1.1. *Profile of the Primary English Teachers According to Age*

| Age Range  | Number | Percent |
|------------|--------|---------|
| 60 - above | 0      | 0       |
| 55-59      | 0      | 0       |
| 50-54      | 0      | 0       |
| 45-49      | 8      | 16      |
| 40-44      | 12     | 24      |
| 35-39      | 11     | 22      |
| 30-34      | 9      | 18      |
| 25-29      | 10     | 20      |
| Total      | 27     | 100     |

Table 1.1 shows the data on the age profile of the teacher as respondents of the study. It reveals that there are 12 or 24 percent are at the age of 40-44; 11 or 22 percent are at age 35-39 years; 10 or 20 percent are at the age of 25-29 years old, 9 or 18 percent are at the age of 30-34 years old, and 8 or 16 percent are at the age of 45-49 years old. The majority, or 24 of the teacher-respondents' age, are 40-44 years old.

##### Gender

Table 1.2. *Profile of the Primary English Teachers According to Gender*

| Gender | Number | Percent |
|--------|--------|---------|
| Male   | 22     | 44      |
| Female | 28     | 56      |
| Total  | 27     | 100     |

Table 1.2 shows the data of the gender of the teachers as respondents of the study. It shows that there is 22 or 44 percent are male and 28 or 56 percent are female. Most of the respondents are female. This indicates that teaching is a female dominated profession.

## Educational Attainment

Table 1.3. *Profile of the Primary English Teachers According to Educational Attainment*

| <i>Educational Attainment</i>   | <i>Frequency</i> | <i>Percentage</i> |
|---------------------------------|------------------|-------------------|
| MA / MS Holders                 | 1                | 4                 |
| Bachelor's Degree with MA Units | 14               | 52                |
| Bachelor's Degree               | 12               | 44                |
| Total                           | 27               | 100               |

Based on the data in Table 1.3, 1 of the 1 or 4 percent of the primary English teachers are MA/MS holders, while 14, or 52 percent of the primary language teachers hold bachelor's degree with units in the Masteral program, and 12 or 44 percent of the primary language teachers hold a bachelor's degree. These data may have significant implications in this study based on the work of Darling-Hammond (2020) who systematically reviewed recent multivariable studies of student achievement and found out that there is a significant association between teachers' qualifications and what students learn.

## Length of Years in Teaching English

Table 1.4. *Profile of the Primary Language Teachers According to Length of Years in Teaching English*

| <i>Length of Years in Teaching English</i> | <i>Frequency</i> | <i>Percentage</i> |
|--|------------------|-------------------|
| 21 years and above                         | 4                | 14.8              |
| 16 - 20 years                              | 3                | 11.1              |
| 11 - 15 years                              | 5                | 18.5              |
| 6 - 10 years                               | 6                | 22.2              |
| 0 – 5 years                                | 9                | 33.3              |
| Total                                      | 27               | 100               |

From the frequency distribution shown in Table 1.4, 9 primary English teachers or 33.3 percent reported a teaching experience in the range from 0 to 5 years, while 6 or 22.2 percent of the English teachers declared teaching experience in the range of 6 to 10 years, another with 5 or 18.5 per cent showed teaching experience in the range of 11 to 15 years, other with 3 or 11.1 percent prevailed their teaching experience in the range of 16 to 20 years, and the last 4 of teachers or 14.8 indicated a teaching experience of 21 years above.

## Specialization or Field of Expertise

Table 1.5. *Profile of the Primary Language Teachers According to Specialization or Field of Specialization*

| <i>Specialization or Field of Expertise</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| English                                     | 5                | 18.5              |
| Mathematics                                 | 2                | 7.4               |
| Science                                     | 1                | 3.7               |
| Filipino                                    | 3                | 11.1              |
| Social Studies                              | 2                | 7.4               |
| General Education                           | 9                | 33.3              |
| Others                                      | 5                | 18.5              |
| Total                                       | 27               | 100               |

Based on the data in Table 1.5, 5 or 18.5 percent of the primary language teachers specialize with other subject, while 9 or 33.3 percent choose General Education as their field of expertise, others with 2 or 7.4 per cent in the field of Social Studies, another 3 or 11.1 per cent specialize in Filipino, while 1 or 3.7 percent make Science as their specialization, 2 or 7.4 per cent in the field of Mathematics and lastly 5 or 18.5 percent choose English as their field of specialization.

## Number of Seminars and Training Programs in English Attended

Table 1.6. *Profile of the Primary Language Teachers According to Number of Seminars and Training Programs in English Attended*

| <i>Number of Seminars and Training Programs in English Attended</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| 15 and more   | 3                | 11                |
| 10 -14  | 6                | 22                |
| 6-9   | 8                | 29                |
| 1 – 5   | 10               | 37                |
| Total   | 27               | 100               |

As many be seen from Table 1.6, 10 of the 27 or 37 primary language teachers attended 1 – 5 seminars, while 8 or 29.6 percent have attended 6 – 9 seminars, other 6 or 22.22 per cent of the primary language teachers attended 10 -14 seminars, and finally 3 or 11.1 per

cent attended 15 and more seminars. This particular finding is a bit disconcerting considering that teachers, like any other professional, should upgrade his/her competence regularly. Probably, the teachers feel that taking time - out to attend seminars and training related to English is time consuming. Considering that teacher qualities and competencies are central to increasing pupils' achievement. The above finding bears a closer look into particular for the school management.

### Teachers' Level English Proficiency

Table 2. *Frequency and Percentage Distribution of the level of English Proficiency as to Identifying Errors*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 4                | 15                |
| Average (84.5 – 74.6)                     | 10               | 37                |
| Below Average (74.5 – 62.6)               | 8                | 30                |
| Fair (62.5 – 50)                          | 5                | 18.5              |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

As can be seen in table 2, 10 teachers out of 27 or thirty-seven percent are average, followed by a rating of twenty-nine percent wherein 8 out of 27 language teachers are below average, 18.5% or 5 have a fair rating, 4 out of the 27 respondents or 14.8 percent are high. No one has a needs improvement rating. This shows that the respondents have average rating in the given English teaching proficiency examination as to Identifying Errors.

Table 3. *Frequency and Percentage Distribution of the Level of English Proficiency as to Correct Usage*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 8                | 29.6              |
| Average (84.5 – 74.6)                     | 11               | 40.7              |
| Below Average (74.5 – 62.6)               | 7                | 25.9              |
| Fair (62.5 – 50)                          | 1                | 3.7               |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

Table 3 shows that 11 or 40.7 percent of the respondents are average, 8 or 29.6 are high, 7 or 25.9 teachers have a below average rating and 1 out of the 27 respondents have a percentage of 3.7 percent got a fair rating. This indicates that most of the language teachers have a n average rating to the given English teaching proficiency examination as to Correct Usage.

Table 4. *Frequency and Percentage Distribution of the Level of English Proficiency as to Vocabularies with Context Clues*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 7                | 25.9              |
| Average (84.5 – 74.6)                     | 11               | 40.7              |
| Below Average (74.5 – 62.6)               | 8                | 29.6              |
| Fair (62.5 – 50)                          | 1                | 3.7               |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

This table indicates the rating of 27 respondents into the given English teaching proficiency examination as to Vocabularies with Context Clues, which shows that 11 out of the 27 English teachers or 40.7 percent are average, followed by 8 or 29.6 percent are below average, 1 or 3.7 percent are fair and 7 or 25.9 percent are high. This shows that there are more language teachers who got a rate of average in the given English teaching proficiency examination as to Vocabularies with Context Clues.

Table 5. *Frequency and Percentage Distribution of the Level of English Proficiency as to Synonyms*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 2                | 7.4               |
| Average (84.5 – 74.6)                     | 6                | 22.2              |
| Below Average (74.5 – 62.6)               | 18               | 66.7              |
| Fair (62.5 – 50)                          | 1                | 3.7               |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

As seen in Table 5, 1 out of the 27 respondents or 6 percent are fair, 18 or 66.7 percent are below average, 22.2 percent or 6 are average and 2 or 7.4 percent are high in the given English teaching proficiency as to looking for synonyms.

Table 6. *Frequency and Percentage Distribution of the Level of English Proficiency as to Antonyms*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 2                | 7.4               |
| Average (84.5 – 74.6)                     | 8                | 29.6              |
| Below Average (74.5 – 62.6)               | 12               | 44.4              |
| Fair (62.5 – 50)                          | 5                | 18.5              |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

Table 6 shows that 12 or 44.4 percent of the respondents are below average followed by 8 or 29.6 percent who got a rating of average, 5 or 18.5 are fair, only 2 or point 7.4 percent got high and nobody got a needs improvement rating in the given English teaching proficiency examination as too looking for Antonyms.

Table 7. *Frequency and Percentage Distribution of the Level of English Proficiency as to Agreement of Subject and Verb*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 2                | 7.4               |
| Average (84.5 – 74.6)                     | 13               | 48.7              |
| Below Average (74.5 – 62.6)               | 11               | 40.7              |
| Fair (62.5 – 50)                          | 1                | 3.7               |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

Table 7 shows that in the given English teaching proficiency examination as to Agreement of Subject and Verb average and the average rating are high with 13 or 48.1 percent and 11 or 44.8 percent in below average respectively. 2 or 7.4 percent are high and only 1 or 3.7 percent is fair.

Table 8. *Frequency and Percentage Distribution of the Level of English Proficiency as to Reading Comprehension*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 8                | 29.6              |
| Average (84.5 – 74.6)                     | 10               | 37                |
| Below Average (74.5 – 62.6)               | 6                | 22.2              |
| Fair (62.5 – 50)                          | 3                | 11.1              |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

The level of English Teaching as to Reading Comprehension examination result as shown in table 9 says that both respondents with high rating of 29.6 percent or 8, 37 percent or 10 respondents out of the 27 is average, 6 or 22.2percent of the respondents are below average, 3 or 11.1 percent is fair, and no one has a needs improvement rating.

Table 9. *Frequency and Percentage Distribution of the Level of English Proficiency as to Paragraph Organization*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 5                | 18.5              |
| Average (84.5 – 74.6)                     | 15               | 55.5              |
| Below Average (74.5 – 62.6)               | 3                | 11.1              |
| Fair (62.5 – 50)                          | 4                | 14.8              |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 27               | 100               |

Table 9 shows that almost three-fourths of the 27 respondents, 15 respondents or 55.5 percent are average, 3 or 11.1 percent are below average, 4 percent or 14.8 respondents are fair, and 5 or 18.5 respondents are high. No one is excellent, well as needs improvement in the given proficiency test in English Teaching as to Paragraph Organization.

Table 10 shows that 14 out of 27 or 51.8 percent of language teachers got an average rating. 29.8 percent or 8 are high in rating and 4 or 14.8 percent are below average and 1 or 3.7 is fair in rating. in the given English teaching proficiency examination as to Writing

## Paragraph (Achieve Unity and Coherence)

Table 10. *Frequency and Percentage Distribution of the Level of English Proficiency as to Writing Paragraph (Achieve Unity and Coherence)*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Excellent (100-94.6)                      | 0                | 0                 |
| High (94.5 – 84.6)                        | 8                | 29.6              |
| Average (84.5 – 74.6)                     | 14               | 51.8              |
| Below Average (74.5 – 62.6)               | 4                | 14.8              |
| Fair (62.5 – 50)                          | 1                | 3.7               |
| Needs Improvement (49 and below)          | 0                | 0                 |
| Total                                     | 125              | 100               |

## The Level of Teaching Performance of English Teachers

Table 11. *The Level of English Teaching Proficiency of language Teacher Frequency and Performance Distribution of the Teaching Performance of English Teachers*

| <i>Description of English Proficiency</i> | <i>Frequency</i> | <i>Percentage</i> |
|---|------------------|-------------------|
| Outstanding                               | 1                | 3.7               |
| Very Satisfactory                         | 24               | 88.9              |
| Satisfactory                              | 2                | 7.4               |
| Below Basic                               | 0                | 0                 |
| Total                                     | 27               | 100               |

Table 11 shows that 24 or 88.9 percent of 27 respondents are very satisfactory, 2 or 7.4 percent is satisfactory and 1 or 3.7 percent is outstanding. This means that the level of English Teaching Proficiency of Language Teacher is very high.

Table 12. *Pearson r Test of Relationship Between Teaching Proficiency and Teaching Performance*

| <i>Variables</i>        | <i>df</i> | <i>Correlation</i> | <i>Critical values</i> |       | <i>Level of Significance</i> | <i>Interpretation</i> |
|-------------------------|-----------|--------------------|------------------------|-------|------------------------------|-----------------------|
|                         |           |                    | .05                    | .01   |                              |                       |
| Proficiency Performance | 123       | 0.50               | .1946                  | .2540 | Significant at .01           | Highly Significant    |

Since the computed value of  $r$  which is .50 is greater than the tabular value of .1946 at .05 and .2540 at .01 levels of significance with 123 degrees of freedom, the null hypothesis is rejected in favor of the research hypothesis. This means that there is significant relationship between the teachers' teaching proficiency in English and their teaching performance. It implies that the better teaching proficiency they have the better their teaching performance because the value of  $r$  is positive. Likewise, if they are not proficient, they will have lower performance.

## Conclusions

The study's findings lead to several formulated conclusions that shed light on crucial aspects of English teaching in primary education. Firstly, it became evident that there is a significant need for teachers to enhance their competence in teaching English. Many primary teachers find themselves instructing in English, even when it's not their specialized field, highlighting the necessity for continuous professional development.

Secondly, the study identified a lack of encouragement and motivation from teachers for pupils to actively engage in English discourse during subjects like Mathematics, Science, and English. This highlights a gap in fostering a supportive learning environment that encourages language participation across various disciplines.

Furthermore, the study emphasized the importance of teachers utilizing English exclusively when interacting with pupils and delivering English-based subjects. The recommendation is to refrain from combining it with vernacular languages, emphasizing the need for consistent language immersion for effective learning.

Lastly, the study concluded that teachers should diversify their teaching strategies to prevent student disinterest in English subjects. The suggestion is to incorporate interactive and engaging activities that make learning enjoyable, thereby fostering a positive attitude towards English education. These conclusions collectively underscore the multifaceted challenges faced by teachers and provide valuable insights for improvement in the realm of primary English education.

Several recommendations emerge from the study, aiming to enhance the effectiveness of English teaching in primary education. Firstly, it is proposed that teachers should be mandated to attend relevant seminars and training programs, fostering continuous growth and

development in the field of English education. These training sessions, seminars, and workshops should be integrated as a regular component of the career trajectory for every teacher, ensuring a dynamic and well-informed teaching community.

Additionally, the suggestion involves the implementation of school-level in-service training or the introduction of a mentoring program. The school head, in collaboration with Master Teachers, should actively identify and assess the weaknesses of teachers in teaching English. This diagnostic approach allows for the prioritization of specific areas requiring improvement, thereby addressing the unique challenges faced by educators.

Recognizing the pivotal role of teachers as prime movers and motivators within the classroom, it is recommended that further studies be conducted. These studies should delve into the exploration of effective teaching strategies, techniques, and methods, especially in the context of English as a second language. The focus spans across pre-schools, primary, and secondary levels, aiming to optimize instructional approaches for diverse learner groups.

In light of the shared responsibility for education between teachers and school administrators, another proposed study is recommended. This study should investigate the specific needs of language classrooms, serving as the foundation for an inclusive and effective learning environment. This holistic approach ensures a comprehensive understanding of the intricacies involved in language education.

Furthermore, the recommendation extends to conducting a larger-scale study and designing a program to intensify the language-teaching efforts of primary language teachers. This broader initiative aims to address challenges systematically and implement impactful strategies that contribute to the continuous improvement of English language instruction in primary education.

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