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### RESEARCH ARTICLE

#### ENGLISH PROFICIENCY LEVEL OF GRADE THREE TEACHERS AND NATIONAL ACHIEVEMENT TEST (NAT) PERFORMANCE OF PUPILS IN PUBLIC ELEMENTARY SCHOOLS

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#### Abstract

This study aimed to determine the relationship between the English proficiency level of grade three teachers and National Achievement Test (NAT) performance of pupils. The study pursued the hypothesis that there is no significant relationship between English proficiency level of grade three teachers and NAT performance of pupils in elementary schools of Los Baños District. Results revealed a moderate correlation between variables. It signifies that as the teachers' English proficiency mean scores increase, there's also a moderate increase in pupils NAT mean percentage scores. However, the results is not statistically significant meaning the result is only true to the given grade three pupils and 49 teachers respondents, but cannot be generalized to a larger population where the samples were taken. The researcher therefore concluded that there is no significant relationship between the level of teachers' English proficiencies and the pupils' NAT performance. This means that the English proficiency of teachers does not affect the NAT performance of the pupils in public elementary schools in Los Baños for the school year 2010-2014. The researcher recommended that there is a need for school to promote intensive learning for further improvement of pupil's NAT performance and there is a need to sustain various and significant seminars and trainings that will help the teachers to learn effective strategies and techniques contributory in achieving high quality of learning and competitive learners among the public elementary schools in the District of Los Baños.

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#### Introduction:-

English teachers in public schools took an English proficiency test to determine if they are qualified to teach the subject in the first place, former Education Secretary Edilberto de Jesus emphasized in February 2003. However, he quickly clarified that the move is not meant to embarrass nor demote teachers but only to find out if they're better at teaching other subjects. Sen. Tessie Aquino-Oreta (19 said English and Filipino should both be used as media of instruction in accordance with the Constitution. "Filipino should be promoted in schools as a language of literacy and a source of national identity and unity, while English should be encouraged as the language of science and technology, regional commerce and international communication," the former chairman of the Senate committee on education said. Oreta cited past studies showing that the English comprehension of a sampling of elementary school teachers was equivalent to only that of a Grade 7 or first year high school student. Lack of funds, however, might

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slow down the presidential directive to restore English as the medium of instruction. During the Senate hearing on the budget of the Department of Education, de Jesus admitted that the department has no budget to upgrade the English proficiency of public school teachers.

Teachers have to be competitive enough in using the language to effectively teach students in becoming critical and analytical in communicating with the use of English. Learning experiences that will help students reach the optimum level of their communicative ability must be provided (Suelto,2010).

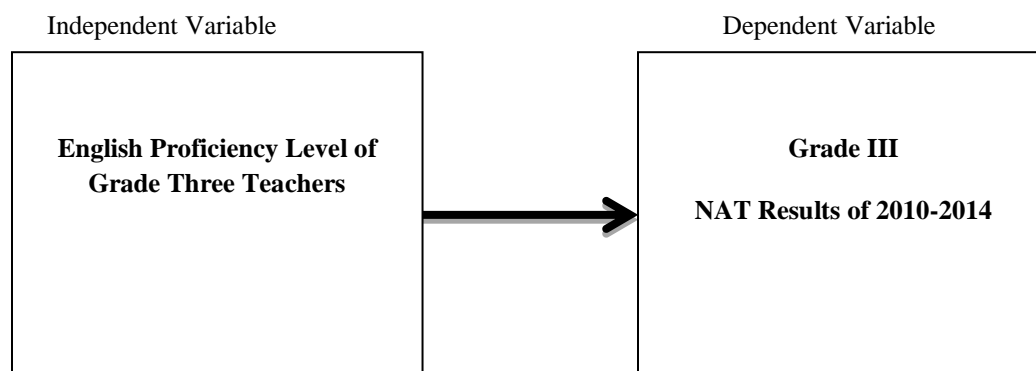
In recent years, the English proficiency of Filipinos has dwindled down. Studies done by reputable international organizations such as the International English Language Testing System (IELTS) report that our English skills are now a disappointment. In an article written by Karl Wilson published online by The National, in 2008, Filipinos scored an overall mean of 6.69 for listening, writing, reading, and speaking, a very low number based on international standards. On a side note, in the same proficiency test, Malaysia scored a higher overall mean than the Philippines with 6.71. These numbers were supported by the alarmingly low digits presented by another online article written by Fernando and Azucena (2015).

English proficiency level of most of the teachers in Los Baños district were assessed in the average mastery level.

As an English teacher, the researcher wanted to find out the relationships between English proficiency level of teachers and the NAT performance of pupils in English in public Elementary schools, Los Baños District for the past five years.

### Materials And Methods:-

This study aims to determine the relationship of English proficiency level of Grade three teachers and National Achievement Test (NAT) performance of pupils in selected Elementary Schools in Los Baños District, Los Baños, Laguna, for the School Years 2010-2014 as shown in figure 1.



**Figure 1:-** Research Paradigm.

The study used the descriptive –correlational method of research that seeks the relationships which exist between the level of English proficiency level of Grade three teachers and NAT performance of their pupils.

The respondents of the study were the 49 Grade III teachers of Public Elementary Schools of Los Baños District, Los Baños, Laguna.

This Proficiency test consists of 40-items multiple questions about the use of English( item nos.1-10), choosing the correct sentence with closest in meaning to the given sentence (11-20), vocabulary test (21-30) and the reading comprehension (31-40) wherein there are two passages given and each passage contained questionnaires respectively. Their scores were rated and interpreted accordingly. The respondents who get a scores that fall within 31-40 has an interpretation of superior, 21-30 (above average), 11-20 ( below average) and 0-10 ( Poor). It shows that an MPS of 96-100% has a descriptive equivalent of mastered, 86-95% is closely approximating master, 66-85% is moving towards mastery, 35-65% is average, 15-34% is low, 5-14% is very low and 0-4% is absolutely no mastery.

Percentage mean scores, frequency counts and for the presentation of the distribution of respondents. Pearson Product Moment Correlation Coefficient (r) was used to determine the relationships between the level of English proficiency test of Grade III teachers and the NAT performance of their pupils.

### Results And Discussion:-

Table 4 shows the mean scores of grade three teachers in English proficiency test.

**Table 4:-** Mean score of grade three teachers in English proficiency test.

School	Mean Score	SD	Rank
School A	94.58	2.60	1
School B	92.92	0.72	2
School C	91.25	none	3
School D	89.22	6.19	4
School E	86.88	8.57	5
School F	85.00	10.61	6
School G	84.38	6.19	7
School H	84.17	1.44	8
School I	82.92	10.14	9
School J	80.63	4.42	10
School K	78.13	2.65	11
School L	77.50	2.50	12
School M	77.08	1.91	13

Teachers from School A obtained the highest mean score of 94.58 (SD = 2.60), followed by English teachers from School B with 92.92 (SD = 0.72). School C's teachers ranked third with a mean score of 91.25 (SD = none). There's no standard deviation in the mean scores of teachers in School C since there's only one respondent in that school. Teachers from School M, L and K Elementary School are on the bottom three with mean scores of 77.08 (SD = 1.91), 77.50 (SD = 2.50) and 78.13 (SD = 2.65) respectively.

Table 5 presents the mean percentage score (MPS) in National Achievement Test of grade three pupils in Elementary Schools in Los Baños District for School Years 2009 – 2014.

**Table 5:-** Mean percentage Scores (MPS) of grade three pupils in NAT in selected elementary schools in Los Baños District S.Y. 2009 – 2014

SCHOOL	2009-2010	Rank	2010-2011	Rank	2011-2012	Rank	2012-2013	Rank	2013-2014	Rank
School A	58.69	1	52.50	2	36.62	7	41.37	7	41.54	6
School B	58.50	2	48.56	4	38.40	4	44.14	5	43.12	2
School C	57.70	3	59.64	1	52.11	1	49.76	1	49.17	1
School D	51.47	4	49.88	3	42.7	2	45.67	2	40.09	7
School E	50.05	5	30.93	13	36.2	9	43.6	6	38.59	10
School F	47.67	6	35.87	11	36.38	8	36.31	12	33.91	13
School G	46.79	7	39.15	8	37.96	5	38.02	10	38.82	9
School H	46.50	8	46.87	6	40.05	3	41.36	8	41.78	5
School I	46.46	9	39.07	9	36.32	10	44.76	4	42.72	3
School J	45.88	10	39.40	7	31.33	13	34.36	13	34.82	12
School K	44.70	11	33.73	12	35.33	11	36.65	11	35.44	11
School L	43.49	12	48.06	5	33.13	12	45.23	3	42.22	4
School M	41.34	13	36.87	10	37.61	6	38.6	9	39.51	8

In SY 2009 – 2010, Schools A, B and C ranked first (MPS = 58.69), second (MPS = 58.50) and third (57.70) respectively while the three least performing schools are School K (MPS = 44.70), School L (MPS = 43.49) and School M (MPS = 41.34).

Pupils from School A, D and H took the first three spots in NAT performance during SY 2011 – 2012 with mean percentage scores of 52.11, 42.7 and 40.05 respectively. However, K, L and M are in the last three performing schools in the district.

During SY 2012 – 2013, Lalakay, Mayondon and Tadalac Elementary Schools garnered mean percentage scores of 49.76, 45.67 and 45.23 respectively. These three schools are the three best performing schools in District of Los Baños. However, School K, F and J are on the last three ranks.

Moreover, School C (MPS = 49.17), Maahas (43.12) and Bagong Silang (42.72) are declared to be the top 3 performing elementary schools in NAT in SY 2013 – 2014. K (35.44), J (34.82) and F (33.91) remained in the bottom three.

Table 6 presents the grand mean percentage score (MPS) in National Achievement Test of grade three pupils in Elementary Schools in Los Baños District for School Years 2009 – 2014.

Out of 160 items, School C has a grand mean percentage score of 53.68 (SD = 4.74) which made them to be on top among Elementary Schools in the district. School B ranked second with a mean percentage score of 46.54 (SD = 7.60) while pupils from School A placed third in over-all ranking with a score of 46.14 (SD = 9.12). Among thirteen schools, School K, J, and L are in the bottom three with mean percentage scores of 37.16, 37.17 and 38.03 and standard deviations of 5.66, 4.34 and 5.48 respectively.

**Table 6:-** Grand Mean Percentage Scores (MPS) of grade three pupils in NAT S.Y. 2009 – 2014.

SCHOOL	Grand MPS	SD	Rank
School A	46.14	9.12	3
School B	46.54	7.60	2
School C	53.68	4.74	1
School D	45.96	4.77	4
School E	39.87	7.29	9
School F	38.03	5.48	11
School G	40.15	3.75	8
School H	43.31	3.15	5
School I	41.87	4.15	7
School J	37.16	5.66	13
School K	37.17	4.34	12
School L	42.43	5.64	6
School M	38.79	1.74	10

Table 7 shows the level English proficiency of grade three teachers in Elementary Schools in Los Baños, District.

**Table 7:-** English proficiency level of grade three teachers.

School	Teacher's Mean Score	SD	Level	Rank
School A	94.58	2.60	High	1
School B	92.92	0.72	High	2
School C	91.25	none	High	3
School D	89.22	6.19	High	4
School E	86.88	8.57	High	5
School F	85.00	10.61	High	6
School G	84.38	6.19	Average	7
School H	84.17	1.44	Average	8
School I	82.92	10.14	Average	9
School J	80.63	4.42	Average	10
School K	78.13	2.65	Average	11
School L	77.50	2.50	Average	12
School M	77.08	1.91	Average	13

<b>Legend:</b>	
95.00-100.00	Very High
85.00-94.90	High
75.00-84.90	Average
74.90 and below	Low

It can be gleaned from Table 7 that grade three teachers from School A-F, performed high in the proficiency test while the rest obtained average scores. Out of 40 items, School A Teachers got the highest mean score of 94.58 (SD = 2.60) while School M's teachers received the lowest mean score of 77.08 (SD= 1.91).

Table 8 presents the level of National Achievement Test performance of Elementary schools in Los Baños District.

**Table 8:-** NAT Performance of Elementary Schools in Los Baños District.

School	Pupils' NAT Score	SD	Level	Rank
School A	53.68	9.12	Average	1
School B	42.43	7.60	Average	6
School C	41.87	4.74	Average	5
School D	38.79	4.77	Average	10
School E	40.15	7.29	Average	8
School F	45.96	5.48	Average	4
School G	38.03	3.75	Average	11
School H	46.14	3.15	Average	3
School I	43.31	4.15	Average	7
School J	39.87	5.66	Average	9
School K	37.16	4.34	Average	12
School L	37.17	5.64	Average	13
School M	46.54	1.74	Average	2

**Legend:**  
 96.00-100.00 Mastered (M)  
 86.00-95.00 Closely Approximating Mastery (CAM)  
 66.00-85.00 Moving Towards Mastery (MTM)  
 36.00-65.00 Average Mastery (AM)  
 15.00-30.00 Low Mastery (LM)  
 5.00-14.00 Very Low Mastery (VLM)  
 0.00-4.00 Absolutely No Mastery (ANM)

It can be seen from the table that all pupils in Los Baños District have an average mastery in National Achievement test for the last five years. Notably, School A's teachers and pupils both ranked first among the thirteen schools in the district. It indicates that teachers and pupils in the said school are performing very well in English Proficiency Test and NAT respectively.

Two studies have identified a correlation between English language proficiency and achievement on large-scale academic assessments. In Texas, ELLs' level of English proficiency on the Woodcock-Muñoz Language Survey was found to be highly correlated with their scores on statewide assessments of reading, math, and writing (Oakeley & Urrabazo, 2001).

Table 9 portrays the test for significant relationship between English Proficiency Level of Grade Three Teachers and Pupils' NAT Performance.

Based on the results, the computed r-value of .4131 describes a moderate correlation between the variables. It signifies that as the teachers' English proficiency mean scores increase, there's also a moderate increase in pupils' NAT mean percentage scores.

The strength of linear relationship between teachers' English proficiency and pupils' NAT performance is moderate as proven by computed r-value of .413. When tested for the significance of relationship, the p-value of .161 justified that this moderate relationship between teachers' English proficiency and pupils' NAT performance is not significant at .05 level of significance with 11 degrees of freedom.

**Table 9:-** Relationship between Teachers, English proficiency level and Pupils' NAT Performance

		Teachers-Proficiency	Pupils-NAT
Teachers_Proficiency	Pearson Correlation	1	.413
	Sig. (2-tailed)		.161
	N	13	13
Pupils_NAT	Pearson Correlation	.413	1
	Sig. (2-tailed)	.161	
	N	13	13

r-value = .413 (Moderate)

p-value = .161 (NOT Significant at .05 level of significance)

degree of freedom =  $(n - 2) = 13 - 2 = 11$

It contradicted with the study, which was observed and conducted by the USAID in year 2007 and even by the Department of Education (DepEd) through the conduct of the National Diagnostic Test and the National Achievement Test. They found out that teachers contribute a lot on the NAT performance of pupils. One of the tools that measures the efficiency and mastery of teachers in their own field is the results of the National Achievement test, National Diagnostic Test, and other aptitude tests wherein the students go through an examination of their competencies in basic elementary and high school subjects. Students' performances in the said examination can at a certain degree be ascribed to the teacher who handles them and of course to the ability of the students to comprehend and/or analyze what are being taught to them.

The researchers therefore concluded that there is no significant relationship between the level of teachers' English proficiencies and the pupils' NAT performance. This means that the English proficiency of teachers does not affect the NAT performance of the pupils in public elementary schools in Los Baños for the school year 2010-2014. The researchers recommended that there is a need for school to promote intensive learning for further improvement of pupil's NAT performance and there is a need to sustain various and significant seminars and trainings that will help the teachers to learn effective strategies and techniques contributory in achieving high quality of learning and competitive learners among the public elementary schools in the District of Los Baños.

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