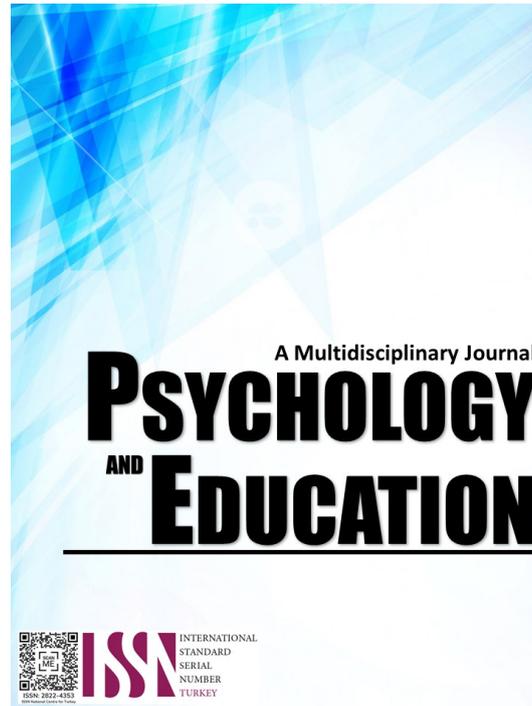


**MISMATCH OF TEACHERS&RSQUO;
QUALIFICATIONS AND SUBJECTS TAUGHT:
EFFECTS ON STUDENTS&RSQUO; NATIONAL
ACHIEVEMENT TEST**



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Mismatch of Teachers' Qualifications and Subjects Taught: Effects on Students' National Achievement Test

Baby Guiaselon*, Sarah Luyugen-Omar, Haron Mohamad, Datu Raffy Ralph Sinsuat, Consuelo Samson, Norulhadji Maidu, Norhana Maguid

[For affiliations and correspondence, see the last page.](#)

Abstract

This study aimed to determine the mismatch between teachers' professional qualifications and the subject taught and its effects to students' national achievement test. Five specific questions were answered as follows: the profile of the teachers teaching English was analyzed in terms of educational attainment, professional growth, and average class size; the mismatch status of English teachers in the selected secondary Schools in Maguindanao-I Division was analyzed in terms of educational qualification, post graduate education, seminars attended related to English language, and average class size; the students' performance in the National Achievement Test was analyzed using the test results; finally the mismatch between teachers' profile in teaching English and in students' performance in NAT as well as the relationship between mismatch status of English teachers and the students' performance in NAT were analyzed using chi-square analysis. Ex-post-facto research design was used with the teachers' profile and students' scores in the NAT as primary data. Complete enumeration of the target respondents was used. Moreover, the chi-square analysis was used to determine the relationship of the teachers' profile with the students' scores in NAT.

Keywords: Philippines, English, Subjects Taught, Professional Qualifications, National Achievement Test

Introduction

To educate a person requires the combination of several factors and processes and at the center of the processes is the presence of an educator or teacher who becomes the most indispensable factor in the effective administration of any educational system (Alik, 2016). Teachers as human resources should have unique personality, characters and attitude which exercise a wholesale and inspiring influence on students. They constitute a strategic factor in educational system (Adu and Olanbundum, 2007) as cited by Cali (2012). Teachers determine to a very large extent, the smooth functioning of any educational system. Teachers' availability and adequacy influence efficiency and high productivity.

The major role of a teacher is to help students gain knowledge, skills, feelings and values that they need to function effectively in the society. He or she can be most effective in carrying out this purpose when he or she consciously accepts his responsibility as an agent of change. As Singh (2011) stated, "School without a teacher is just like a body without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities".

The nation's overall development is inextricably tied to its educational system, that there could be no meaningful socio-economic development without the right type and appropriate quality of education. In view of this, a teacher is someone who has been exposed to a good measure of training in a teaching subject area as well as in professional education. Professional teachers are those who are trained and who have completed their education in formal teaching training. Among the areas of trainings these teachers go through include principles and practices of education as well as exposure to an observed period of internship. People who fall within this category should under normal circumstances be able to fulfill the various functions expected of teachers within and outside the four walls of the classroom.

The term Out-of-field on the other hand is defined as a situation where teachers are appointed to areas or phase of learning for which they have no formal qualification. Out-of-field teaching is an international phenomenon that can impact on educational experiences of students. Teachers in rural and are frequently appointed out-of field due to teachers' shortages. Their lack of qualifications and experiences relevant to their appointment can present significant challenges to their induction within the profession. Okurawa (1999) found that policy investment on quality of teachers' is related to improvement in students' performance. The measurement of teachers' preparation and certification are correlates of students'

achievement in English. It was further reported that teachers' characteristics such as certification status and degree in area of specialization are very significant and positively correlated with students learning outcomes in core subjects.

In the Autonomous Region in Muslim Mindanao (ARMM) and in Maguindanao province, there are cases in both public and private schools where teachers are given subject loads which are not in line of their fields of specialization just to extend services to a large number of students. As a result, there are perceptions that these non-major teachers deliver less effective services in teaching. This phenomenon is also perceived to affect students' performance in the academe. In fact, out-of-field is observed today as one major problem being faced by the Department of Education. In this context, the researcher would like to conduct this study and look into this phenomenon of mismatch of teachers' qualifications and subjects taught and its possible effects on students' national achievement test.

Research Questions

The study aimed to determine the mismatch between teachers' professional qualification and subjects taught and its effects to students' academic performance. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers teaching in English in terms of the following aspects:
 - 1.1. educational attainment,
 - 1.2. professional growth, and
 - 1.3. average class size?
2. What is the mismatch status of English teachers in the selected secondary National High School in DepEd ARMM Maguindanao-I Division in terms of:
 - 2.1. educational qualification;
 - 2.2. post graduate education;
 - 2.3. seminars attended related to English language; and
 - 2.4. average class size?
3. What is the students' performance in National Achievement Test?
4. What is the relationship between teachers' profile teaching in English and students' performance in NAT?
5. What is the relationship between mismatch status of English teachers and students' performance in NAT?

Literature Review

This section presents contemporary facts taken from numerous reading materials which support the mismatch of teachers' qualifications and subjects taught and its effects to students' academic performances. These readings likewise formed as basis in making the conceptual paradigm of the study.

Profile of Teachers Teaching English Subjects

In today's very competitive era, where students become more knowledgeable and update with the latest innovations, teachers' qualifications have become desirable targets of education reform as they show positive effects on academic performance. The profile of teachers in this particular study refers to variables such as educational qualification, professional growth and average class size.

Educational Qualification of the English Teachers

Few educational problems have received more attention in recent times than the failure to ensure that elementary and secondary classrooms are all staffed with qualified teachers. Over the last two decades, dozens of studies, commissions and national reports have drawn attention to the importance of the qualifications and the quality of teaching force. This concern is understandable. With teacher compensation being the largest cost component of education in any country, teachers are particularly important resource especially if students' educational outcomes ultimately depend on the quality of their work, Ingersoll (2002) as cited by Alik (2014).

According to Goodman (2013) debating the issue of the necessity for teaching qualifications for individuals employed by schools as teachers is still existing that even the government is divided over whether unqualified individuals should be allowed to teach in state-funded schools. Mr. Clegg (2010) is of the opinion that school should employ only qualified teachers to ensure "basic quality standard". However, Mr. Gove (2011) disagrees, stating that state maintained schools should be able to "hire brilliant teachers who have not got qualified teachers status-and have the same advantage that private schools have to bring in great linguist, computer scientist, engineers and other specialist to inspire their pupils". On the contrary, Dr. Seldon (2010) compares teaching to parenting, where qualifications are not needed, and believes that Mr. Clegg and others, who argue for teachers to be qualified, are misguided regarding the teachers' role who, he says, is "much more akin to that of a parent, yet, no one is suggesting parents go off for a university course to qualify as a parent". Seldon's

claim appears logical but if teacher's qualification is indeed to be viewed the way parents' qualifications are viewed, there is much to consider in defining what qualified teachers are and what makes a qualified parent too.

Teachers' role compared to parents' roles are almost synonymous in nature but the great difference lies in the definition of professional qualifications. A teacher must always be educationally qualified. He is equipped with the know-how in teaching as governed by the pedagogy he learns from formal schooling. This is pre-requisite to the teaching profession; otherwise, the principle "You cannot give what you do not have" not really true in teaching. In other words, educational or professional qualification has lot to say for someone to be effective teacher of the field he teaches. For example, a teachers who majors in Mathematics and is licensed to teach in Mathematics is expected to be in his best teaching in Mathematics and not in Music where he is not trained although he knows to sing. In the same manner, the best person to teach English is someone who studied and mastered the pedagogy of teaching the language. Knowing how to speak and write the target language is far different from mastering the craft of teaching the target language Hobbs (2015).

Unfortunately, in the present time, the principle of "alignment and specialization is not actually strictly implemented. This is especially true in the Philippine rural schools where teachers who are not trained in particular subject areas are forced to teach or handle the subjects due to various reasons, including lack of teachers specialized in identified subject areas. Thus, the occurrence of the problem known as "mismatch qualification and subject taught" Musau (2015). This phenomenon is expected in the field of English language teaching. As reported by Emery (2015), in some cases in India, the implementation of English curriculum in happened very quickly with inadequate preparation due to the lack of teacher who were competent enough in teaching the language. Emery emphasized that with the demands of globalization, English must be taught to every younger learner these days. This in pointing out the crucial role of English in the 21st century living. Moreover, it can be implied that mismatch of teachers are not only evident in the Philippines educational system but also manifest in some other countries.

English is the international language that can bridge the language barriers of the different nations around the globe. United States of America ranks first in terms of English speakers while the Philippines ranks 4th

around the world as it has more than 92 million English speakers out of 106.1million total population (Kroulek, 2017, World Meter, 2018). Filipinos speak with clear American accent due to the strong influence of USA on their cultures and traditions. This sounds motivating to Filipino learners of English but there are popular claims from Filipino experts themselves describing the current state of Filipino students' proficiency in English as dismal and deteriorating. In fact, in a local study conducted by Samson (2017), it was revealed that in MSU-Maguindanao, the English writing proficiency of the Maguindanaon college students is deficient. This deficiency is caused by varied factors to include English teachers' practices reflecting lack of pedagogical knowledge. This finding is very alarming considering the fact that the teachers involved are specialized in English teaching. A worse scenario could possibly happen when there is mismatch in teachers' qualification and subject taught. Hence, English curriculum in the Philippines should be strengthened by providing a whole package of learning and support materials, refining curriculum, improving teaching standards and most especially hiring highly qualified English teachers in public schools.

Professional Growth of Teachers Teaching English Subjects

Finishing baccalaureate degree today is no longer a guarantee of getting a promising teaching job especially English teaching. Competition has become stiff that a fresh graduate of a degree in language teaching has to compete with a number of licensed and even master's degree holder. There are even professional English Teachers who are unemployed and underemployed. Moreover, teachers of English face the challenge of embracing the culture of the "millennial generation" in learning. With the age of technological advancement and evolution of learning styles, teaching has become a complex and more demanding process. The teacher of English needs to adapt to the dynamism of the educational system and the needs and demands of the present society and learners Shatz (2010).

These contexts are indicators of the necessity for teachers teaching English to keep on going professionally. The government should organize seminar, workshops, and trainings to foster teachers' mastery of the subject. It should also make sure that employed teachers possess the necessary teaching qualifications to teach English language (Fakeye, 2012).

Felipe (2013) strongly supports this saying it is the

goal of the Department of Education (DepEd) to let all the public school teachers to be efficient and effective in teaching profession by providing the a lot of trainings and seminars to improve and develop their craft. Felipe added that DepEd fully understands that everything rises and falls on the teachers' capability to bring learning at the heart of every student. Trainings and seminars on ICT integration, new methods and techniques in teaching, orientation on the K to 12 curriculum, values formation, Child-Friendly School (CFS) policy and the likes are being conducted by the DepEd in different parts of the country so as to prepare all teachers in globalization. Teachers' attendance to seminars will help create an effective environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world. Through seminars, teachers can benchmark the effective teaching practices of other schools. Since the DepEd is offering free training and seminars, teachers must grab the opportunity for self-improvement.

It is implied that teachers are potent factors in education. They are responsible for shaping the youth through quality education. According to Smith (2011) teachers are responsible for the intellectual development of their students. Teacher education programs are meant to train individuals in their subject specialization and teach them the methodology of teaching. Typical teacher education degree programs allow students to choose the level of education they wish to teach. Most elementary school programs do not offer specialization areas. Rather, students are expected to teach all subjects. However, secondary school education programs allow students to major in the area they intend to teach, such as Mathematics, Physics, History, English or earth Science.

The Philippine code of Ethics for teachers spells out professional growth as responsibility of individual teachers. This means that in-service teachers of English need to pursue higher studies to grow professionally Morgan (2015). In study conducted by Horn and Jong (2017) in the U.S. public schools, it was found out that 48% of teachers held Masters' degree, 9% of teachers held doctorate degree and only 13% didn't earn post-graduate degrees. The prevalence of graduate degree holders in Minneapolis, USA is because many school districts and states have long encouraged teachers to pursue graduate education.

Moreover, in some cases, a master's degree is a requirement for teacher licensure in thirteen countries, such as France, Spain and Finland (World Policy Analysis, 2016). Contrary to these findings, a lot of

Filipino teachers of English in the Philippine schools are not specialized in English teaching. There are teachers of English who are holders of degrees in other fields of specialization. Thus, the phenomenon "mismatch teachers" employing mismatch teachers seems to be a tolerated culture and has become acceptable practice in the Philippine schools.

According to Strauss (2003), mismatch teachers are not going to go away immediately even if funded programs for increasing the supply of teachers. But with targeted funding for retraining, professional development programs and mentoring of less specialized teachers, it would be possible to provide opportunities for committed teachers to extend their teaching expertise and maintain high-quality teaching. This would reposition mismatch teachers from negative to an opportunity for professional expansion, Strauss (2003) added. Moreover, Shatz (2010) emphasized that research has shown mismatch teachers can be concerned about the negative impact their teaching might have on student learning, such as lower achievement scores. They have also shown concern that they are unable to demonstrate content relevant to everyday life.

Class Size of English Classes Handled by English Teachers

Class size is one of the many factors to consider when evaluating the performance indicators of the school. Under Secretary for Planning and Field Operations of the Department of Education, Jesus Lorenzo Mateo, as cited by Hernando-Malipot (2018), stated that the ideal class size for Junior High School in the Philippine school is 35 learners, with a maximum of no more than 50 students to have a classroom environment conducive to learning. However, this class size is not strictly observed among public schools in the country. Most often than not, students in the Philippine government schools crowd to over seventy (70) heads in an undersized classroom. Some of these overcrowded classes even handled by "mismatch teachers". This was noted by Mateo citing cases in urban centers and some public high schools to be different because of reported overpopulation due to many contributory factors. Among the factors usually associated to big class size in the Philippine schools are lack of classrooms, lack of teachers, and oftentimes administrative discretions relative to economic implications. For whatever reason the overcrowding of students in classes happens, DepEd should not rule out the fact that quality learning is at risk with this kind of environment.

Problems Associated with Mismatch Status of English Teachers.

Teachers with difficulty in subject content and pedagogy are at distinct disadvantage when it comes to students' learning outcomes. They say "you cannot give what you don't have". Despite Department Order.No.13 s.1994 issued by Department of Education Culture and Sports (DECS) now Department of Education (DepEd) to minimize unnecessary academic mismatch between excessive specialization in teaching preparation and teaching assignments of public elementary and high school teachers, mismatch of English teachers in the field is still very evident. This observation contradicts with the notion of Morgan (2015) that as an undergraduate education becomes more common to the workplace, the masters' degree is growing more necessary for the professionals to stay competitive in the workforce. The council of Graduate Schools reports that in the latest decade, the number of people pursuing a graduate school education has grown by 46%. He added that master's degree education is very important particularly to the mismatch teachers so that they can give what is due to the learners. He further recommended that those mismatch teachers should pursue post-graduate related to the subjects they are currently teaching Morgan (2015). Furthermore, getting another educational qualification may not only lead to a higher competence in teaching but it will give the teachers a great opportunity for their career prospects. Thus, this mismatch teacher should be adamant in getting a master's degree. If their funds are not sufficient to cover all the expenses for their higher education studies and their budget falls short, they should apply for scholarship grants Kroulek (2017).

Teachers' Professional Qualifications

Teachers' professional qualification is related to the quality of teaching by professionally competent teachers. The outcomes of teachers' work reflects his teaching effectiveness. A good deal of teaching is not subject to empirical inquiring or correlates of students' achievement. Good teaching and learning involves values, experiences, insights, imagination and appreciation, the stuff that cannot be easily observed or measured (Aquino, 2000). The teachers directly influence the students in teaching-learning process. However, there are factors that relate to the teachers' qualification like their experiences, highest educational attainment, training attended and method of teaching used. Teaching as a process has always been exposed to evaluation to see whether the outcome has been reached. The teacher factor in learning is correlated to

his appeal, competence, delivery and effectiveness in performance of the process (Costes, 2007).

In line with teaching language as a second language, English teacher must be fully equipped with the necessary qualifications to be effective in delivering expected services. Foremost, he must be an English Major. Such qualification however must be subjected to updating and upgrading processes to meet the demands for the profession. English has been become the world's common language. About the quarter of the world's population speaks English and it is forecast that by 2020, two billion people will be speaking or learning it. There are different reasons why people are learning English. One of the most significant reasons is the economic potential it creates.

Today, English has created different advantages for its speakers. It generates opportunities and strengthens employment chances. A lot of companies use English as a corporate language of business, it also means that it is the most widely taught language. Learning English has become a necessity and ESL (English as Second Language) speakers have grown so much that it is double the size of the native speakers. Moreover, in the field of teaching and technology, the ESL industry has adapted English online teaching as well. This is an effective way to teach today's English learners. Believing that learning through online media is the new and effective way that needs to be embraced by ESL tutors, Kujundzic ((2017). Hindran (2004) on the other hand, explained that qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers' qualifications, should therefore mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, and duration of training, certificate or licensing and professional development. Someone might have a teaching certificate at hand but without adequate knowledge of subject matter. This individual has no teaching qualifications yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training without completing the required years does not possess teachers' qualifications. Professional development and experiences also count for teachers' qualifications because several studies have revealed this. Teacher's qualification is one of the critical factors that drive students' academic performance and is observed as one of the most important factors in the teaching process. Teachers' qualification also relates to competence in instruction and management of students and materials in the classroom. It is more than just

holding a certificate of any institution Heri (2011).

Another very common concept about what a qualified teacher is given by Usman (2012), in his definition of the terminology as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelors' degree from a four-year institution and well qualified in his/her area of Education officials who described a qualified in his/her area of specialization. Moreover, Usman (2012) quotes the Pakistani Ministry of Education officials who described a qualified teacher as one who possesses knowledge of subject matter, human growth, ethical values, instructional planning and strategies, assessment, learning environment, communication and advocacy, collaboration and partnership, continuous professional development, code of conduct and skillful use of information communication technologies. The education sector, government, parents and society in general have constantly been interested in the academic achievement of the students as influenced by teacher factors. However, researchers have never reached a consensus on the specific teacher factors that influence students' academic achievement Ruggles (2013).

According to Usman (2012) several studies showed a positive relationship between teachers' preparation in subject matter they later teach and students' achievement; positive correlation between content knowledge and students' achievement; teachers' knowledge of the specific subject matter and pupils' achievement. Teachers' with content knowledge achieve a higher percentage of students' outcomes than teachers without such experience. Assigning students to a teacher with deeper content knowledge has a positive correlation with greater academic growth. Students' taught by more qualified and experience teachers in terms of knowledge subject matter performed better than those taught by less qualified but experienced teachers. A well prepared teacher of a subject should also have a strong command of the subject matter, knowledge of difficulties it present to students. Pedagogy studies revealed that several of the pedagogical studies of teacher'' preparation programs reinforce the view that the pedagogical aspect of teachers' preparation is important Felipe (2013). Along the line, Zeichner (2010) cited that conventional pre-service teacher preparation programs have been under criticism for being too often characterized by fragmentation and weak pedagogy. Usman (2012) further cited results of studies showing that beginning teachers with extensive preparation in pedagogy and supervised teaching were more likely to be teaching in the field of their subject matter expertise.

The National Achievement Test

The National Achievement Test (NAT) is a Philippine made standardized test purposely designed and administered to gauge pupils' or students' academic achievement level, strengths and weakness in five curricular subject areas at the end of the school year. The NAT was developed to measure what pupils or students in Grade Three, Six, Ten and Twelve have achieved Manguda (2017).

A local study conducted by Dequito (2014), which aimed to assess the language performance of the Grade six pupils in Datu Abdullah Sangki District in the province of Maguindanao in the National Achievement Test during the year 2013-2014, registered the following findings: in reference to Mastery Level, the mean score of 63.79 indicated the pupils' performance which was described as average; in reference to standard based, the mean score indicated the pupils' performance which was below Standard; of the eighteen competencies tested in English NAT, the best competency is Using Verbs in Simple Present Tense as indicated by the mean score 78.72 and is described as Meeting Standard; and the best least performed is Using Adverbs of Manner as indicated by the mean score 38.78 which is described as Below Standard. These findings showed the grade six pupils in DAS district had not mastered language skills and competencies for them to function normally in their academic life in high school. Moreover, the findings revealed that there is a necessity for the school administrators and English teachers to pay attention to the needs of the pupils particularly developing their basic grammar as well as their reading comprehension skills.

If these defined problems were not properly addressed, they will remain problems if the students in English language learning which would further affect their kind of language proficiency when they get to high school and in college. This is where crucial role of a specialized English teacher is very important. Problems like those identified in the study of Dequito (2014) could pose more serious effects on the total academic performance of the learners if the teachers teaching the English subject lacks the right qualifications, skills, and pedagogical knowledge. Globalization has become the buzzword even in the field of academe today. Competition is marked by new discoveries and innovations. Hence, if there is one qualification that is needed for a job, it is global competitiveness. Inherent to this are the greater challenges that are posed to the Filipino students.

According to Manguda (2017), the clamor to keep track with the fast pacing development of literacy especially in English language among Filipino learners signifies the emerging need for the Filipino students to be fluent in the use of the language of world competition, the English language. The need to upgrade the quality of education and prepare the students especially in public secondary schools to a globally competitive level is now an alarming call to the sector of educators.

Methodology

Research Design

The study used a descriptive correlational research method. It determined the relationship between the profile of match and mismatch English teachers and students' academic performance. It provided a relatively complete picture of what occurred at a given time, created a snapshot of the current thoughts, feelings, or behaviors of the variables and allowed testing of expected relationships between the variables and the making of predictions. Hechanova (2014) as cited by Abdullah (2015) stated that a correlational study determines whether or not two variables are related. This means to verify whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable.

Respondents of the Study

The respondents of the study were the sixteen (16) English teachers, and nine (9) non-English teachers. Out of twenty-five (25) respondents, there teachers came from Ampatuan National High school. One of them is English major and two are Mathematics major. From Datu Saudi Uy Ampatuan National High School, there are three English and two BS Agriculture Education graduates. From Maguindanao National High School, there are five English major and two BS Agriculture Education graduates. From Guindulungan National High School, there are four English majors and two BS Agriculture Education graduates. Lastly, Talitay National High School, there are three English majors and one BS Agriculture Education graduate. Theses number of respondents were teaching core subjects such as English, Science. Mathematics, Filipino, and Araling Panlipunan among others.

Research Instruments

This research utilized the researcher's-made survey questionnaire or checklist that focused only on English

teachers' profile in terms of educational qualification, professional growth, and average class size handled. The survey questionnaire or checklist dealt with the English teachers' profile such as the name of school where they are connected and the subjects they are currently teaching. The survey questionnaire gathered data on their educational qualifications if they graduated BSED English, ASB English, BSED Math, BEED Elementary and others as well as their highest educational attainment if they completed Master's and Doctorate Degrees related to English. The questionnaire elicited the actual list of international, national, regional and division seminars, conferences they have attended related English language. The researchers made use of the aforementioned research instrument to assess the mismatch of English teachers' qualifications and subjects taught and its effects on the students' national Achievement Test (NAT).

Sources of Data

The study used two primary data, the teachers' profile and the students' academic performance. The source of data for the students' academic performance is the National Achievement Test scores of the students' in English, Science and Mathematics. The National Achievement Test results were accessed from the records of the registrar's office where the teacher respondents were teaching. Moreover, for the teachers' profile and subject taught, the teachers' answers to the survey questionnaire served as primary data used.

Data Gathering Procedures

After the approval of the research proposals, the researchers proceeded in the gathering of sufficient data information from related researches, books, articles and journals. Various survey questionnaires on teachers' qualification were scanned to formulate survey questionnaires appropriate to the objectives and setting of the study. Afterwards, validation of the instrument was the next priority. The researcher presented the initial drafts of her research instrument to her adviser for necessary corrections of the style and indicators of the main variables involved in the study. From time to time, the researchers consulted her adviser for potential suggestions, comments, revisions, and refinement as to the organization, structure, appropriateness and format of the instrument.

Upon finishing the validation procedures, a letter addressed to the School Division Superintendent of DepEd-Maguindanao I, Autonomous Region in Muslim Mindanao, Bai Meriam Ampatuan, Al-Hadja, noted by the Graduate School Dean and the

researchers' adviser was secured. After the approval of the School Division Superintendent, letters addressed to the school administrators of the respondents-schools were sent. Orientation with the school administrators and teachers was personally conducted by the researcher before the distribution of the survey questionnaires. The researchers explicitly explained the contents, purpose and significance of the study in order for the respondents to understand better what they answered, thus, giving more chances of accurate responses. When questionnaires were personally retrieved and the National Achievement Test results accessed from the respective schools, the researcher tallied the data for analysis, interpretation and implication of the data with the help of the statistician.

Result

This section presents the data and their analysis followed by discussion of the findings. The data were analyzed to identify, describe and explore the relationship between the profile of teachers teaching English and students' academic performance.

Profile of Teachers Teaching English Subjects

In today's very competitive era, where students become more knowledgeable and updated with the latest innovations, teachers, qualifications have become desirable target of education reform as they show positive effects on student academic performance. Tables 1 through 4 present the profile of English teachers in terms of educational qualification, professional growth and average class size.

Educational Attainment of English Teachers

In this study, educational attainment refers to the baccalaureate degree earned by the teachers teaching English subjects. Table 1 shows the educational attainment profile of English teachers in the selected public high schools of DepEd-Maguindanao I Division. Findings in Table 1 indicated that 16 or 64% of the teachers teaching English subjects finished Bachelor of Secondary Education (BSED) major in English. This means that English teachers teaching English are knowledgeable on the content and pedagogy in English subject. The data implied that majority of them are English majors and equipped with the knowledge on the content and pedagogy in English.

Table 1. *Frequency and Percentage Distribution of English Teachers in Terms of Educational*

Qualification

<i>Educational Qualification</i>	<i>Frequency</i>	<i>Percentage (%)</i>
BSEd-Major in English	16	64
BSEd- Major in Mathematics	2	8
BSAgricultural Education	4	16
BSAgricultural Extension	3	12
Total	25	100

Figure 1. .

Further, 4 or 16% of them were graduates of Bachelor of Science in Agricultural Education (BS Ag. Ed). This explain that there are teachers teaching English who are non-English majors. As shown on the table 13 or 12% earned BS Agricultural Extension (BS). Meaning they are also teachers teaching English who are non-English majors as well. This implied that mismatch teachers are evident and still existing. On the other hand, 2 or 8% completed Bachelor of Secondary Education (BSEd) major in Mathematics. It can be noted from the table that 36% of the teachers teaching English subjects were non-English majors. This finding is consistent with the reports of Emery (2015) when she stated that in some cases the implementation of English curriculum in India happened very quickly, with inadequate preparation due to the lack of teachers who were competent enough in teaching the language. However, she added that some India children with no previous background in English can now speak the language due to the expertise of the teachers I English language despite the mismatch issue. Emery (2015) also emphasized that with the progress and demands of globalization, English must be taught to every younger learner these days. It can be implied that mismatch of English teachers are not only evident in the Philippine educational system but also manifested in some other countries. Hence, English curriculum in the Philippines should be strengthened by providing a whole package of learning and support materials, refining curriculum. Improving teaching standards and most especially hiring highly qualified English teachers in the public schools. In case of mismatch English teachers, the Philippine government should initiate a program that will improve the competence of these mismatch teachers in the subjects they are handling so that they can translate their subject expertise into better learning outcomes and further for improving school performance indicators.

Professional Growth of Teachers Teaching English Subjects

Professional growth is personalized, individualized learning pathways such as post-graduate education and



seminars attended related to English. These professional growth opportunities help English teachers to be at their personal best. Present in Table 2 is the profile of English teachers in terms of post-graduate education.

Table 2. *Frequency and Percentage Distribution of English Teachers in Terms of Post-Graduate Education*

Post-Graduate Education	Frequency	Percentage (%)
Master's Degree Graduates (MAELT)	6	24
No Master's Degree	19	76
Total	25	100

Figure 2. .

As revealed, 19 or 76 % of the English teachers didn't even earn units in Master's Degree program. This indicates that majority of the English teachers in the selected public high schools of DepEd- Maguindanao I Division were baccalaureate degree graduates only. On the other hand, only 6 or 24 % of the English teachers Master's Degree holders in English language. Meaning few of them pursue Master's Degree graduates.

This study is in contrast with the findings of Horn & Jang (2017) when they found out that 48% of teachers held Master's degree, 9% of teachers held doctorate degree only 13% didn't earn post-graduate degrees in U.S. public schools. They added that the prevalence of graduate degree holders in Minneapolis, USA is because many school districts and states have long encouraged teachers to pursue graduate education. Teachers are frequently permitted to use graduate credits for recertification and those teachers with graduate degrees generally earn higher salary or receive an annual stipend. Moreover, in some cases, a Master's degree is a requirement for teacher licensure. As a matter of fact, Master's degree is also universally required for teacher license in thirteen countries, such as France, Spain and Finland (World Policy Analysis Center, 2016) This study strongly suggests that the Philippine government through the efforts of the Department of Education (DepEd) and Higher Education Institutions (HEIs) should offer post-graduate education scholarship to the teachers so that public schools can produce quality graduates imbued with enough knowledge, skills and attitudes. School administrative should also encourage their teachers to take Master's degree education so that they will gain additional skills and knowledge aside from securing a good career progression and increasing the possibility of attracting a higher salary. The next table disclose the seminars related to English attended by the English teachers.

Table 3. *Frequency and Percentage Distribution of English Teachers in Terms of Seminars Attended Related to English Language*

Seminars Attended Related to English	Frequency (n=25)	Percentage (%)	Total Number of Hours
International Level	7	28	168
National Level	13	52	312
Regional Level	19	76	528
Division Level	25	100	696

Figure 3. .

Table 3 showed that only 7 or 28% of the English teachers were exposed in International seminar-workshops related to English with a total of 168 hours. In terms of National level seminar, 13 or 52% of them attended the workshops registering a total of 312 hours. This means only few of them were given a chance to attend international and national seminars due to the fact that international and national seminars are expensive of charge maybe because of the Continuing Professional Development (CPD) Law implemented by the Professional Regulatory Commission (PRC) to renew the teaching license. 19% or 76% of them were given a chance to participate in the regional level seminar with 528 hours spent. In addition, a total number of hours of 25 or 100% of them attended the said seminars. This indicates that all teachers teaching English were equipped with the knowledge and skills of modern teaching strategies in English.

Looking at the table, the lower the level of seminars, the higher is the number of participants. This is attributed to the fact that regional or division seminar-workshops were free of charge while in international and national trainings, most of the teachers spent their own money for the registration, hotel accommodation and foods just to attend the seminars. Felipe (2013) strongly supports the above data when she emphasized that it is the goal of the Department of Education (DepEd) to let all public school teachers to be efficient and effective in teaching profession by providing them with a lot of trainings and seminars to improve and develop their craft. She added that DepEd fully understands that everything rises and falls on the teachers' capability to bring learning at the heart of every student. Trainings and seminars on ICT integration, new methods and techniques in teaching, orientation on the K to 12 curriculum, values formation, Child-friendly School (CFS) policy and the likes are being conducted by the DepEd in different parts of the country so as to prepare all the teachers in globalization. Their attendance to these seminars will help create an effective environment, improve teaching-learning situations, and keep updated on



modern world. Through seminars, teachers can benchmark the effective teaching practices of other schools. Since the DepEd is offering free training and seminars, teachers must grab the opportunity for self-improvement. It is indeed implied that teachers are potent factors in education. They are responsible for shaping the youth through quality education. It is imperative that teachers acquire the totality of the information and qualities of education through instruction and training which maximize the development of every individual student Hobbs (2015).

Average Class Size Handled by English Teachers

Average class size is one of the many factors to consider when evaluating the performance indicators of the school. It is different from teacher to student ratio. To determine the class size, all students in a certain school will be added and divided by the total number of sections. Presented in Table 4 is the average class size handled by English teachers in DepEd –Maguindanao I Division. Table 4 revealed that the average class size handled by the English teachers was 73. This means that English classes in DepEd-Maguindanao I Division were crowded. This also indicates that group activities performed in the class can easily be distracted due to the congested number of students.

Table 4. *Average Class Size Handled by English Teachers*

Range of Students in a Class	Frequency	Percentage (%)	Number of Sections	Percentage (%)
80-84	3	12	4	7.7
75-79	7	28	15	28.8
70-74	9	36	20	38.5
65-69	6	24	13	25.0
Total	25	100	52	100
Average Class Size=73				

Figure 4. .

Considering the data distinctly, 9 or 36% of English teachers had 70-74 students per class, 7 or 28% handled sections with 75-79 students, 6 or 24% of them had 65-69 students per class and 3 or 12% handled classes with 80-84 students. On the other hand, out of 52 English classes, 20 or 38.5% of the sections had 70-74 students, 15 or 28.8% of the sections had 75-79 students, 13 or 25% had 65-69 students and 47.7% had 80-84 students.

This findings contradicts with the ideal class size set by the Department of Education (DepEd). Under Secretary for Planning and Field Operations Jesus Lorenzo Mateo, as cited by Hernando-Malipot (2018),

stated that the ideal class size for the Junior High School is 35 learners, with a maximum of no more than 50 students to have a classroom environment conducive to learning. Despite of these loopholes in the public schools, DepEd still did its efforts particularly in conducting interventions to achieve class size and teacher-student ratio in public schools nationwide. To ensure that teachers will have more time to focus on lesson preparations and conduct of classes, DepEd said that it has already requested for the creation of more non-teaching positions for the support staff in schools such as bookkeepers and disbursing officers. However, Mateo (2014) noted that cases in urban centers and some public high schools may be different because of reported overpopulation due to many contributory factors.

As personal observation, overcrowding is one of the challenging problems of the public high school teachers. Armed conflict in Maguindanao area is one of the prevailing factors of overcrowding number of students. Families who are affected by these man-made calamities evacuated to the peaceful community. The influx of evacuees causes the overcrowding of the students in the public high school near the evacuation centers. A combination of an increasing population and a decrease in funds has causes class sizes to soar. Classroom overcrowding has sadly become the new normal. Hence, public schools’ teachers particularly the English teachers should be very patient in dealing with these challenges. They should create workable solutions to make the best out of a bad situation. Outdoor class activities such as message relay, gallery walk, free writing time, reading in the fresh air, learning about the world, natural similes and many others can be done by English teachers to maximize learning outcomes and minimizing the effect of overcrowded classroom.

Mismatch Status of English Teachers

Teachers with difficulty in subject content and pedagogy are at distinct disadvantage when it comes to students’ learning outcomes. They say “You cannot give what you don’t have “. Tables 5 through 8 present the mismatch status of teachers teaching English in terms of baccalaureate degree earned, post-graduate education, seminars attended related to English and average class size handled.

Tables 5. *Frequency and Percentages Distribution of Mismatch English Teachers in Terms of Baccalaureate Degree Earned*



Degree Earned	Frequency	Percentage (%)
BSEd- Mathematics	2	22.2
BS Agricultural Education	4	44.4
BS Agricultural Extension	3	33.3
Total	9	100

Figure 5. .

Table 5 shows that 4 or 44.4% of the mismatch teachers in English finished Bachelor of Science in Agricultural Education (BS Ag. Ed.). Meaning there are teachers teaching English who are non-English majors. Furthermore, 3 or 33.3% were graduates of Bachelor of Science in Agricultural Extension (BS Ag. Ex.). Further, 2 or 22.2% completed Bachelor of Secondary Education (BSEd-Mathematics). This means that this findings signifies that despite of Department Order. No. 13, s.1994 issued by Department of Education, Culture and Sports (DECS) now Department of Education (DepEd) to minimize unnecessary academic mismatch between excessive specialization in teaching preparation and teaching assignments of public elementary and high school teachers, mismatch of English teachers in the DepEd-Maguindanao I Division was still evident.

Mismatch English Teachers in Terms of Educational Qualification

The succeeding tables present the status of mismatch English teachers in terms of educational qualification, seminars attended related to English language, and average class size.

Table 6. *Frequency and Percentage Distribution of Mismatch English Teachers in Terms of Educational Qualification*

Degree Earned	Frequency	Percentage (%)
Master’s Degree	0	0.0
With MA Units	1	11.1
Baccalaureate Degree	8	88.9
Total	9	100

Figure 6. .

As indicated clearly in Table 6, 8, or 88.9% of mismatch teachers were baccalaureate degree holders only and only 1 or 11.1 percent earned MA units but not yet graduated. This means that mismatch teachers didn’t give themselves a chance to professionally grow through post-graduate education. This further means that majority of them were not able to finish their Master’s degree education. This findings is in contrast with the notion of Morgan (2015) when he stressed

that as an undergraduate education becomes more common to the workplace, the master’s degree is growing more necessary for the professionals to stay competitive in the work force. The council of Graduate Schools reports that in the last decade, the number of people pursuing a graduate education has grown by 46%. He added that master’s degree education is very important particularly to the mismatch teachers so that they can give what is due to the learners. He further recommend that mismatch teachers should pursue post-graduate education related to the subjects they are currently teaching in order for them to be more knowledgeable in the pedagogy of the subject. Getting another educational qualification may not only lead to a higher competence in teaching but it will give the teachers a great opportunity for their career prospects. Thus, mismatch teachers should be adamant in getting a master’s degree. If their funds are not sufficient to cover all the expenses for their higher education studies and their budget falls short, they should apply for scholarship grants.

Mismatch English Teachers in Terms of Seminars Attended Related to English Language

Show in the text table are the exposures of mismatch English teachers in seminars related to English language.

Table 7. *Frequency and Percentage Distribution of Mismatch English Teachers in Terms of Seminars Attended Related to English language*

Seminar Attended Related to English	Frequency (n=9)	Percentage (%)	Total Number of Hours
International Level	1	11.1	72
National Level	9	100	216
Regional Level	9	100	264
Division Level	9	100	312

Figure 7. .

Table 7 revealed that all or 100% of mismatch English teachers were able to attend seminars related to English language from division level, regional level to the national level. Only 1 or 11.1 % of them was exposed into international seminars on English language. This connotes that mismatch English teachers were eager to professionally grow through attending seminars as manifested by 216 hours for national seminars, 264 hours for regional training and 312 hours for division workshops. Nevertheless, attending an international seminar was a big problem of the teachers due to financial constraints. This finding is supported by Morgan (2015) when he stressed that seminar is a group meeting led by an



expert that focuses on a specific topic or discipline, such as teaching pedagogy, assessment techniques and some other fields. He added that seminars typically take place over the course of a new days and involve cooperative discussion, multiple speakers and opportunities to share perspectives and issues related to the topic. He also emphasized that attending a seminar has numerous benefits particularly to the mismatch teachers, including communication skills, gaining knowledge, networking with others and renewing motivation and confidence. It can be implied that seminars give the teachers an intensive exposure to a topic through presentations and discussions led by the multiple experts. Seminars can be a comfortable, open environment for the practicing professional communication techniques particularly to the mismatch English teachers. Thus, they should continue their desires to attend seminars and are encouraged to participate not only in the division, regional and national levels but most especially international workshops. International conferences are great opportunities to sharpen mismatch teachers' saw by learning new skills in a different environment participated by various groups of nationalities that can give fulfilling experience.

Average Class Size Handled by Mismatch English Teachers

The status of mismatch English teachers in terms of average class size is presented in Table 8. As reflected in the table, the average class size of the mismatch English teachers was 74, 1 student higher than the average of class size of all English teachers. This means that lack of English teachers who finished Bachelor of Secondary Education (BSEd), major in English was evident in the public high schools of DepEd- Maguindanao I Division.

Table 8. *Average Class Size Handled by Mismatch English Teachers*

Range of Students in a Class	Frequency	Percentage (%)	Number of Sections	Percentage (%)
80-84	1	11.2	1	1.9
75-79	2	22.2	8	15.4
70-74	4	44.4	8	15.4
65-69	2	22.2	3	5.8
Total	9	100	20	38.5

Total Number of English class= 52
Average Class Size = 74

Figure 8. .

In addition, 20 or 38.5% of all English classes were handled by mismatch English teachers. Further, there were 4 or 44.4 % of the mismatch English teachers

who handled 8 sections (15.4%) of 70-74 students, 8 sections (15.4%) with 75-79 students were handled by 2 or 22.2% of the mismatch teachers, 2 or 22.2% of the mismatch teachers handled 3 sections (5.8%), and only 1 or 11.2% of them handled a section with 80-84 students. Hobbs (2015) strongly supports the above data and emphasized that due to shortages of subject specialist teachers, too often teachers have to teach subjects they are not expect of. Hernando-Malipot (2017) conforms to the above findings when she stated that the insufficient supply of qualified teachers remains a major challenge in addressing teacher shortage in the country's basic education. Contrary to these, Senase (2013) statd that a top education official in the Autonomous Region in Muslim Mindanao (ARMM) claims that unlike other regions plagued with shortage of teachers and classrooms, no such problems was evident in the ARMM when school opened for the School year 2013-2014. This statement implies a discrepancy in the reports sent to the central office about the actual teacher to students' ratio.

Students' Performance in National Achievement Test (NAT)

The National Achievement Test (NAT) is a set of examinations taken in the Philippines by students usually in Grade Levels 3,6,10 and 12. Students are given national standardized test designed to determine their academic levels, strength and weaknesses. The test reflect questions in various areas of English, Filipino, Mathematics, Science, Araling Panlipunan and Critical Thinking Skills. Presented in the succeeding tables are the NAT results in English, Mathematics and Science of five (5) selected public high schools in DepEd-Maguindanao I Division for the school year 2013-2014 and 2014-2015. As shown, the overall Mean Percentage Score (MPS) of the five (5) selected public schools in the three subjects such as English, Mathematics and Science during the School Year 2013-2014 was 48.55% described as "Average Mastery". This means that although the registered MPS (48.55%) was far behind from the mastery level of 75%, the efforts of the teachers were not useless as the students had at least mastered the basic competencies in the three subjects.

Table 9. *Students' Performance in National Achievement Test (NAT) by School During the School Year 2013-2014*

Schools	English	Mathematics	Science	Average
Ampatuan NHS	53.24 AM	67.43 MTM	43.57 AM	54.75 AM
Datu Saudi Uy Ampatuan NHS	49.90 AM	23.88 LM	29.27 AM	35.02 AM
Guindulungan NHS	53.81 AM	53.53 AM	39.05 AM	48.80 AM
Maguindanao NHS	58.98 AM	72.19 MTM	66.94	66.04
Talitay NHS	43.78 AM	28.33 LM	32.25 LM	34.79 AM
Overall Average	51.94 AM	49.47 AM	44.22 AM	47.88 AM

Figure 9 .

Considering the data singly, among the five (5) respondent-schools, Maguindanao National High School obtained the highest overall mean percentile score of 66.04% with a verbal description of “Moving Towards Mastery”. Specifically, it registered 58.98% in English, 72.19% in Mathematics and 66.94% in Science. The lowest overall mean percentile score of 34.79% interpreted as “Average Mastery” was garnered by Talitay National High School. The same school also received the lowest mean percentile score of 43.78% with a description of “Average Mastery” in English and 28.33% described as “Low Mastery” in Mathematics, “Low Mastery” as described 32.25% in Science while Datu Saudi National High School obtained the lowest mean percentile score of 49.90% interpreted as “Average Mastery” in English and 25.88% described as “Low Mastery” in Mathematics and 29.27 obtained the lowest mean percentile score interpreted as “Low Mastery” in Science. The data indicate that although Maguindanao National High School didn’t obtained the mastery level of 75% in the three subjects, it was at least far ahead from other respondent-public high school in DepEd-Maguindanao I Division. Further, among the three (3) subjects, the respondent-schools registered a highest mean percentile score of 51.94% described as “Average Mastery” in English, followed by 49.47% with a description of “Average Mastery” also in Mathematics and 44.22% still interpreted as “Average Mastery” in Science. Although English subject was ahead in terms of mean percentile score, it can be observed that minimal difference was evident and the three subjects got the same level of average mastery. Thus, it is stressed by this that Maguindanao National High School should continue whatever intervention programs or review strategies they did in preparation for the National Achievement Test (NAT). Other schools should benchmark the good teaching practices of Maguindanao National High School. Maximizing learning quality outputs can translate into better academic achievement such grades and performance in National Achievement Test (NAT). Quality outputs can only be achieved if there is a quality of instruction given to the students.

Students’ Performance in National Achievement Test (NAT) by School During year 2014-2015

Table 10. Students’ Performance in National Achievement Test (NAT) by the School During the School year 2014-2015

Schools	English	Mathematics	Science	Average
Ampatuan NHS	50.12 AM	73.44 MTM	50.91 AM	58.16 AM
Datu Saudi Uy Ampatuan NHS	37.38 AM	59.17 AM	34.19 LM	43.58 AM
Guindulungan NHS	57.65 AM	44.17 AM	48.46 AM	50.09 AM
Maguindanao NHS	59.98 AM	74.17 MTM	65.94 MTM	66.70 MTM
Talitay NHS	39.38 AM	39.25 AM	36.01 LM	38.21 AM
Overall Average	49.05 AM	58.08 AM	48.09 AM	51.35 AM

Figure 10 .

Table 10 indicated that the average mean percentile score of 51.35% interpreted as “Average Mastery” from the three subjects such as English, Mathematics and Science during the School Year 2014-2015 was acquired by the five (5) respondent-schools in DepEd Maguindanao I Division. This means that there was slight increase from 47.88%. Yet, the overall mean percentile score of 51.353% was still far from the mastery level of 75%.

Looking at the table distinctly, Maguindanao National High School and Ampatuan National High School reaped the first-two highest mean percentile score of 74.17% described as “Moving Towards Mastery” and 73.44% with a description “Moving Towards Mastery” also in Mathematics, respectively. These data were very closed to the mastery level of 75%. Further, still Maguindanao National High School obtained the highest MPS of 59.98% described as “Average Mastery” in English, 74.17% interpreted as “Moving Towards Mastery” in Science. The lowest overall mean percentile score of 38.21% described as “Average Mastery” was still acquired by Talitay National High School. Moreover, Datu Saudi National High School got the lowest MPS of 37.38% described as “Average Mastery” and 34.19% interpreted as “Low Mastery” in English and Science, respectively while Talitay National High School got the least MPS of 39.25% verbally construed as “Average Mastery” in Mathematics. This means that Talitay National High School and Datu Saudi National High School were the bottom-two in National Achievement Test (NAT) for the past three (3) years. Looking at the data by subject area, the highest MPS of 53.77% described as “Average Mastery” was obtained by Mathematics, followed by 50.85% still interpreted by “Average Mastery” in English and 48.09% construed as “Average Mastery” also. This indicates that English and Mathematics exchanged their position in terms of garnering the top MPS. For School Year 2013-2014 was for English and for School year 2014-2015 was for English. Results of the National Achievement Test for the School Year 2015-2016 were not related.



Students' Average Performance in National Achievement Test (NAT) by School For Two Years.

The average mean percentile score of the respondent-schools for the two previous years is shown in the next table. It can be gleaned from Table 11 that the average overall MPS of 49.77% described as "Average Mastery" in English, Mathematics and Science was obtained. This means that students' performance in National Achievement Test (NAT) for the past-two years was a challenging result as it was very far behind the mastery level of 75%.

Table 11. *Students' Average Performance in National Achievement Test (NAT) by School For Two Years*

Schools	English	Mathematics	Science	Average
Ampatuan NHS	51.68 AM	70.44 MTM	47.24 AM	56.45 AM
Datu Saudi Uy Ampatuan NHS	43.64 AM	42.53 LM	31.73 AM	39.30 AM
Guindulungan NHS	55.73 AM	48.75 AM	43.74 AM	49.41 AM
Maguindanao NHS	59.48 AM	73.18 MTM	66.44	66.37
Talitay NHS	41.58 AM	33.79 LM	MTM	MTM
Overall Average	50.85 AM	53.77 AM	44.68 AM	49.77 AM

Figure 11. .

Clearly, the highest as "Moving Towards Mastery" was garnered by Maguindanao National High School, followed by Ampatuan National High School that obtained an average mean percentile score of 56.45% interpreted as "Average Mastery", Guindulungan National High School with 49.42% still construed as "Average Mastery", Datu Saudi National High School which got an average mean percentile score of 39.20% with a description of "Average Mastery" also and the lowest average MPS of 36.50% with an interpretation of "Average Mastery" was generated by Talitay National High School. Further, Maguindanao National High School reaped all the highest average overall mean percentile score of 59.48%, Average Mastery in English, 73.18% Moving Towards Mastery in Mathematics and 66.44% Moving Towards Mastery in Science, respectively. On the other hand, Talitay National High School generated the lowest average mean percentile score of 41.58% (Average Mastery) in Science. As the MPS revealed per subject, Mathematics was on top as it got MPS of 53.77% described as "Average Mastery". Second in the rank was obtained by English with an average overall mean percentile score of 50.87% still construed as "Average Mastery" and the last was achieved by Science which got an average overall MPS of 44.68% interpreted as "Average Mastery" also.

This dismal result of the NAT is not only evident in the DepEd-Maguindanao I Division but also manifested in some other divisions as validated by the

203- National Averages of the NAT result which shows that Grade III got 57.0%, Grade VI registered 66.8% and High School obtained 48.9% only. A decade has passed and 75% is still not within reach, the Department of Education (DepEd) needs to admit that there are pockets of issues in Philippine educational system. Yet, these are schools that seem to be doing great. Bagui Central School recorded a MPS of 93.0% and Bagui National School acquired a MPS of 73.1%, all from Ilocos Norte (Data taken from Education blog, retrieved on July 20, 2013 as cited by Estrella, 2017). Hence, school administrators should regularly monitor the teaching competence of the teachers. Effective teaching can produce quality learners imbued with knowledge, skills and attitude necessary to take the challenges of the National Achievement Test (NAT). That's why, intervention programs should be designed for the slow learners and extra academic tasks should be given for the fast learners. Summer reading remediation and pull out program for the incoming Grade 7 students should be conducted so that their English fluency and competence in taking up classroom-based assessment and most especially the National Achievement Test (NAT).

English Teachers' Profile and Students' Performance in National Achievement Test (NAT)

The major problem of this is to determine the effect of English teachers' profile on the students' performance in National Achievement Test (NAT). The results of the chi-square analysis are presented in Tables 12 and 13.

Table 12. *Chi-Square Analysis Between Teachers' Profile (English Majors and Minors only) and Students' Performance in National Achievement Test (NAT) n=116*

Teachers' Profile	Students' Performance in NAT			Interpretation
	χ^2 Computed	χ^2 Critical	p-value	
Educational Qualifications	138.757**	±135.81	0.000	Highly Significant
Post-Graduate Education	125.389*	±124.34	0.031	Significant
Seminars Attended	126.156*	±124.34	0.025	Significant
Average Class Size	-126.789*	±124.34	0.004	Negatively Significant

Figure 12. .

Data in the Table 12 revealed that the first null hypothesis "There is no significant relationship between English teachers' profile and students'

academic performance in NAT” was rejected. This means that there was a significant relationship between English teachers’ profile and students’ academic performance in NAT. This simply indicates that the higher the qualifications of English teachers, the better the performance of students in NAT. Specifically, first χ^2 - computed value of 138.757 was proven highly significant as $p\text{-value} = 0.000 < 0.01$ (level of significance). This means that English teachers’ educational qualifications which were basically graduates of English related courses had a strong positive effect on students’ academic performance in National Achievement Test (NAT). This further indicates that those teachers who were highly qualified in terms of educational qualifications, the performance of their students in National Achievement Test (NAT) in English, Mathematics and Science definitely increased as the language of these three subjects is English. It means that those students handled by BSEd majors and minors had a very good foundation in English.

Since the language of Mathematics and Science in English, there is a big chance that a student who is good in English, he can easily interpret problem solving in Mathematics and Science. Furthermore, when English teachers finished Bachelor of Secondary Education (BSEd) major in English or minor in English, of course, they are expert in the English language and this definitely helped the students to perform better in the National Achievement Test (NAT) particularly in English, Mathematics and Science. The second χ^2 - computed value of 125.389 was significant as $p\text{-value}$ of 0.031 is ≤ 0.05 (level of significance). This shows that there was a slight relationship between teachers’ post-graduate education and students’ performance in National Achievement Test (NAT). In Layman’s language, earning a Master’s degree vertical to BSEd-English gave slight effect on students’ academic performance in NAT. Out of 16 English teachers who were academically qualified, only 6 of them finished Master’s degree in English. This goes to imply that if these English teachers were MA graduates only, slight relationship was not only evident but strong correlation would be observed. The third χ^2 -computed value of 126.156 was significant as $p\text{-value}$ of 0.025 is ≤ 0.05 (level of significance). This indicates that seminars related to English had a slight relationship on students’ academic performance in NAT. This further signifies that attending a seminar brought new learning on content and pedagogy to the teachers that can be applied in classroom setting. When English teachers were equipped with many seminars, they absolutely translated into better learning outcomes particularly in improving students’

performance in NAT. The fourth χ^2 – computed value of -143.789 was proven negatively significant as $p\text{-value}$ of 0.004 is greater than 0.05 (level of significance). Since the χ^2 -computed value was negative, average class size and students’ academic performance were inversely related to each other. This means that high average class handled by the English teachers dragged down the academic performance of students in NAT. in other words, one major factor why public high schools didn’t reach the mastery level for the two previous years was the higher average class size which hindered the students’ performance to boost. Furthermore, how competent and academically qualified the English teachers but this big average class size cannot be resolved, still public high schools will sacrifice to improve their performance in the National Achievement Test (NAT).

This finding is consistent with the notion of Aquino (2000) when he stressed that teachers’ professional qualification is related to the quality of teaching performance. Effective teaching performance begets quality learners who are ready to take challenges of classroom-based assessment and further the National Achievement Test (NAT). He added that the outcome of teachers’ work reflects his teaching effectiveness which gives good academic foundation to the students. Moreover, Costes (2007) emphasized that teachers directly influenced the students in the teaching-learning process. However, there are other contributing factors that related to the teachers’ qualification like their experiences, highest educational attainment, trainings/seminars attended and method of teaching used. The teacher factor in teaching the students is correlated to his appeal, competence, delivery and effectiveness of his teaching performance. It can be inferred that teachers’ qualification is one of the crucial factors that drive students’ academic performance. Teachers’ instructional competence can go a long way to bring about students’ higher academic achievement. Hence, DepEd- Maguindanao I of Autonomous Region in Muslim Mindanao (ARMM) should strengthen their guidelines for the teacher-applicants and consider the subject specialization needed in the field so that students will be handled by highly qualified teachers with full of enthusiasm and commitment to teach the young minds.

Chi-Square Analysis Between Mismatch English Teachers’ Profile and Students’ Performance in National Achievement Test (NAT)

Presented in Table 13 is the chi-square analysis between Mismatch English teachers’ profile and students’ academic performance. Findings showed that



the second null hypothesis “There is no significant relationship between the mismatch English teachers’ profile and students’ academic achievement in NAT” was accepted for the first three indicators of mismatch English teachers’ profile such as educational qualification, post-graduate education and seminars attended but rejected for the fourth indicator (average class size). This means that educational qualifications, post-graduate education and seminars attended of public schools in National Achievement Test (NAT). In other words, these teachers teaching English who were not academically qualified even though they were exposed into several trainings didn’t give positive effect on students’ academic performance in NAT. This is attributed to fact that Baccalaureate degree related to English is the basic foundation of the teachers to be competent enough in teaching English subjects. Furthermore, mismatch English teachers who were not expert in the English subjects they are teaching was one of the prevailing factors of decreasing trend of National Achievement Test (NAT). In addition, the χ^2 – computed value of -145.389 for average class size – was proven highly and negatively significant as p-value of 0.000 is less than 0.01 (level of significance). This simply means that as the average class size increases, the performance of students in National Achievement Test decreases. This is due to the fact that teachers teaching effectiveness is really affected by overcrowded number of students. This finding signifies that mismatch English teachers accompanied by big average class size was strong hindrance to improve the performance of students in National Achievement Test (NAT). This means that the students are still handled by these mismatch English teachers with no MA degrees relate to English and with jam-packed number of class size, still poor performance in National Achievement Test (NAT) is still at stake.

The study of Abe (2014) strongly affirms the above data when he found out that students taught by more qualified and experienced teachers in terms of knowledge on subject matter performed better than those taught by less qualified teachers. He added that a well-prepared teacher of a subject has a strong command of the subject matter, knowledge of the difficulties to be presented to students. Musau and Aber (2015) also support the above finding and stressed that teachers who have proper teaching qualifications will also have a higher efficacy compared with the teachers who do not have the right qualifications. They added that suitable qualifications and high self-efficacy will produce effective teaching. Teacher self-efficacy has been shown to be an important characteristic of the teacher which is related

to success in teaching. In addition to this, Keil and Partell (2015) found out that as class size increases, the probability of receiving an A grade is lowered. As class size decreases, the probability of having high retention and satisfactory grade increases. Ruggles (2013) concluded that students as well as teachers do benefit from smaller class sizes. He also stressed that Nevada’s Class Size Reduction Act was designed to reduce the pupil-teacher ratio and classroom-students’ ratio.

Furthermore, one of the most frequently discussed school reform topics is the reduction of class sizes. Teachers and parents are firm believers that students who are in smaller classes have higher achievement levels. It is intuitively obvious that students would be expected to do better in class where 30-35 of them are not vying for the attention or direction of one teacher (Ruggles, 2013). This study strongly suggests that classroom-students and teacher-students’ ratio should be prioritized by the DepEd officials in their proposed reform programs so that learning competence of the students will not be sacrificed. Mismatched teachers together with the overcrowded number of students in a class are two common factors why poor performance in the National Achievement Test (NAT) is evident. This study hopes that the results of this study will give inspiration to the DepEd officials I Maguindanao I, Autonomous Region in Muslim Mindanao to do immediate intervention measures to address this issue.

Table 13. *Chi-Square Analysis Between Mismatch English Teachers’ Profile and Students’ Performance in National Achievement Test (NAT) n= 65*

Teachers’ Profile	Students’ Performance in NAT			
	χ^2 Computed	χ^2 Critical	p-value	Interpretation
Educational Qualifications	58.757	±124.34	0.679	Not Significant
Post-Graduate Education	68.891	±124.34	0.721	Not Significant
Seminars Attended	123.236	±124.34	0.045	Not Significant
Average Class Size	-145.389	±124.34	0.000	Highly Significant (Negative)

Figure 13. .

Discussion

Based on the findings of the study, the following conclusions are hereby drawn:

Mismatch English teachers in DepEd-Maguindanao I Division, Autonomous Region in Muslim Mindanao were evident. The higher the qualifications of the

English teachers are, the better the performance of students in National Achievement Test (NAT). English teachers who were not academically qualified even though they were exposed into several trainings, they didn't give positive effect on students' academic performance in National Achievement Test (NAT). Mismatch of English teachers and crowded average class size were the two of the prevailing factors why selected public high schools registered a dismal result in National Achievement Test (NAT) for the past two years.

Based on the findings, conclusions and the educational implications arising throughout the study, following recommendations were formulated: (1) Quality professional development for all the mismatch English teachers may conduct through Regional in-service training (INSET) so that quality teaching and learning will be tightly interconnected. Further, the Department of Education (DepEd)-ARMM should ensure that teachers are entrusted with the task of delivering quality education through offering continuous Professional Development (CPD) opportunities with free of charge. (2) The Department of Education (DepEd) officials from the higher offices may conduct actual visit to the public schools so that they will see the real number of students per class as well as the status of mismatch teachers. (3) Mismatch English teachers may provide/offer with post-graduate education related to English so that their competence and mastery in English language will be enhanced and will be translated into better English fluency and comprehension of the students. (4) Mismatch English teachers may provide with rigid seminars about the content of the English curriculum as well as the methodologies of delivering that content to the students. (5) Enhancing the quality and relevance of education that will give confidence to students may prioritize by the Department of Education (DepEd)-ARMM through resolving the issues on mismatch of English teachers and average class size. (6) Specialized areas of teaching may strictly observe in the load distribution or assignment of teachers by the school heads. (7) Standard class size as set by the Department of Education may strictly observe to possibly improve the academic performance of the students. (8) English teachers may adopt to the changing needs and make sure that classroom sessions are more interactive with easy access of knowledge so that quality education given to the students will be translated into better results in National Achievement Test (NAT). (9) Department of Education-ARMM may establish baseline practices for classroom English Teaching that is nonnegotiable, but also leave room for professional judgment, improvisation, and flexibility.

(10) Higher Education Institutions (HEIs) and Department of Education (DepEd) may collaborate with each other to come up with post-graduate programs for the mismatch teachers particularly in English language. (11) School administrators may conduct classroom observations to improve the teaching performance of the teachers. They should also top the master teachers or Department Heads to do regular classroom observation and conduct feedback and mentoring sessions so that teachers' competence in teaching will be enhanced. (12) Quality teaching practices may maintain by the school administrators and intensive review programs should be conducted in preparation for the National Achievement Test (NAT).

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Affiliations and Corresponding Informations

Corresponding: Baby Guiaselon
Email: guiaselonbaby6@gmail.com
Phone:



Baby Guiaselon:

Talitay National High School Department of Education - Philippines



Sarah Luyugen-Omar:

Department of Education, Talitay NHS, Maguindanao-1, Philippines



Haron Mohamad:

MBHTE-BARMM Talitay National High School - Maguindanao-1 Division, Philippines



Datu Raffy Ralph Sinsuat:

BARMM -Bansamoro Information and Communications Technology Office, Philippines



Consuelo Samson:

MSU-Maguindanao



Norulhadji Maidu:

Datu Samad Ukas National High School Department of Education - Philippines- Philippines



Norhana Maguid:

Mindanao State University - Philippines