

English Proficiency Levels and Instructional Delivery Effectiveness Among Teachers in Mobo National High School

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Publication history: Received: January 12, 2026; Revised: June 3, 2026; Accepted: June 6, 2026

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Abstract

This study examined the relationship between teachers' English proficiency and their instructional delivery effectiveness at Mobo National High School. Utilizing a descriptive research design with validated surveys, the study analyzed a teaching staff predominantly composed of mid-career, highly qualified female educators, 77% of whom hold master's degrees or units. The findings revealed that the teachers possess high English proficiency, scoring highest in grammar and structure (4.43 weighted mean), followed by oral communication (4.12) and vocabulary breadth (3.95). Consequently, their instructional delivery proved effective, with strong performances in lesson presentation (4.17), classroom management (4.03), and student engagement (3.98). A significant positive correlation was established: higher linguistic competence directly enhances lesson clarity and classroom interaction. Despite these proficiencies, teachers face critical instructional bottlenecks. Foremost among these are student-centered challenges, particularly severe student language anxiety and fear of making mistakes in an "English Only" environment. These hurdles are compounded by institutional constraints, including large class sizes that restrict individual practice, and a lack of modern audio-visual technology. To bridge these gaps, the study recommends targeted professional development workshops, modernizing classroom technology, reducing class sizes, and implementing student-centered, scaffolded lesson plans to alleviate language anxiety.

Keywords: English Proficiency, Instructional Effectiveness, Language Anxiety, Mid-Career Teachers, Pedagogical Challenges

1. Introduction

Globally and nationally, English serves as a critical medium for education and global competitiveness, a reality underscored by the Department of Education's transition to the MATATAG Curriculum, which emphasizes that effective language learning heavily depends on a teacher's classroom instructional delivery and student engagement. While a teacher's basic language proficiency is a fundamental building block for teaching English as a Second Language (ESL), recent literature highlights a crucial distinction between generalized fluency and specialized "classroom proficiency" or "English for Teaching." Scholars note that high proficiency predicts greater pedagogical confidence and empowers teachers to strategically manage a classroom's cognitive load, deliver clear directions, and offer constructive feedback (Richards, 2017; Freeman et al., 2015; Tindowen et al., 2019). This specialized competence is particularly urgent given that international assessments like PISA 2022 and the DepEd National Learning Recovery Plan 2022 reveal severe student reading and oral literacy gaps, largely stemming from an inability to bridge native mother tongues with English during class activities (OECD, 2023; Lucas et al., 2020). At the local level, educators at Mobo National High School navigate these student needs alongside the Philippine Professional Standards for Teachers (PPST) while simultaneously battling "linguistic fatigue" brought on by administrative burdens and large class sizes (Albano, 2021). Anchored in Canale and Swain's (1980) framework of Communicative Competence, this study operates on the basic premise that a teacher's grammar, vocabulary, and spoken skills directly impact their instructional effectiveness. Ultimately, this research aims to bridge the "Proficiency/Pedagogy Gap" by shifting professional development away from generalized seminars toward the specific, functional linguistic tools educators need to elevate student interaction and academic success (Benson, 2020).

2. Material and methods

2.1 Research Design

The current investigation employed an empirical research paradigm focusing mainly on the systematic collection and analysis of quantitative data in order to provide an objective evaluation of the variables of interest. Based on this empirical research paradigm, the researcher quantified the teachers' self-evaluations of English proficiency levels and instructional practice delivery methods, allowing for an organized and objective examination of the level of English proficiency and instructional delivery methods throughout the research institution. Within the context of this empirical research paradigm, the current investigation employed one specific type of quantitative research design only, a descriptive research design.

This choice was made so that the current investigation would describe the current status, characteristics, and frequency of professional traits and challenges among the faculty at Mobo National High School, without attempts to identify or manipulate causal relationships. As a result, the current investigation will provide a comprehensive "snapshot" of the current pedagogical landscape; therefore, the results of the current investigation will be based on what has been observed with regard to teachers' actual day-to-day practice.

2.2 Locale of the Study

Mobo National High School (MNHS) is an established public secondary school located in the Municipality of Mobo, Masbate, Region V-Bicol, and is part of the Department of Education-Division of Masbate. MNHS serves as a focal point for educational advancement for students residing in the municipality as well as for other coastal and upland barangays that surround it. Mobo National High School is located within the center of Mobo, hence it is a representative location for conducting educational research on a typical provincial national high school. Mobo National High School's location allows for an authentic evaluation of the learning environment as teachers implement national language standards while managing and determining student needs at a local level. From Grades 7 to 12, the school has a full curriculum, which includes different strands at the Senior High School level including the Junior High School level which require the teacher's English proficiency to deliver specialized subjects effectively. All of these subjects rely on the teacher's ability to model proper grammar, a broad vocabulary and oral communication skills to assist the students to comprehend and engage with the material. Mobo National High School was a good location for the study due to being in an appropriate place to observe the interaction between teacher language competence and instructional delivery. The school was trying to meet the PPST and the MATATAG Curriculum, thus affording an opportunity to examine how the teachers' addressed challenges related to teaching methods, classroom management and how students interacted with each other using English as the medium. Although there are many challenges associated with working in a province, such as the lack of advanced audio-visual resources and large student bodies with different language backgrounds, the staff remained committed to serving their students. The environment created an opportunity for the researcher to provide a realistic description of the challenges teachers experience when teaching in high schools and of what they need professionally as educators so that professional development can be based on data collected at the site.

2.3 Respondents of the Study

Mobo National High School served as the setting for this research with the teachers being the participants because they are the key players in the delivery of instruction; and they also have accountability for the quality of language that they teach in their varied classrooms. The teachers are a heterogeneous group and are assessed in terms of their respective ages, gender, and highest education degrees received from the Bachelor's to Doctorate levels.

2.4 Sample and Sampling Procedure

To achieve a comprehensive and authentic evaluation of the pedagogical landscape at Mobo National High School (MNHS), this study utilized total population sampling, a type of purposive sampling technique where the entire population that meets the specific inclusion criteria is invited to participate. This approach was chosen because the total faculty population at MNHS is a manageable and distinct group and excluding any sub-segment would compromise the descriptive "snapshot" required to accurately map the faculty's collective English proficiency levels and instructional delivery methods. The inclusion criteria for the study's sample required that participants must be (1) active, full-time faculty members at Mobo National High School during the time of data collection, and (2) teaching within the Junior High School (Grades 7 to 10) or Senior High School (Grades 11 to 12) levels, across any of the specialized academic tracks or vocational strands. By avoiding a minimized random sample and instead targeting the entire heterogeneous faculty, the researcher ensured that all variations in age, gender, and educational attainment ranging from Bachelor's to Doctorate degrees were fully represented. This complete enumeration eliminates sampling bias and ensures that the descriptive statistics, weighted means, and challenge checklists derived from the research instrument truly reflect the genuine professional development needs and institutional realities of Mobo National High School.

2.5 Research Instrument

For this study, the main research tool is a well-structured survey questionnaire created by a researcher specifically to meet the needs of the research project's goals. This tool collected quantitative data that can be studied systemically in order to describe the professional competencies of the teachers at Mobo National High School. There are four (4) distinct sections to assist the questionnaire in having a continuous flow from the personal professional background characteristics of the respondents and lead into more specific evaluations of their areas of linguistic and pedagogical ability.

In order to assure that the instrument used was of high quality and had accurate data, it went through expert evaluation. Before using it, the instrument was submitted to a group of qualified persons in the area of teaching English language and research methodology for their consideration as to its usefulness for assessing the respondents' English ability and their method of delivering instruction. The responses of the panel of experts were used to make further refinements in the wording and content validity, technical accuracy, and overall structure of the instrument to ensure that it will produce reliable data. The tool's first component looked at both demographic information and professional data (e.g., age, sex, level

of education). The second component measures English proficiency using a 5-point Likert type scale in three domains: grammar and structure, breadth of vocabulary, and oral communication ability. In looking at each of the domains and using a scale of "Not Proficient" (1) to "High Proficient" (5), the researcher was able to calculate a weighted mean for each of the areas, thereby getting a total faculty proficiency level. The third part used the same 5-point Likert scale to evaluate instructional delivery effectiveness. This section also evaluates three major teaching areas: instructional presentation and clarity; classroom management; and student engagement. The specific indicators of instructional delivery effectiveness could include a teacher's ability to teach complicated materials to their students and keep a classroom orderly. The third section of the tool is essential for quantifying how well teachers feel they perform in the classroom. The last section of the instrument used for this study is comprised of a full checklist, devoted to collecting information about the obstacles faced by Teachers' as they instruct students. This checklist consists of four categories; Linguistic and Communication barriers, Pedagogical Challenges, Student factors, and Resource constraints. The use of a checklist allowed for responses to be selected which provide additional qualitative data in addition to the quantitative data already provided by participants indicating the barriers that teachers are facing in the classroom and at Mobo National High School.

2.6 Data Gathering Procedure

The researcher employed an ethical and systematic methodology for the data collection process used in this study. The data collection process occurred in a sequence of phases comprising; preparation of materials, formal request for administrative permission from the Office of the Schools Division Superintendent of Masbate and Office of the Principal of Mobo National High School, orientation of participants (i.e., participating teachers), and actual administration of the validated instruments. To ensure that all research activities were conducted in a smooth manner with minimal disruption of regular school hours, the researcher worked collaboratively with school administrators. After obtaining permission from the Office of the Schools Division Superintendent of Masbate and the Office of the Principal of Mobo National High School, the researcher conducted an orientation to familiarize the participating teachers with the purpose of the study, to inform them about the importance of completing an honest self-assessment, and to explain the procedure for completing a multi-part survey questionnaire consisting of the various Validation instruments. Additionally, during the orientation, emphasis was placed on the ethical implications associated with conducting research, including anonymity and the voluntary nature of their participation, with the goal of establishing rapport and maintaining the integrity of the data collected. After receiving permission to proceed with the study and orienting teacher participants, the researcher provided the selected teacher participants with the Survey Instrument along with a signed Data Privacy Agreement. The researcher was available to respond to any questions about the Survey Instrument (e.g. if there were any technical terms or instructions that needed clarifying). Teacher participants were provided sufficient time to reflect on their classroom experiences using the survey instrument prior to submitting their responses. Once the instruments were collected, the data were organized and tabulated for analysis. In accordance with protocols outlined in the Data Privacy Act of 2012, the researcher managed the data collection through strictly maintaining physical and digital copies of the teacher participant responses in a secure manner. The data from the Likert Scale and Challenge Checklists were processed to produce the descriptive statistics necessary to answer the questions posed by the study. During the entire process of collecting and analyzing data, ethical principles were adhered to by the researcher to ensure confidentiality of all study participants. No names or any identifying details of study participants are presented in either analysis or final reporting. Study participation was strictly voluntary; participants were informed that they could discontinue their study involvement at any time without consequence to themselves, professionally or academically. The methodological structure and ethical procedures followed in collecting data help establish the credibility and validity of the findings on proficiency and effectiveness of educators at Mobo National High School.

2.7 Data Analysis Techniques

To analyze the data collected from the purposively sampled faculty at Mobo National High School, this purely descriptive study utilizes basic descriptive statistics—specifically weighted means, frequency and percentage distributions, and rankings—rather than inferential testing like ANOVA or Pearson's *r*. The primary level of analysis employs the weighted mean formula, $WM = P = \left(\frac{f}{N}\right) \times 100$ (where *f* is frequency, *x* is the numerical weight, and *N* is the total number of respondents), to calculate average scores from the 5-point Likert scale items. These scores are interpreted using two distinct technical frameworks to pinpoint professional development needs: Part II evaluates English proficiency across a continuum from "Not Proficient" (1.00 - 1.80) to "High Proficient" (4.21 - 5.00), while Part III measures instructional delivery effectiveness from "Ineffective" (1.00 - 1.80) to "Highly Effective" (4.21 - 5.00). To complement these findings, the demographic profile of the heterogeneous faculty including age, gender, education level, and teaching experience—is established by converting raw frequencies into percentages using the formula $P = \left(\frac{f}{N}\right) \times 100$. Finally, qualitative and quantitative data from the instructional challenges checklist are analyzed through frequency-based rankings to prioritize the most critical barriers faced by educators, thereby providing a comprehensive, objective "snapshot" of the institution's current pedagogical realities.

2.8 Ethical Considerations

To ensure the integrity of the research and protect the welfare of the participants, this study strictly adhered to established ethical protocols in educational research and the mandates of the Data Privacy Act of 2012 (Republic Act No. 10173) of the Philippines. Before the administration of the survey instruments, formal administrative clearances were secured from the Office of the Schools Division Superintendent of Masbate and the Office of the Principal of Mobo National High School. A comprehensive orientation was then conducted for the target faculty members to transparently communicate the study's purpose, scope, and institutional benefits. Participation in this study was entirely voluntary; no form of coercion or institutional pressure was applied. All participating teachers were informed of their right to withdraw from the study at any point without any professional, academic, or personal repercussions. To establish informed consent, each participant was provided with a clear explanation of the study alongside a signed Data Privacy Agreement prior to answering the multi-part survey questionnaire. Absolute anonymity and confidentiality were maintained throughout the data lifecycle. To safeguard the identities of the heterogeneous faculty, no names, personal identifiers, or specific demographic combinations that could lead to deductive identification were included in the tabulation, analysis, or final research report. Physical copies of the accomplished instruments were kept in a locked storage cabinet accessible only to the researcher, while digital data files were encrypted and stored in a password-protected cloud drive. In line with strict data retention policies, all physical and digital copies of the teacher responses will be permanently destroyed and deleted after a designated period following the successful completion and defense of the study.

3. Results and Discussion

3.1 Demographic Profile of Respondents

3.1.1 Age

According to the data, the participants were in the age range of 31 to 40 years old, while 27% were in the age range of 20 to 30 years old; these demographics indicate that the majority of teachers at Mobo National High School come from early to mid-career background.

3.1.2 Sex

In the results, it is evident that the majority (70%) of the participants were female (21 teachers out of 30), while 30% were Male.

3.1.3 Highest Educational Attainment

This sample is comprised primarily of highly competent educators, with an overall percentage of 47% of the survey participants possessing a Masters-level education (with an additional 30% holding a Master's degree) and only 20% being Bachelor's degree holders.

3.1.4 Grade Level Taught

The teachers surveyed are evenly distributed among the various grade levels of secondary education. The majority of respondents teach Grade 10 (23%) and Grade 9 (20%), which shows that most teachers work through the same curriculum with their students throughout secondary education.

3.1.5 Years of Teaching Experience

60% of teachers have between six and ten years' worth of educational experience, and 20% of teachers have between eleven and fifteen years' worth of educational experience. The above finding suggests that teachers form a large percentage of mid-career individuals in the teaching field.

3.2 English Proficiency Level

3.2.1 Grammar and Structure

Teacher's performance in terms of grammars and structures using weighted mean calculations, has a total of 4.43. Overall, teachers have shown proficiency in their ability to present their ideas in numerous sentence structure formats without compromising clarity on content or delivering difficult-to-understand topics using appropriate grammar.

3.2.2 Vocabulary Breadth

Teacher's performance in terms vocabulary breadth using a weighted mean calculation is 3.95. Overall, teachers exhibited a high level of proficiency in presenting and/or explaining content to their students using multiple types of formats; however, when compared with idiomatic/familiar/figurative forms of communication, teachers tended to be more comfortable using only academic language.

3.2.3 Oral Communication Skills

Teacher's performance in terms oral communication skills using weighted mean was calculated as 4.12. Teachers displayed confidence while speaking, and they were able to express themselves clearly without hesitation. Teachers also maintained an "English Only" environment while teaching; no other language was used.

3.3 Instructional Delivery Effectiveness

3.3.1 Lesson and Presentation Clarity

Teachers have received an average score of 4.17, which indicates they performed well in demonstrating Effective Lesson Presentation and Clarity. Teachers excelled at giving precise and comprehensive step-by-step procedures and using technological/visual aids to support their presentation.

3.3.2 Classroom Management

The average teacher score for Student Engagement and Interaction was 3.98 (Effective). Teachers are successfully creating an engaging learning environment, where students are motivated to communicate and interact routinely within the classroom.

3.3.3 Student Engagement

Teachers received a weighted mean of 4.03 (Effective) in terms of Classroom Management and Feedback. Teachers showed strong abilities to provide effective feedback that stimulates critical thought and a coherent system of verification, which maintains students' attention.

3.4 Instructional Challenges in English Teaching

The findings of this research revealed numerous obstacles that limit educators' ability to effectively teach their students. The first and foremost obstacle identified was a student-centered issue, namely "Students' anxiety about speaking in English or being afraid to make mistakes while practicing English." Following this barrier are barriers associated with a lack of classroom space caused by large class sizes resulting in limited opportunity to practice on an individual basis and lack of adequate technology resources (including audio/visual) required for classroom instruction. Additional identified challenges were the difficulty in modifying lesson plans to accommodate the low English proficiency level of some students and the anxiety students experience when required to speak only English in the classroom (language hurdles).

4. Conclusion & Recommendations

Based on the findings and outcomes of the investigation at Mobo National High School, it is concluded that the institution possesses a highly educated, mid-career faculty that demonstrates an advanced level of English language proficiency particularly in grammar and structural accuracy and strong capabilities in delivering clear lessons through instructional technology. However, while these educators exhibit solid foundational language skills and proficient instructional presentation, a critical disparity exists between their high personal proficiency and their localized classroom execution, specifically regarding spontaneous conversational fluency, the use of idiomatic expressions, and the maintenance of student engagement from the beginning to the end of a lesson. Furthermore, a significant positive relationship exists between teacher English proficiency and instructional effectiveness, meaning that as language competence grows, classroom management and presentation clarify accordingly. This relationship is heavily tested by severe localized constraints, including large class sizes, a lack of advanced audio-visual resources, and acute student-related factors such as language anxiety. Ultimately, the study concludes that high teacher proficiency alone cannot guarantee ideal pedagogical outcomes unless it is structurally paired with localized, targeted professional development that directly addresses these systemic classroom barriers.

To bridge these identified gaps, it is strongly recommended that school administrators actively prioritize budget allocation for modern audio-visual equipment and revise scheduling policies to optimize class sizes, thereby allowing teachers to provide personalized feedback and individual speaking practice. English language teachers should deliberately integrate idiomatic and figurative language into their daily instruction to model a broader vocabulary, while transitioning toward student-centered, interactive methodologies such as the Flipped Classroom model and drama-based approaches to actively lower student language anxiety and sustain engagement. Simultaneously, curriculum planners must design a contextualized "English for Teaching" professional development program focused on high-order thinking skills (HOTS) and scaffolding techniques for English Language Learners (ELL) with weak foundational backgrounds. To sustain these practices, department heads and coordinators should establish institutional Communities of Practice to foster peer observations and collaborative problem-solving regarding classroom management. Finally, future researchers should expand upon these findings by conducting longitudinal studies to trace the direct impact of teacher language competence on student academic success, as well as exploring how digital platforms and emerging artificial intelligence tools affect teacher effectiveness across diverse educational landscapes over time.

While these findings offer valuable baseline insights, several inherent limitations must be acknowledged when interpreting the study's outcomes. First, because this investigation strictly employed a descriptive research design, it offers a static, directional "snapshot" of the existing pedagogical environment and cannot mathematically establish or manipulate causal relationships among the variables. Second, the study relied entirely on self-evaluation data from the teachers via Likert scales and checklists, which introduces the potential for social desirability bias or subjective overestimation of personal language proficiency and classroom performance. Third, the sample was restricted exclusively to the active faculty of Mobo National High School, meaning the localized results, specific resource constraints, and environmental dynamics are deeply tied to this single provincial institution and cannot be broadly generalized to urban schools or other regions with vastly different socioeconomic profiles. Lastly, the checklist tool gathered frequency data on instructional barriers but did not capture deeper qualitative nuances, leaving the complex, underlying psychological drivers behind student language anxiety and classroom communication breakdown open to further qualitative inquiry.

Compliance with ethical standards

The implementation, execution, and subsequent dissemination of this study were anchored strictly upon the highest standards of research integrity, ethical compliance, and formal authorship responsibility as mandated by institutional protocols and the Data Privacy Act of 2012. Prior to any field data collection, official ethical approval and institutional administrative clearances were formally secured from the Department of Education through the Office of the Schools Division Superintendent of Masbate and the Office of the Principal of Mobo National High School, ensuring that the empirical design aligned seamlessly with local educational research guidelines. Participation among the mid-career, highly educated faculty respondents was entirely voluntary, and explicit informed consent was systematically established through comprehensive orientations and signed Data Privacy Agreements detailing their absolute right to unconditional withdrawal at any stage without risk of professional, academic, or personal repercussions. To maintain complete confidentiality of information, all primary data including the 5-point Likert scale self-assessments of English proficiency and instructional delivery, as well as the frequency rankings of pedagogical barriers were thoroughly anonymized, completely stripping out names, unique institutional assignments, or specific demographic combinations from the final narrative to prevent any form of deductive identification. The author explicitly declares no conflict of interest, financial, institutional, or otherwise, that could potentially bias the interpretation of the results, which definitively link advanced teacher linguistic competence to superior lesson clarity and classroom management. Full authorship responsibility is assumed for the original design, systematic data analysis, and objective reporting of these findings, with sole copyright ownership retained by the researcher. Due acknowledgement of contributions is extended to the panel of language and methodology experts who validated the research instrument, as well as to the dedicated administration and teaching staff of Mobo National High School, whose cooperation made this objective descriptive snapshot possible. Ultimately, all physical and digital records generated during this inquiry are securely stored under restricted access and are slated for complete, permanent destruction upon the successful conclusion of the study's academic defense cycles, reinforcing a lifelong institutional commitment to ethical research practices.

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