

Teachers' Scholastic Achievement Test and Students' National Achievement Test in English: Basis for Proficiency Training Design

Daniel S. Lerongan

Northern Bukidnon State College, Southern Philippines

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ABSTRACT

This study investigates the relationship between the English content knowledge of secondary school teachers and the National Achievement Test (NAT) performance of Grade 10 students in Northern Mindanao, Philippines. Specifically, the study aims to identify how teachers' Scholastic Achievement Test (SAT) results influence students' NAT scores, assess teacher profiles, and determine the need for a tailored English proficiency training program. Utilizing a mixed-methods approach, quantitative data were gathered through standardized SAT and NAT results, and qualitative insights were obtained from in-depth interviews with high-performing and low-performing teachers. Findings revealed that teachers exhibited an average mastery of English, with a mean SAT score of 41.34%. Similarly, students achieved an average mastery level in the NAT, with region 10 surpassing the national average by 1.06%. Statistical analysis indicated a significant relationship between teachers' SAT performance and students' NAT outcomes ($t = 2.45$, $p = 0.016$), underscoring the impact of teacher proficiency on student achievement. Furthermore, qualitative responses highlighted teacher training gaps, particularly in applying Communicative Language Teaching (CLT) strategies and alignment of classroom assessments with NAT standards. The study concludes that while teachers' content knowledge significantly influences student performance, other factors such as student engagement, teaching methodologies, and school support also play crucial roles. Based on these findings, the study proposes an eight-day English proficiency training program to enhance teachers' critical reading and writing competencies and pedagogical strategies aligned with the NAT framework.

Keywords: English proficiency, Scholastic Achievement Test, National Achievement Test, teacher training, secondary education

INTRODUCTION

Proficiency in literacy and foundational knowledge serves as the cornerstone of quality education. In the Philippines, a nation globally recognized for its high English proficiency, the declining performance of students in standardized assessments, such as the National Achievement Test (NAT), has raised concerns about the efficacy of English instruction. This paradox highlights a critical need to examine the factors influencing student outcomes, particularly the role of teacher content knowledge.

The increasing integration of technology in education has reshaped pedagogical approaches, offering valuable insights into enhancing both teaching and learning. Studies such as those by Aravatinos et al. (2024) emphasize the transformative potential of artificial intelligence (AI) in education, particularly in developing personalized and adaptive learning environments. Similarly, Lavidas et al. (2024) highlight the growing role of AI applications in fostering academic engagement and performance in the humanities and social sciences, underscoring the need for educators to adopt innovative teaching strategies. These advancements align with Papadakis's (2020, 2022) work on promoting computational thinking and coding skills among young learners, highlighting how technology-driven tools can enhance foundational knowledge and critical thinking. While these studies focus on cutting-edge educational technologies, they underline a broader pedagogical imperative: equipping educators with the skills and content knowledge necessary to align instruction with evolving academic and technological standards.

Previous studies have consistently emphasized the significant contribution of teacher expertise to student achievement. Teachers are not merely conduits of knowledge but also critical thinking and academic growth facilitators. In this context, the present study investigates the relationship between the English content knowledge of public secondary school teachers and the NAT performance of Grade 10 students in region 10, Northern Mindanao. The study also explores how teacher demographics—including specialization, teaching experience, and training—correlate with their proficiency as measured by the Scholastic Achievement Test (SAT).

Considering persistent challenges in English proficiency among teachers and students, this study provides evidence-based insights to guide educational interventions. By understanding the interplay between teacher knowledge and student outcomes, the research aims to inform the design of targeted proficiency training programs to elevate the quality of English instruction. Ultimately, this study aspires to contribute to the broader goal of enhancing educational standards and fostering academic excellence in the region, while aligning with global developments in educational technologies and pedagogical innovations.

METHODOLOGY

Research Design

This study employed a mixed-methods approach to explore the relationship between the English content knowledge of public high school teachers and the National Achievement Test (NAT) performance of Grade 10 students in Region 10, Philippines. The design combined quantitative measures using standardized tests and qualitative insights from interviews to provide a comprehensive understanding of the factors influencing student outcomes.

Research Setting

The study was conducted in Region 10 (Northern Mindanao), which includes 14 divisions such as Bukidnon, Cagayan de Oro, Camiguin, and Misamis Oriental. This region was selected due to its diverse educational contexts, varying student performance trends, and the need for a localized yet scalable intervention framework.

Respondents and Sampling

A total of 224 public secondary English teachers from Grades 7 to 10 participated in the study. The selection followed a non-probability purposive sampling approach, ensuring that only English teachers handling critical grade levels were included. This approach was deemed appropriate as these teachers directly influence students' English proficiency and NAT performance. However, the sample's representativeness may be limited as it does not include all English teachers across all grade levels. Potential biases may arise from the exclusion of teachers handling lower grades, where foundational language instruction begins, or those from private schools whose teaching approaches may differ. Future studies may consider a stratified random sampling technique to enhance representativeness.

Research Instruments

Data were collected using a survey questionnaire and the Scholastic Achievement Test (SAT) for teachers. The SAT assessed teachers' English content knowledge in critical reading, writing, and language. Student NAT performance data were obtained from the Department of Education's Policy, Planning, and Research Division (PPRD).

To strengthen the SAT's validity and reliability, it was designed based on competencies outlined in the Philippine Professional Standards for Teachers (PPST) and aligned with national curriculum standards. The test's reliability was assessed through Cronbach's alpha, ensuring internal consistency, while its construct validity was evaluated through expert review and pilot testing with a smaller teacher sample. These steps

aimed to confirm that the SAT effectively measured the competencies required for English instruction in the Philippine context.

Data Collection Procedure

Formal requests were sent to the Department of Education's regional and division offices for approval to administer the SAT and access NAT results. Teachers completed the SAT and survey questionnaire, while qualitative data were gathered through in-depth interviews with high-performing and low-performing teachers to provide additional insights into instructional challenges and best practices.

Data Analysis

Descriptive statistics, including mean percentage scores and standard deviations, were used to describe teacher and student performance. A t-test was applied to determine the effect of teachers' SAT scores on students' NAT results, while Pearson's correlation assessed relationships between teacher profiles and SAT performance. Thematic analysis was conducted on qualitative responses to supplement and contextualize the quantitative findings.

By integrating both quantitative and qualitative data, this methodology ensures a comprehensive analysis of the interplay between teacher proficiency and student academic achievement, providing strong evidence for targeted interventions in English education.

RESULTS AND DISCUSSION

Teachers' Scholastic Achievement Test (SAT) Performance

Table 1 presents teachers' performance in the Scholastic Achievement Test (SAT) across the 14 divisions of region 10. The data revealed that teachers achieved an overall mean percentage score (MPS) of 41.34%, categorized as "Average Mastery." Among the divisions, Misamis Oriental recorded the highest MPS at 46.38%, while Oroquieta City had the lowest at 36.56%.

Table 1 Teachers' Scholastic Achievement Test (SAT) Performance

	DIVISION	SD	MPS	Descriptive Rating
01	Bukidnon	7.70	42.56	Average Mastery
02	Cagayan De Oro	10.89	42.50	Average Mastery
03	Camiguin	9.08	42.94	Average Mastery
04	Gingoog City	9.19	42.81	Average Mastery
05	Misamis Occidental	7.91	38.94	Average Mastery
06	Misamis Oriental	10.04	46.38	Average Mastery
07	Ozamis City	10.55	46.19	Average Mastery
08	Lanao Del Norte	7.63	36.69	Average Mastery
09	Iligan City	7.04	40.44	Average Mastery
10	Tangub City	5.41	36.63	Average Mastery
11	Oroquieta City	7.71	36.56	Average Mastery
12	Valencia City	7.20	39.25	Average Mastery
13	Malaybalay City	8.92	43.5	Average Mastery
14	El Salvador City	8.99	42.94	Average Mastery
	Northern Mindanao	8.92	41.34	Average Mastery

These findings underscore a moderate proficiency level among English teachers, with noticeable variations across divisions. However, a deeper analysis is required to understand the pedagogical implications of these proficiency levels. Interviews with high-performing teachers indicated confidence in their subject knowledge, but many also identified gaps in training for Communicative Language Teaching (CLT) strategies. These gaps hinder teachers from effectively aligning instructional methodologies with NAT competencies, particularly in critical reading, writing, and speaking assessments.

On the other hand, low-performing teachers expressed challenges related to limited professional development opportunities, lack of institutional support, and difficulties in integrating learner-centered approaches within their classrooms. These insights suggest that improving teacher proficiency goes beyond content mastery and should include enhanced pedagogical training tailored to 21st-century learning needs.

Students' National Achievement Test (NAT) Performance

Table 2 highlights the NAT results of Grade 10 students in English. Region 10's overall MPS was 44.54%, slightly surpassing the national average of 43.48%. The division of Cagayan de Oro City achieved the highest MPS at 52.22%, while Ozamis City recorded the lowest at 34.72%.

Table 2 Students' National Achievement Test (NAT) Performance

DIVISION		SD	MPS	Descriptive Rating
01	Bukidnon	9.05	41.73	Average Mastery
02	Cagayan De Oro	10.37	52.22	Average Mastery
03	Camiguin	8.52	41.31	Average Mastery
04	Gingoog City	8.36	43.06	Average Mastery
05	Misamis Occidental	8.77	45.45	Average Mastery
06	Misamis Oriental	8.33	40.32	Average Mastery
07	Ozamis City	6.91	34.72	Average Mastery
08	Lanao Del Norte	10.32	49.63	Average Mastery
09	Iligan City	9.37	46.89	Average Mastery
10	Tangub City	10.17	46.09	Average Mastery
11	Oroquieta City	7.81	38.72	Average Mastery
12	Valencia City	8.05	44.74	Average Mastery
13	Malaybalay City	9.17	44.35	Average Mastery
14	El Salvador City	8.27	37.42	Average Mastery
Northern Mindanao		9.41	44.54	Average Mastery
National		9.03	43.48	Average Mastery

Overall, students demonstrated "Average Mastery", reflecting moderate reading and writing competency. However, qualitative feedback from teachers suggests that students struggle with complex comprehension tasks and higher-order thinking skills, indicating a need for improved instructional strategies.

Correlation Between SAT and NAT Results

Statistical analysis revealed a significant relationship between teachers' SAT scores and students' NAT performance ($t = 2.45$, $p = 0.016$). This supports the hypothesis that teacher content knowledge directly impacts student outcomes. However, over-reliance on statistical correlations overlooks other influencing

factors, such as student engagement levels, educator teaching methodologies, institutional support, and access to professional development.

A more nuanced study is required to understand how these factors interact with teacher proficiency to shape student learning experiences.

Key Insights from Teacher Interviews

High-performing teachers attributed their success to continuous professional development and effective use of CLT strategies. In contrast, low-performing teachers cited challenges such as limited access to training and insufficient support for curriculum alignment. Both groups highlighted the importance of addressing these gaps through targeted proficiency programs.

The combined quantitative and qualitative findings underscore the critical role of teacher content knowledge in enhancing student achievement. These results advocate for regular, targeted training programs to bridge identified gaps and support teacher and student success.

CONCLUSION

This study has affirmed the significant relationship between English teachers' content knowledge and the academic performance of their students in region 10. The findings revealed that teachers' Scholastic Achievement Test (SAT) results significantly impact students' National Achievement Test (NAT) outcomes. While teachers demonstrated average mastery of content knowledge, their proficiency was critical in fostering student achievement. However, the research also highlighted areas for improvement, particularly in enhancing teaching methodologies and aligning classroom assessments with NAT standards.

Despite the evident correlation between teacher proficiency and student performance, the study acknowledges that other factors, such as student engagement, institutional support, and teaching strategies, significantly influence learning outcomes. Qualitative data from teacher interviews emphasized the need for professional development programs focusing on Communicative Language Teaching (CLT) and innovative assessment techniques to support student learning better.

The results of this study provide a strong foundation for proposing an eight-day English proficiency training program designed to address gaps in teachers' content knowledge and instructional practices. This initiative aims to enhance teachers' critical reading and writing skills while equipping them with effective pedagogical strategies to align their instruction with NAT competencies. To ensure its effectiveness and sustainability, the program should incorporate evidence-based strategies, such as:

Peer mentoring, where teachers collaborate to share best practices and overcome challenges in implementing CLT.

Classroom simulations, providing hands-on opportunities for teachers to refine instructional techniques in a structured, supportive environment.

Additionally, the program should be aligned with existing educational policies and frameworks such as the Philippine Professional Standards for Teachers (PPST) and the Department of Education's (DepEd) learning goals to ensure accessibility, scalability, and long-term impact.

While this study provides valuable insights, its narrow geographical focus on region 10 limits the generalizability of the findings. Future studies should expand the scope to other regions in the Philippines to determine whether similar trends exist. Additionally, the study relies on self-reported qualitative data, which may introduce potential biases. Further research could incorporate classroom observations and student performance tracking over time to better understand the teacher-student performance dynamic.

This study underscores the pivotal role of teacher proficiency in improving academic outcomes. However, addressing student achievement requires a multi-faceted approach involving teacher training, instructional

support, and institutional reforms. A collaborative effort among policymakers, school administrators, and educators is essential to strengthen professional development programs, provide adequate resources, and implement evidence-based teaching strategies. By addressing these areas, the quality of English instruction in region 10 can be significantly improved, ultimately fostering higher student achievement and better preparing learners for success in a globalized world.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are made:

Teacher's Specialization and Professional Development:

The study revealed a significant association between teachers' fields of specialization and attendance at seminars

and training with SAT results. Therefore, it is recommended that the Department of Education (DepEd), particularly the Regional Directors and Schools Division Superintendents, direct the hiring committee and school principals to prioritize assigning English majors to teach English subjects. Furthermore, it is crucial to ensure that these teachers receive proper training in English proficiency by facilitating their participation in relevant seminars and workshops. Schools may also consider organizing school-based professional development sessions, such as during Learning Action Cell (LAC) meetings or Teacher Induction Programs (TIP), to enhance teachers' English proficiency.

Monitoring Teacher Performance in SAT:

The study found that SAT performance significantly affects students' performance in the National Achievement Test (NAT). Therefore, it is recommended that supervisors in English conduct annual SAT assessments for all English teachers. Teachers showing subpar performance should be identified and provided with targeted interventions to improve their proficiency.

Evaluation of English Proficiency Training:

It is recommended that the effectiveness of the proposed English proficiency training be regularly evaluated, particularly in terms of its impact on improving the SAT performance of English teachers and, consequently, the students' NAT results. This evaluation can guide the improvement of future training programs.

Improving NAT Performance in Region 10:

Given that the average NAT performance in region 10 is at the mastery level, there is considerable room for improvement, especially in divisions ranked lower. DepEd should continue to monitor each division's preparation efforts, particularly in relation to their NAT review and intervention programs. High-performing divisions should share their best practices with lower-performing divisions to help them improve. Additionally, mock tests should be incorporated into preparation efforts to assess students' readiness before the actual NAT.

Future Research Directions:

Future studies should investigate the impact of instructional strategies on students' English NAT performance, considering factors such as test anxiety, study habits, and the effectiveness of remedial programs. Examining the relationship between classroom achievement in English and NAT performance is also suggested. Furthermore, exploring the influence of SAT performance on students' mathematics scores in the NAT could provide valuable insights, as mathematics is a significant component of the SAT.

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