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## THE PROFICIENCY IN WRITTEN ENGLISH COMMUNICATION OF KALINGA- APAYAO STATE COLLEGE (KASC) TEACHERS

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**Abstract:** *The descriptive research aimed to find the proficiency in written English communication of Kalinga-Apayao State College (KASC) teachers along General Vocabulary, Correct Usage, and Grammar, Sentence Structure, Correct Usage of Capitalization, and Correct Usage of Punctuations; and to determine the extent by which the factors affect the teachers' proficiency in written English communication. The findings are: (a) the Kalinga-Apayao State College (KASC) teachers are proficiently good along the four areas of written English communication namely: grammar and correct usage, sentence structure, correct usage of capitalization, and correct usage of punctuations; and (b) the factors much affect the proficiency in written English communication skills of the teachers of KASC as shown by the Total Average Weighted Mean of 4.03.*

**Keywords:** *proficiency, written English communication, Kalinga-Apayao State College, commendable teacher, instruction*

### INTRODUCTION

The school is an institution where the teaching learning process is developed effectively and formally. It serves as a strong foundation to build oral and written English known broadly as the communication process. This process that is being observed in the classroom serves as a catalyst or change agent in developing English and at the same time realizing the objectives of any subject in school. The teacher, being the forefront of the educative process must therefore possess the necessary language proficiencies to make his teaching effective, enjoyable, commendable, and worthwhile.

The basic knowledge and proficiency of teachers should not, therefore, be overlooked and even if they are not English teachers, it is still deemed important that proficiency in the use of the language be mastered.

The view that the teachers should be proficient in the English language is shared by Stone (1984). A teacher, he said, selected to direct language experiences should have



demonstrated, in addition to the characteristics shared by all teachers, at least the following:

1. Ability to think, speak, read, and write properly and well in the English language;
2. A knowledge of general characteristics and history of the English language, and;
3. A knowledge of the psychology of learning, especially as it relates to the development of the linguistic ability of the individual.

Stone's (1984) message is very clear that the teacher's license to exercise his teaching is his ability to express well in English, otherwise his student might complain of vague and unclear propositions and explanations.

For a college teacher there are three things to prepare. First, the course syllabus where the objectives and course description is provided. Second, the course content or the subject matter outlined in most effective methods he shall develop and third, the procedures for evaluating essays and other written requirements. Along these steps, the teacher will inescapably use written English. The college teacher should have, therefore, the following abilities to pinpoint grammatical corrections in the student's writing skills in the use of sentences, clarity and effectiveness of written ideas, fullness in vocabulary, and proficiency in punctuations, paragraphs and letter forms.

Along this concept, Fries (1989) stated that the teachers should know errors. That mastery, he continues, means more knowledge in grammar, capitalization, punctuation, and the correction of wrong sentences. Smith (1988), added that there are three duties of a college teacher in English: (1) The definite and clear explanation of the general principles and techniques underlying all effective writing. (2) The illustration of these principles and techniques from the work of both students and successful authors. (3) The discussion and application of the principles and techniques by means of an abundant variety of exercises.

It is from this context that the rules of grammar, sentence structure, general vocabulary, capitalization, and punctuation become necessary. These written aspects appear to be the most basic English skills teachers should initially possess.

This vital role of written skills is further recognized by Burns (1992) when he said:

"Although written composition is used less than oral communication, capitalization, sentence and paragraph senses, as well as spelling and appropriate structure and usage. Even more



important composition in life situation, it does not follow that written composition should be given less attention than oral composition in the language arts program. Written compositions usually requires more instruction than oral composition since there are many technicalities involved like punctuation, capitalization, sentence and paragraph senses, as well as spelling and appropriate structure and usage. Even more important and much more difficult to acquire is the ability to assemble good ideas and transmit them successfully to others.”

This written language proficiency contains five essentials, namely: general vocabulary, grammar and correct usage, sentence structure, capitalization, and punctuation. Vocabulary is one of the most important aspects of college reading. Robinson (1991) on his work stated that the message conveyed by any form of literature maybe profound but one’s obvious lack of knowledge in the definition of terms may inhibit him from getting the message. Thus, either the literature posed no significance on the reader or because the reader himself did not understand the literature and its significance.

A large vocabulary of usable words is also an aid making precise statements. Most people experience occasions when they search unsuccessfully for words to express exactly what they mean. Much as the teacher’s plain nature of job is talking, what he says and how he exactly expresses what he means facilitates the students’ comprehension. How teacher can play with words and explain the more complicated concept in pure layman’s term have been observed to be resulting in better assimilation of the theories and concepts.

Grammar and correct usage, the second essential, is one of the most difficult aspects of written communication. As Norberg (1989) defined it as the science of language that is concerned with reflection, syntax and parts of speech, a college teacher has to be equipped with a good background of its mechanics and rules of usage.

The third essential is “Sentence Structure,” which is one of the most significant signs of the general quality of writing. It appears that most people have difficulty with sentence structure than any other single phase of written communication, explain Nordberg (1992). This aspects could be difficult because the guidelines which cut through confusion remain constant: establish the thought, write it out plainly, and only then sharpen or embellish it with the appropriate range of vocabulary, the nice of phrase, and the qualifying modifiers.



The aspect of capitalization is another factor to consider. Although rules and conversations are set on it's mechanics, mastery on the part of the teacher is certainly needed. Gabriel and Martires (1995) contributed that the proper use of capital letters is one of the ways by which the educated writer is distinguished from the others.

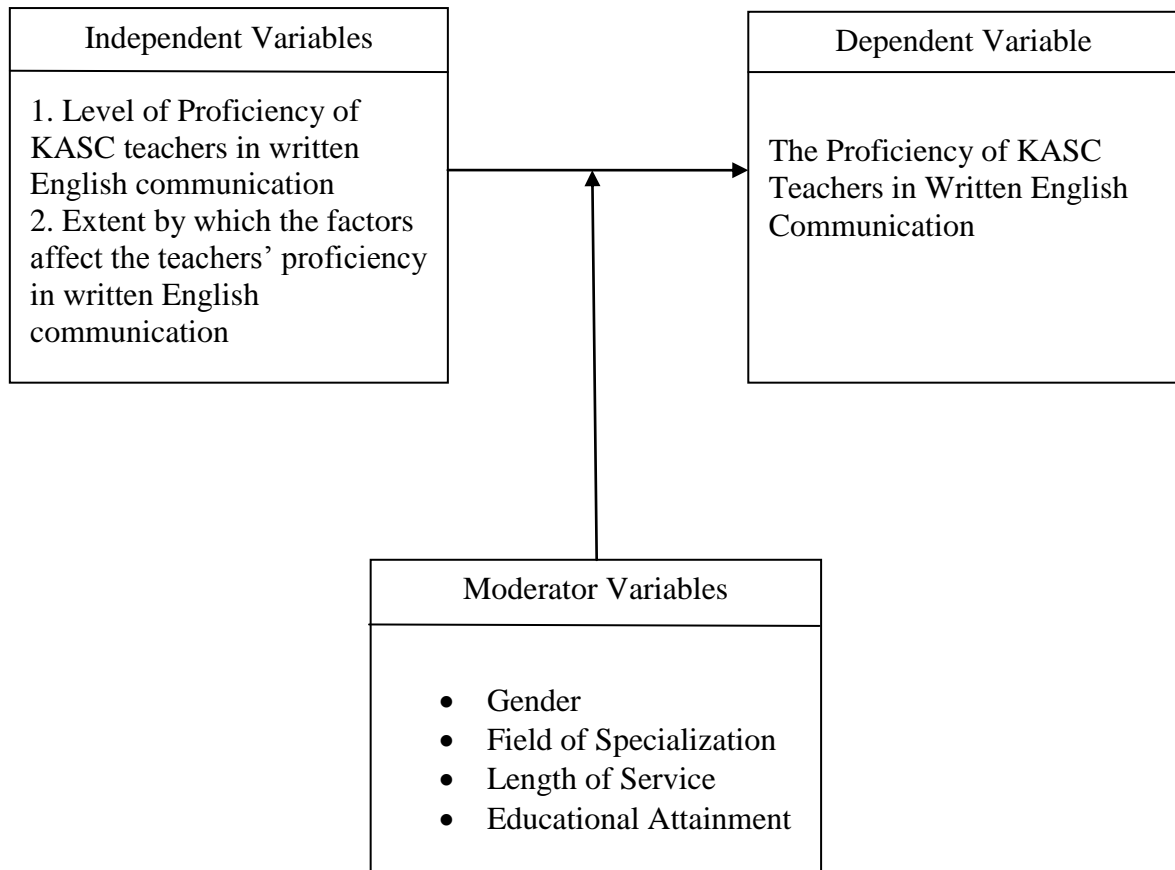
Punctuations, like capitalization, are also basic to nay written language. Guth (1985) stated that when we speak, we do more than put words together in the right order. To the structures and forms of written sentence, speech adds more intonation such as different in timing, speech and stress that makes our word mean what we want them to mean. When writing, we use punctuation marks for similar purposes. According to Shuman (1994), correct punctuation also helps make the written matter clearly so that the reader can see the readily the relations of the various word groups.

It is therefore along this line that the same challenge is laid on the teachers of Kalinga-Apayao State College as they educate the people of Kalinga who are ill prepared to tackle written English language. Considering that the province as a whole is the home of varied local vernaculars, only an efficient, competent and proficient enough in the English language could stir and arose the enthusiasms and could motivate interests of the student to learn English properly and effectively.

## **CONCEPTUAL FRAMEWORK**

This study is outlined in figure 1 to provide for the independent variables, dependent variables, and moderator variables.

The first set of variables of the study are the independent variables that is the proficiency of KASC teachers in written English communication; and the extent by which the factors affect the teachers' proficiency in written English communication. The second set of variables of the study is the dependent variable that is the proficiency of KASC teachers in written English communication. The third set of variables of the study is the moderator variables of gender, field of specialization, length of service, and educational attainment.



**Figure 1. Paradigm of the Study**

## OBJECTIVES

The study aimed to determine the proficiency in written English communication of Kalinga-Apayao State College (KASC) teachers with the following objectives:

1. To find the proficiency of Kalinga-Apayao State College faculty members along the following aspects of written English communication:

- a. General Vocabulary
- b. Correct Usage and Grammar
- c. Sentence Structure
- d. Correct Usage of Capitalization
- e. Correct Usage of Punctuations

2. To determine the extent by which the factors affect the teachers' proficiency in written English communication

## SIGNIFICANCE OF THE STUDY

The findings of this study will benefit the following:



Teachers. For the teachers, after knowing their difficulties in the use of English, they are motivated to avail; of in-service training or further studies in English.

School Administrators. This study would give them the important feedback that will greatly help in faculty development and recruiting planning.

Policy Makers. This study would give them concrete results where the college teacher would be considered poor in English so that fallbacks would be easily and immediately be provided.

Students. The students are the ultimate beneficiaries of this study. Improvement in the proficiency in written English communication of their teachers would mean quality education for them. They would be the end recipients of whatever their teachers would initiate which would mean better quality of their levels.

Researchers. This study would help the writers personally as an English, History and Science teachers. The findings are used as bases for the authors to personally prepare a plan of action that will help in the improvement of the language proficiency of their studies.

Future Researchers. This study may also lay basis for similar studies on other educational institutions like other state colleges and universities. Likewise; this research would give the blueprint of formulating localized and standardized instruments to gauge the written English communication proficiency of college teachers

## **METHODOLOGY**

### **Research Design**

The researchers employed the descriptive type of research method as it dealt on the investigation of the present status of a group of college teachers, their proficiency in written English communication. This kind of method that was based on a tabular presentation was used in this study to give a clear picture on the extent of proficiency of the college teachers of Kalinga-Apayao State College in certain aspects of written English communication and the extent by which the factors affect the teachers' proficiency in written English communication along the moderator variables.

### **Population of the study**

The study involved one hundred twenty (120) permanent teachers in college including the Laboratory High School teachers as respondents. Both of these college and laboratory high school teachers are permanently employed at Kalinga-Apayao State College.



### **Data Gathering Procedures**

Before the researchers floated the questionnaire to the respondents, permission was sought from proper authorities like the President of Kalinga-Apayao State College, the different college Deans, and the Principal of KASC Laboratory High School. When the permission was duly granted, the questionnaire specifically the English Survey Test (EST) as a means of determining the profile of respondents and as a means of determining the proficiency in written English communication was given to the college and high school teachers as well as the questionnaire on the factors affecting the teachers' proficiency in written English communication. The researchers took some time to administer the test, so that explanation of the objectives, and at the same time, instructions of the test were given. Each test category had a time allotment of thirty minutes for the completion. Lastly, the researchers personally retrieved the questionnaires from the respondents.

### **Research Instrument**

The researchers used the English Survey Test, a type of questionnaire as the main instrument to obtain the necessary information describing the written English skills of the respondents with three main parts for which the second part is divided into five types of tests.

**Part I.** This sought answers for the moderator variables along field of specialization, educational attainment, length of service, and college affiliation.

Part II. This solicited answers to the questions divided into five types of tests. They are:

**Test A.** General Vocabulary. This comprises 25 items. This type of test consisted of vocabulary terms use in a sentence. It comprised of four choices wherein the respondents selected the closest meaning of the words written in italics.

**Test B.** Correct usage and grammar. This comprises of 25 items. This is a completion type of test. Four choices made up of a word or a phrase is given and the respondents are to select the correct answer.

**Test C.** Sentence Structure. This comprises of 25 items. This type of test gave four separate sentences. The type of test gave four separate sentences. The respondents are going to decide which sentence among the four sentences is most acceptable according to the standards used in formal English.



**Test D.** Capitalization. This comprises of 25 items. This type of test has a list of complete sentences. The respondents should capitalize each of the words that should be capitalized based from proper rules on capitalization.

**Test E.** Punctuation. This comprises of 25 items. This type of each test is made up of sentences wherein certain words in each sentence are underlined. The respondents are going to select the correct answer from among the four choices given.

**Part III.** This solicited responses to the factors affecting the teachers' proficiency in written English communication as teacher, administrative, and student-related factors.

### **Validity and Reliability of the Instrument**

The questionnaire specifically called the English Survey Test was patterned from previous related researches especially from the test conducted by Galangco (1989). As to the questionnaire on the factors affecting the teachers' proficiency in written English communication. It was patterned from Balbino's (2000) research.

### **Treatment of Data**

The data gathered from retrieved questionnaire were classified, tabulated, analyzed and interpreted. The individual performance of the College teachers in the test was strictly treated to determine their written English proficiency. For every test category, the college teachers were expected to obtain varying degrees of proficiency. Thus, the different scores that were obtained had been leveled arbitrary based on the formula adopted from Galangco's (1989) study.

Where: % = It is the percentage of the perfect score that was obtained in the test in general and in each of the test items.

G or C= It is the grades or classification based on the number of test items answered correctly in the entire test and in each of the test categories.

The interval of 20 represented the proficiency scale as follows:

Excellent English Proficiency. This refers to the extent of English proficiency which falls within the range of 80-100 percent of the written English test.

Very Good English Proficiency. This refers to the extent of written English proficiency which falls within the range of 60 – 70 percent of the English test.

Good English Proficiency. This refers to the extent of written English proficiency which falls within the range of 40 – 59 percent of the English test.





Fair English Proficiency. This refers to the extent of written English proficiency which falls within the range of 20 – 39 percent of the English test.

Poor English Proficiency. This refers to the extent of the written English proficiency which falls within the range of 0 – 19 percent of the English test.

To measure the result of the test of teachers' proficiency of College Teachers in written English communication, the proficiency scale was used:

Arbitrary

Value	Range	Description	Symbols
5	80 – 100	Excellent	E
4	60 – 79	Very Good	VG
3	40 – 59	Good	G
2	20 – 39	Fair	F
1	0 – 19	Poor	P

To determine and measure the responses on the extent by which the factors affect the teachers' proficiency in written English communication; the Five-Point Likert Scale was used.

Arbitrary Value	Limits	Equivalent Description	Symbol
5	4.21 – 5.00	Very Much Affected	VMA
4	3.41 – 4.20	Much Affected	MA
3	2.61 – 3.40	Moderately Affected	MoA
2	1.81 – 2.60	Less Affected	LA
1	1.00 – 1.80	Not Affected	NA

### Statistical Tools

1. Chi-square (1980). This tool was used to measure the proficiency of KASC Teachers in written English communication as to variables. The formula used

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Where:

F<sub>o</sub> = the observed frequency

F<sub>e</sub> = expected frequency

2. Microsoft Statistics Excel (1998). This was used to compare the responses on the factors affecting the teachers' proficiency in written English communication using the ANOVA.

3. Mean. This tool was used to measure the proficiency of KASC teachers in written English Communication along the five aspects. The formula used:

$$\bar{X} = \frac{\sum f_i x_i}{N}$$



Where:

X	=	Mean
A.M	=	Assumed Mean
2fd	=	Summation of product of the frequency and deviation
N	=	Number of cases
I	=	interval

## RESULTS AND DISCUSSION

### TEACHERS' PROFICIENCY IN WRITTEN ENGLISH COMMUNICATION

This section presents the analyzed findings on the teachers' proficiency in written English communication along the aspects of general vocabulary; correct usage and grammar; sentence structure; and correct usage of capitalization and punctuations.

**Table 1. Mean Applied on the Teachers' Proficiency in Written English Communication Along the Five Aspects of Written English Communication (N=120)**

Aspects	Excellent	Very Good	Good	Fair	Poor	Average
General Vocabulary	29	40	37	5	9	62.0
Correct Usage and Grammar	14	34	45	14	13	53.16
Sentence Structure	13	39	37	14	17	52.33
Correct Usage on Capitalization	14	29	25	24	28	43.33
Correct Usage on Punctuations	17	29	37	19	18	50.83
Overall Teachers' Proficiency						52.33

The table showed that the teachers are proficiently "good" along the five areas of written communication in English as evidenced by the obtained average of 52.33 percent.

This similarly of result is also proven in Galangco's (1989) study that the teachers of the Catholic Mission Schools of the Mountain Province have a "good" English proficiency.

This result is supported by the findings on the five areas of written English communication as follows:

General Vocabulary. Along this area, teachers are proficiently "very good" as evidenced by the obtained average of 62 percent. This is in contrast with Galangco's (1989) finding since she found that high school teachers of the Catholic Mission Schools of Mountain Province were most proficient in capitalization. This result is supported by the findings that out of 120 respondents there are 29 who are proficiently excellent; 40 are very good; 37 are good; 5 are fair; and only 9 respondents are poor in general vocabulary.



Correct Usage and Grammar. The study revealed that the teachers are proficiently “good” along this area with the obtained average of 53.16 percent. Of the 120 respondents, 14 are proficiently excellent; 34 are very good; 45 are proficiently good; 14 are fair; and 13 are poor in the correct usage and grammar.

Sentence Structure. In this area on the proficiency of KASC Teachers in written English communication, they are found to be proficiently “good” with an obtained average of 52.33 percent. Of the 120 respondents, 13 are rated “excellent”; while 39 are deemed “very good” 37 are rated “good”; only 14 of them are found out to be “fair”; and 17 of them are rated “poor” in the area of sentence structure.

Correct Usage on Capitalization. In this area regarding the proficiency in written English communication, the teachers are proficiently good with an obtained average of 43.33 percent, the lowest among the five aspects of the written English communication. This result is supported by the findings that out of 120 respondents 14 are proficient “excellent”; 29 are “very good”; 25 are rated “good”; 24 are rated “fair”; and 28 of them are given “poor” rating in the correct usage in capitalization.

Correct Usage On Punctuation. The study revealed that the teachers are proficiency “ good” in this area with an obtained average of 50.83 percent. In contrast to Galangco’s(1989) findings, the high school teachers of the Catholic Mission School in mountain Province were least proficient in the use of punctuations. this is supported by the findings that, out of the total number of 120 respondents, 17 of them are rated “Excellent”; 29 are given “ very good” rating; 37 are rated “good”; 19 revealed to be “fair”; and 18 are rated “poor” in the area of correct usage of punctuations.

### Teachers’ Proficiency in Written English Communication Along General Vocabulary as to Variables

#### Variable of Field of Specialization

**Table 2. Chi-square Test on the Teachers' Proficiency in Written English Communication Along General Vocabulary as to Field of Specialization**

Field of Specialization	Excellent	Very Good	Good	Fair	Poor	Average
English Majors	14	7	2	0	0	23
Non-English Majors	15	33	35	5	9	97
Total	29	40	37	5	9	120

$\chi^2 .05 = 9.488$   $df = 4$

$\chi^2$  ratio= 23.77

Decision: Significant/ $H_0$  Rejected



This study found that the  $\chi^2$  ratio of 23.77 is greater than the  $\chi^2$ -tabular value at 9.488 at .05 level of significance, with 4 degrees of freedom. This means that there are no significant differences in the teachers' proficiency in written English communication as to field of specialization. In other words, the teachers' proficiency in written English communication along general vocabulary is associated with their field of specialization. This is also proven in the finding of Galangco (1989) that English teachers had a "good" English proficiency while non-English teachers had a "fair" English proficiency.

Variable of Sex

**Table 3. Chi-square Test on the Teachers' Proficiency in Written English Communication Along General Vocabulary as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	10	14	16	3	3	46
Female	19	26	21	2	6	14
Total	29	40	37	5	9	120

$\chi^2 .05=9.35$      $df=4$      $\chi^2$  ratio=1.84    Decision: Not Significant/ $H_0$  Accepted

The table shows that the  $\chi^2$  ratio of 1.84 is higher than the  $\chi^2$ - tabular value of 9.35 at .05 level, with 4 degrees of freedom. This implies that there are no significant differences in the teacher's proficiency in written English communication along sex. This corroborates the study of Perez which revealed that communication skills is not affected by the sex of teachers.

Variable of Length of Service

**Table 4. Chi-square Test on the Teachers' Proficiency in Written English Communication Along General Vocabulary as to Length of Service**

Length of Service	Excellent	Very Good	Good	Fair	Poor	Average
5 – below	9	13	12	3	6	43
6 – 10	4	9	7	2	3	25
11 – 15	5	7	8	0	0	20
16 – 20	4	4	5	0	0	13
21 – above	7	7	5	0	0	19
Total	29	40	37	5	9	120

$\chi^2 .05 = 26.296$   $df = 16$      $\chi^2$  ratio = 14.60    Decision: Not Significant/ $H_0$  Accepted

The revealed  $\chi^2$  ratio of 14.60 is lower than the  $\chi^2$ -tabular value of 26.296 at .05 level of significance, with 16 degrees of freedom. This implies that the teachers' proficiency in written English communication along general vocabulary is not significantly affected by the length of service. This is attested by the findings of Salcedo (1986) that teaching experience did not have significance in the teachers' proficiency in written English communication.



Variable of Educational Attainment

**Table 5. Chi-square Test on the Teachers' Proficiency in Written English Communication Along General Vocabulary as to Educational Attainment**

Educational Attainment	Excellent	Very Good	Good	Fair	Poor	Average
Bachelor's Degree	10	11	8	2	7	38
MAED/MS Degree	13	22	26	3	1	65
Doctoral Degree	6	7	3	0	1	17
Total	29	40	37	5	9	120

$X^2 .05 = 15.507$  df = 8       $X^2$  ratio = 15.89      Decision: Significant/Ho Rejected

As shown on the table, the  $x^2$  ratio of 15.89 is higher than the  $x^2$ -tabular value of 15.507 at .05 level of significant, with 8 degrees of freedom. The teachers' proficiency in general vocabulary is relative to their educational attainment.

The result reflects the fact that of the 38 or 31.67 percent of teachers did not finish their master's degree.

In summary, there are no significant differences on the teachers' proficiency in written English communication along general vocabulary as to variable of length of service. On the other hand, there are significant differences on the teachers' proficiency in written English communication along general vocabulary as to field of specialization and educational attainment.

**Teachers' Proficiency in Written English Communication Along Correct Usage and Grammar as to Variables**

Variable of Field of Specialization

**Table 6. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage and Grammar as to Field of Specialization**

Field of Specialization	Excellent	Very Good	Good	Fair	Poor	Average
English Majors	10	8	5	0	0	23
Non-English Majors	4	26	40	14	13	97
Total	14	34	45	14	13	120

$X^2 .05 = 9.488$  df = 4       $X^2$  ratio = 33.39      Decision: Significant/Ho Rejected

The revealed  $x^2$  ratio of 33.39 is greater than the  $x^2$ -tabular value of 9.488 at .05 level of significance, with 4 degrees of freedom. Hence, the teachers' proficiency in written English communication along correct usage and grammar is associated with their field of specialization.

Variable of Sex



**Table 7. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage and Grammar as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	10	14	16	3	3	46
Female	19	26	21	2	6	74
Total	29	40	37	5	9	120

$\chi^2 .05 = 9.488$   $df = 4$   $\chi^2$  ratio = 3.07 Decision: Significant/ $H_0$  Accepted

The result of the Chi-square test as reflected on the table shows that proficiency in written communication is not affected by the sex of the teachers.

Variable of Length of Service

**Table 8. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage and Grammar as to Length of Service**

Length of Service	Excellent	Very Good	Good	Fair	Poor	Average
5 – below	9	13	12	3	6	43
6 – 10	4	9	7	2	3	25
11 – 15	5	7	8	0	0	20
16 – 20	4	4	5	0	0	13
21 – above	7	7	5	0	0	19
Total	29	40	37	5	9	120

$\chi^2 .05 = 26.296$   $df = 16$   $\chi^2$  ratio = 11.90 Decision: Not Significant/ $H_0$  Accepted

Variable of Educational Attainment

**Table 9. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage and Grammar as to Educational Attainment**

Educational Attainment	Excellent	Very Good	Good	Fair	Poor	Average
Bachelors' Degree	5	11	14	3	5	38
MAED/MS Degree	6	18	25	10	6	65
Doctorate Degree	3	5	6	1	2	17
Total	14	34	25	14	13	120

$\chi^2 .05 = 15.507$   $df = 8$   $\chi^2$  ratio = 3.07 Decision: Not Significant/ $H_0$  Accepted

The table showed that the  $\chi^2$  ratio of 3.07 is lower than the  $\chi^2$ -tabular value of 15.507 at .05 level of significance, with 8 degrees of freedom. This made the researcher concluded that educational attainment of teachers is not significantly associated with their proficiency in written English communication along correct usage and grammar. This is proven in the study of Salcedo (1986) that the highest degree earned does not have significance on the teachers' proficiency in written English communication.

However, there are significant differences on the teachers' proficiency in written English communication along the variable of field of specialization. This is in contrast with the findings of Galangco (1989) since she found out that the variables like field of specialization



and gender had significant differences on the teachers' proficiency in written English communication.

**Teachers' Proficiency in Written English Communication Along Sentence Structure as to Variables**

Variable of Field of Specialization

**Table 10. Chi – square test on the teachers' Proficiency in Written English Communication along Sentence Structure as to Field of specialization**

Field of Specialization	Excellent	Very Good	Good	Fair	Poor	Total
English Majors	9	10	4	0	0	23
Non-English Majors	4	29	33	14	17	97
Total	13	39	37	14	17	120

$\chi^2 .05 = 9.488$        $df = 4$        $\chi^2$  ratio = 31.10      Decision: Not Significant/Ho Accepted

The revealed  $\chi^2$  ratio of 31.10 is greater than the  $\chi^2$  tabular value of 9.488 at .05 level of significance, with 4 degrees of freedom. This implies that the teachers' proficiency in written English communication along sentence structure is significantly associated with the field of specialization of teachers.

Variable of Sex

**Table 11. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Sentence Structure as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	3	16	16	4	7	46
Female	10	23	21	10	10	74
Total	13	39	37	5	9	120

$\chi^2 .05 = 9.488$        $df = 4$        $\chi^2$  ratio = 3.07      Decision: Significant/Ho Accepted

The table reveals that the sex of teachers is not associated with their proficiency in written English communication along sentence structure.

Variable of Length of Service

**Table 12. Chi- square Test on the Teachers' Proficiency in written English communication along Sentence Structure as to Length of Service**

Length of Service	Excellent	Very Good	Good	Fair	Poor	Average
5 – below	6	11	12	8	6	43
6 – 10	2	7	9	4	3	25
11 – 15	2	11	7	0	0	20
16 – 20	1	3	5	1	3	13
21 – above	2	7	4	1	5	19
Total	13	39	37	14	17	120

$\chi^2 .05 = 26.296$        $df = 16$        $\chi^2$  ratio = 17.36      Decision: Not Significant/Ho Accepted



The table showed that the  $\chi^2$  ratio of 17.36 is lower than the  $\chi^2$  tabular value of 29.296 at .05 level of significance, with 16 degrees of freedom. This means that the length of service of teachers' is not as proficiency in written English communication along sentence structure.

Variable of Educational Attainment

**Table 13. Chi- Square on Teachers' Proficiency in Written English Communication Along Sentence Structure as to Educational Attainment**

Educational Attainment	Excellent	Very Good	Good	Fair	Poor	Average
Bachelors' Degree	5	12	9	3	9	38
MAED/MS Degree	6	20	23	10	6	65
Doctorate Degree	2	7	5	1	2	17
Total	13	39	37	14	14	120

$\chi^2$  .05 = 15.507 df = 8       $\chi^2$  ratio = 7.24      Decision: Not Significant/ Ho accepted

As shown, the  $\chi^2$  ratio of 7.24 is lower than the tabular value of 15.507 at .05 level of significance, with 8 degrees of freedom. This implies that the teachers' proficiency in written English communication along sentence structure is not relative to the educational attainment of teachers.

On the other hand, it was further disclosed that there are significant differences on the teachers' proficiency in written English communication along sentence structure as to field of specialization.

**Teachers' Proficiency in Written English Communication Along Correct Usage of Capitalization as to Certain Variables**

Variable of Field of Specialization

**Table 14. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage of Capitalization as to Field of Specialization**

Field of Specialization	Excellent	Very Good	Good	Fair	Poor	Total
English Majors	8	10	5	0	0	23
Non-English Majors	6	19	20	24	28	97
Total	14	29	25	24	28	120

$\chi^2$  .05 = 9.488 df = 4       $\chi^2$  ratio = 29.76      Decision: Significant/rejected

The revealed  $\chi^2$  ratio of 29.76 is greater than the  $\chi^2$  – tabular value 9.488 at .05 level of significance, with 4 degrees of freedom, which means that the field of specialization of teachers is significantly associated on the teachers' proficiency in written English communication along correct usage of capitalization.

Variable of Sex





**Table 15. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage of Capitalization as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	3	12	10	8	13	46
Female	11	17	15	16	15	74
Total	14	29	25	24	29	120

$\chi^2 .05 = 9.488$   $df = 4$   $\chi^2$  ratio = 3.07 Decision: Significant/Ho Accepted

Variable of Length of Service

**Table 16. Teachers' Proficiency in Written English Communication Along Correct Usage of Capitalization as to Length of Service**

Length of Service (yrs)	Excellent	Very Good	Good	Fair	Poor	Total
5 and above	1	8	9	12	13	43
6 – 10	4	6	4	5	6	25
11 – 15	3	5	4	5	3	20
16 – 20	3	4	4	0	2	13
21 – above	3	6	4	2	4	19
Total	14	29	25	24	28	120

$\chi^2 .05 = 26.296$   $df = 16$   $\chi^2$  ratio = 14.58 Decision: Not Significant/Ho Accepted

The  $\chi^2$  ratio of 14.58 is lower than the  $\chi^2$ -tabular value of 26.296 at .05 level of significance, with 16 degrees of freedom which means that the teacher's proficiency along correct usage of capitalization is not significantly associated with the length of service of teachers.

Variable of Educational Attainment

**Table 17. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage of Capitalization as to Educational Attainment**

Educational attainment	Excellent	Very Good	Good	Fair	Poor	Total
Bachelor's Degree	6	9	7	7	9	38
MAED/MS Degree	5	13	14	16	17	65
Doctorate Degree	3	7	4	1	2	17
Total	14	29	25	24	28	120

$\chi^2 .05 = 15.507$   $df = 8$   $\chi^2$  ratio = 8.27 Decision: Not Significant/Ho Accepted

It is shown that the  $\chi^2$  ratio of 8.27 is lower than the  $\chi^2$ -tabular value of 15.507 at .05 level of significance, with 8 degrees of freedom which means that the teachers' proficiency in written English communication along correct usage of capitalization is not significantly associated with educational attainment of teachers.

To sum-up the findings on the chi-square test on the teachers' proficiency in written English communication along correct usage of capitalization as to the moderator variables, reveals that there are no significant differences along the variables of length of service, sex and educational attainment. Meanwhile, there are significant differences along the variable of field of specialization.



## Teachers' Proficiency in Written English Communication Along Correct Usage of Punctuations as to Variables

### Variable of Field of Specialization

**Table 18. Chi-Square Test on the Teachers' Proficiency in Written English Communication Along the Correct Usage of Punctuations as to Field of Specialization**

Field of Specialization	Excellent	Very Good	Good	Fair	Poor	Total
English Majors	13	4	5	1	0	23
Non-English Majors	4	25	32	18	18	97
Total	17	29	37	19	18	120

$\chi^2 .05 = 9.488$        $df = 4$        $\chi^2$  ratio = 43.97      Decision: Significant/Rejected

The revealed  $\chi^2$  ratio of 43.97 is greater than  $\chi^2$ -tabular value of 9.488 at .05 level of significance, which means that the teachers' proficiency along the correct usage of punctuations is significantly associated with the field of specialization of teachers.

### Variable of Sex

**Table 19. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage of punctuation as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	6	12	15	9	4	46
Female	11	17	22	10	14	74
Total	17	29	37	5	9	120

$\chi^2 .05 = 9.488$        $df = 4$        $\chi^2$  ratio = 2.89      Decision: Significant/Ho Accepted

It is reflected on the table that sex does not significantly affect the proficiency in written English of the teachers.

### Variable of Length of Service

**Table 20. Chi-Square Test on the Teachers' Proficiency in Written English Communication Along the Correct Usage of Punctuations as to Length of Service**

Length of Service	Excellent	Very Good	Good	Fair	Poor	Total
5 and above	8	10	11	8	6	43
6 – 10	3	6	7	3	6	25
11 – 15	2	6	8	2	2	20
16 – 20	2	2	5	3	1	13
21 – above	2	5	6	3	3	19
Total	17	29	37	19	18	120

$\chi^2 .05 = 26.026$        $df = 16$        $\chi^2$  ratio = 6.60      Decision: Not Significant/Ho Accepted

The  $\chi^2$  ratio of 6.60 is lower than the  $\chi^2$ -tabular value of 26.026 at .054 level of significance, with 16 degrees of freedom which means that the teachers' proficiency in written English communication along correct usage of punctuations is not significantly associated with the length of service of teachers.



Variable of Educational Attainment

**Table 21. Chi-square Test on the Teachers' Proficiency in Written English Communication Along Correct Usage of Capitalization as to Educational Attainment**

Educational attainment	Excellent	Very Good	Good	Fair	Poor	Total
Bachelor's Degree	7	9	10	3	9	38
MAED/MS Degree	9	16	20	12	8	65
Doctorate Degree	1	4	7	4	1	17
Total	14	29	25	24	28	120

$\chi^2 .05 = 15.507$  df = 8       $\chi^2$  ratio = 7.77      Decision: Not Significant/ $H_0$  Accepted

The revealed  $\chi^2$  ratio of 7.77 is lower than the  $\chi^2$ -tabular value of 15.507 at .05 level of significance, with 8 degrees of freedom, which implies that the teachers' proficiency in written English communication along the correct usage of punctuations is not significantly associated with the educational attainment of teachers.

In summary, it was found that there are no significant differences on the teachers' proficiency in written English communications along the correct usage of punctuations as to variables on length of service, sex and educational attainment. On the other hand, it was further found out that there are significant differences on the teachers proficiency in written English communication along the correct usage on punctuations as to field of specialization.

**FACTORS AFFECTING THE TEACHERS' PROFICIENCY IN WRITTEN ENGLISH COMMUNICATIONS**

**Table 22. Perceptions of the Respondents on the Teacher-Related Factors Affecting Teachers' Proficiency in Written English Communication (N-120)**

Indicators	VMA (5)	MA (4)	MoA (3)	LA (2)	NA (1)	Wtd Ave Mean
Teacher Factors						
1. Mastery of the subject matter	55 (275)	25 (100)	23 (69)	7 (14)	10 (10)	3.90
2. Number of students in class	53 (265)	27 (108)	19 (57)	7 (14)	14 (14)	3.82
3. Time allotment of subjects	26 (130)	44 (176)	27 (81)	8 (16)	15 (15)	3.48
4. School physical environment	45 (225)	41 (164)	15 (45)	12 (24)	7 (7)	3.88
5. Provision of supervised study method	19 (95)	47 (188)	44 (132)	9 (18)	1 (1)	3.62
6. Number of subject preparation	60 (300)	30 (120)	12 (36)	6 (12)	12 (12)	4.00
7. Textbooks and references	64 (320)	32 (128)	17 (51)	5 (10)	2 (2)	4.26
8. In-service training and seminars	72 (360)	28 (112)	16 (48)	2 (4)	2 (2)	4.38
9. Teaching techniques and strategies	48 (240)	39 (156)	24 (72)	7 (14)	2 (2)	4.03
10. Interest and enthusiasm in the subject matter	57 (285)	31 (124)	25 (75)	5 (10)	2 (2)	4.13
11. Fluency in the use of English as a medium of instruction	64 (320)	37 (148)	11 (33)	3 (6)	5 (5)	4.27
TAWM						3.98



In this study, the teacher-respondents claimed that teacher-related factors “much affected” their proficiency in written English communication as evidenced by the obtained total average weighted mean of 3.98. This is in relation to what Azanza (1994) mentioned in his action research on the identified teacher factors to affect their performance which corroborated with the present study’s finding.

Of the eleven (11) indicators included in this factor on teacher-related factors, the college teachers themselves admitted that “in-service trainings and seminars” with a given descriptive equivalent of “very much affected” their proficiency in written English communication with the highest obtained mean of 4.38. This means that the teacher-related factors affected very much the proficiency of teachers in written English communication. Balbino (2000) said that the very purpose of seminars and workshops is to upgrade/update participants on new trends of educational development with a better performance.

The second highest in rank with an obtained mean of 4.27 or with a given descriptive equivalent of “very much affected” is identified along “fluency in the use of English language as a medium of instruction.” This means that teacher-respondents are affected very much in their proficiency in written English communication, as attested by Lacbawan’s study (2000), she recommends that teachers should themselves be fluent speakers of the language and serve as models to students in the correct use of the English.

The “textbooks and reference materials” ranked number three (3) as a teacher-related factor with a mean of 4.26 or with a given descriptive equivalent of “very much affected”. This corroborates with the study of Gregorio (1986) which states that aside from language handicap; lack of needed equipment, textbooks, teaching aids, poor educational background, and poorly trained teachers are roadblocks to effective teaching-learning process.

The least felt teacher-related factor with a lowest obtained mean of 3.48 or “much affected” descriptive equivalent is identified along “time allotment of subjects.” This would mean that the teacher-related factor affected much the proficiency of teachers in written communication in English. At this point, the mood of teachers has really to be considered as set up by their attention and comfort in teaching.



**Extent by Which Teacher-Related Factors Affect the Teachers' Proficiency in Written English Communication Along the Moderator Variables**

Variable of Field of Specialization

**Table 23. Extent by which Teacher-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Field of Specialization**

Field of Specialization	Mean	Rank
English	4.21	1
Non-English	3.75	2
TAWM	3.98	

F .05= 4.35 F-ratio = 9.043 Decision: Significant/Ho Rejected

Of the two groups, the English major teacher-related respondents obtained a higher mean of 4.21 as contrasted to that of the non-English major teacher-respondents which is 3.75. The greatest impact is on those whose major field of specialization is English. This would mean that the English-major teacher-respondents are “very much affected” by that teacher-related factors brought about by their proficiency in written English communication, while the non-English teachers are “much affected” of the teacher-related factors. It could be safe to say that their perceptions along this factor vary. The table also reveals that the f-ratio of 9.042553191 is twice higher than the F-tabular value of 4.35 at .05 level of significance. This means that teacher-related factors affect the teachers' proficiency in written communication in English.

Variable of Sex

**Table 24. Extent by which Teacher-Related Factors Affect the Teachers' Proficiency in Written English Communication as to as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	10	14	16	3	3	46
Female	19	26	21	2	6	74
Total	29	40	37	5	9	120

$\chi^2$  .05 = 9.488 df = 4  $\chi^2$  ratio = 3.07 Decision: Significant/Ho Accepted

Variable of Length of Service

**Table 25. Extent by Which Teacher-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Length of Service**

Length of Service	Mean	Rank
1 - 5 years	3.8	5
6 - 10 years	4.05	3
11 - 15 years	4.08	2
16 - 20 years	4.11	1
21 – above	3.88	4
TAWM	3.98	

F .05 = 2.56 F-ratio = 1.895 Decision: Not Significant/Ho Accepted



Those who served for 5 years and below, 6-10 years, 11-15 years and 21 and above years claimed that teacher-related factors “much affected” their proficiency in written English communication. This is shown by the obtained means that are reflected on the table although they differ in figures, they have the same descriptive equivalent of “much affected.”

As reflected on the table, the college teachers with 16-20 years of service had the highest mean of 4.11 which means that the teacher-related factors affected very much their proficiency in written English communication while those who served for 5 years and below had the lowest mean of 3.80 with a descriptive equivalent of “much affected”. These college teachers are not accustomed or acquainted with the rudiments of teaching that they do not learn to live by them in reality.

The study revealed that the F-ratio of 1.895119418 is lower than the F-tabular value at .05 level of significance of 2.56. This implies that there are no significant differences in the extent by which teacher-related factors affect the teachers’ proficiency in written English communication.

Variable of Educational Attainment

**Table 26. Extent by Which Teacher-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Educational Attainment**

Educational Attainment	Mean	Rank
Bachelor's Degree	4.07	1
MAED/MS Degree	4	2
Doctorate Degree	3.88	3
TAWM	3.98	

F .05 = 3.32                      F-ratio=0.36163522                      Decision: Not Significant: Ho/Accepted

The table reflects that the college teachers who are holders of the Bachelor’s Degree obtained the highest mean of 4.07 with “much affected descriptive equivalent. This was followed by those who had earned MAED/MS Degree with an obtained mean of 4.0. The lowest mean of 3.88 was obtained by the college teachers who are holder of the Doctorate’s Degree. The 3 aforesated means though they vary in figures, they imply that educational attainment has affected much their proficiency in written English communication.

The greatest impact is on those who finished the highest degree, which would mean they are harnessed with confidence in the things they do regardless of factors.

This result corroborates with the findings of Lacbawan (2000) that only the AB teachers with teaching units have perceived the factors to have very much influenced the performance of studies in English.



The F-ratio of 0.36163522 is lower than the F-tabular value of 3.32 at .05 level of significance which means that the null hypothesis which states that there are no significant differences in the extent by which the teacher-related factors affect the teachers' proficiency in written English communication along the moderator variable on educational attainment, is accepted. It is then concluded that there are no significant differences in the extent by which the teacher-related factors affect the teachers' proficiency in written English communication along the moderator variable as to educational attainment.

### Extent by Which Administrative-Related Factors Affect the Teachers' Proficiency in Written English Communication

**Table 27. Perception of Respondents on the Extent by which Administrative-Related Factors Affect the Teachers' Proficiency in Written English Communication**

Indicators	VMA (5)	MA (4)	MoA (3)	LA (2)	NA (1)	Wtd. Mean
1. Evaluation of Teachers Performance	48 (240)	29 (116)	25 (75)	9 (18)	9 (9)	3.82
2. Integration of CHED/Government thrust in the Curricula	41 (205)	35 (140)	20 (60)	14 (28)	10 (10)	3.69
3. Teaching Development	45 (225)	32 (128)	30 (90)	9 (18)	4 (4)	3.88
4. Budgetary allocations for the procurement of school facilities, equipment, and instructional aids	46 (230)	48 (192)	19 (57)	5 (10)	2 (2)	4.09
5. Educational Programs based on felt needs	42 (210)	51 (204)	15 (45)	7 (14)	5 (5)	3.98
6. Teachers' Observation	35 (175)	28 (112)	42 (126)	10 (20)	5 (5)	3.65
TAWM						3.85

College teachers themselves accepted that administrative-related factors "much affected" the teachers' proficiency in written English communication as evidenced by the obtained total average weighted mean of 3.85. This means that they are affected much. J. Howsam (1980) stressed that if administrators are active to support the teachers' role, teachers are more likely to be motivated to show their best in teaching.

Of the six (6) indicators included in this administrative-related factors obtained a mean of 4.09 or "much affected" in descriptive equivalent is along "Budgetary Allocations for the procurement of school facilities, equipment, and instructional aids."

The second highest obtained mean is along "Educational programs based of felt needs." It has an obtained mean of 3.88 or with a descriptive equivalent of "much affected" is third rank. This means that the administrative-related factor on teaching development affect much the proficiency of teachers in written English communication. This does not only mean pursuing graduate studies but it may also refer to the off-the-job trainings or seminars of teachers on their field of specialization.



The fourth is “Evaluation of Teachers Performance” which is interpreted as “much affected” as shown by its weighted mean of 3.82. Integration of CHED/Government Thrust in the Curricula which is regarded to be “much affected” with an obtained mean of 3.65 is fifth in rank.

The least felt administrative-related factor had a mean of 3.65 which is on “Teachers’ Observation”.

**Extent by Which Administrative-Related Factors Affect the Teachers’ Proficiency in Written English Communication as to Moderator Variables**

Variable of Field of Specialization

**Table 28. Extent by Which Administrative-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Field of Specialization**

Field of Specialization	Mean	Rank
English majors	4.22	1
Non-English Majors	3.48	2
TAWM	3.85	

F .05= 4.96

F-ratio =39.02439024

Decision: Significant/Rejected

One sees on the table that the two groups of teacher respondents, the teachers with English as their field of specialization had the highest mean of 4.22 which bears the “very much affected” descriptive equivalent which means that administrative-related factors affect the teachers’ proficiency in written English communication. The non-English teachers obtained a lower mean of 3.48 which means that administrative-related factors affect much their proficiency in written English communication. As reflected on the table, F-ratio of 39.02439024 is much higher than the F-tabular value of 4.96 at .05 level of significance; therefore the null hypothesis which states that there are no significant differences on the extent by which administrative-related factors affect the teachers’ proficiency in written communication in English as to field of specialization is rejected.

Variable of Sex

**Table 29. Extent by which Administrative-Related Factors Affect the Teachers' Proficiency in Written English Communication as to as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	10	14	16	3	3	46
Female	19	26	21	2	6	74
Total	29	40	37	5	9	120

$\chi^2$  .05 = 9.488 df = 4

$\chi^2$  ratio = 3.07

Decision: Significant/Ho Accepted





Variable of Length of Service

**Table 30. Extent by Which Administrative-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Length of Service**

Length of Service (yrs)	Mean	Rank
1 – 5	3.79	4
6 – 10	3.93	3
11- 15	4.03	1
16 – 20	3.95	2
21 – above	3.56	5
TAWM	3.85	

Critical F (4/25) = 2.76 F-ratio= 0.974462365 Decision: Not Significant/Ho Accepted

The table reveals that all the obtained means by the 5 different groups of teacher-respondents imply that all of them were “much affected” in their proficiency in written English communication when grouped as to length of service.

It is shown on the table that the F-ratio of 0.974462365 is lower than the F-tabular value of 2.76 at .05 level of significance. Hence, the null hypothesis which states that there are no significant differences in the perceptions of the respondents on the extent by which the administrative-related factors affect the teachers’ proficiency in written English communication as to length of service, is accepted.

Variable of Educational Attainment

**Table 31. Extent by Which Administrative-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Educational Attainment**

Educational Attainment	Mean	Rank
Bachelor's Degree	3.77	3
MAED/MS Degree	3.80	2
Doctorate's Degree	3.99	1
TAWM	3.85	

Critical F(2/15) = 3.68 F-ratio= 0.622277535 Decision: Not Significant/Ho Accepted

The table reveals that all the obtained means by the different groups of teacher-respondents when grouped as to educational attainment claimed that they were “much affected” with the administrative factors in their proficiency in written English communication. Although the descriptive interpretation are the same, all the means differ in figures by which the doctoral degree obtained the highest mean of 3.99 and the lowest mean of 3.77 is obtained by the Bachelor’s degree.

The F- ratio of 0.622277535 is lower than the F-tabular value of 3.68 at .05 level of significance which means that there are no significant differences on the extent by which the administrative-related factors affect the teachers’ proficiency in written English communication as to educational attainment, is accepted.



As a summary, there are no significant differences in the perceptions of the respondents on the extent by which the administrative-related factors affect the teachers' proficiency in written English communication along length of service, and educational attainment. Meanwhile, there are significant differences in the perceptions of the respondents along the variable of field of specialization.

### Extent by Which Student-Related Factors Affect the Teachers' Proficiency in Written English Communication

This section presents the analyzed findings on the extent by which student-related factors affect the teachers' proficiency in written English communication.

**Table 32. Perceptions of the Respondents on the Extent by which student-Related Factors affecting Teachers' Proficiency in Written English Communication**

Indicators	VMA (5)	MA (4)	MoA (3)	LA (2)	NA (1)	Wtd. Mean
1. Basic foundation of the English language	85 (425)	24 (96)	7 (21)	2 (4)	2 (2)	4.57
2. Communication skills	83 (415)	28 (112)	4 (12)	3 (6)	2 (2)	4.56
3. Study habits	65 (325)	36 (144)	12 (36)	2 (4)	5 (5)	4.28
4. Attitudes, behaviors and manners	75 (375)	24 (96)	11 (33)	4 (8)	6 (6)	4.32
5. Varied and sensible responses	43 (215)	39 (156)	16 (48)	12 (24)	10 (10)	3.78
6. Activities like drills, discussions, recitations and learning process	80 (400)	30 (120)	2 (6)	4 (8)	4 (4)	4.48
TAWM						4.33

Teachers' proficiency in written English communication is affected by the students especially so, that the teaching-learning process is a two-way reaction. No teacher can perform his functions effectively if the students are reluctant to participate in classroom activities. In this way, the teacher-respondents claimed that they were "very much affected" on the student-related factors in their proficiency in written English communication as evidenced by the total average mean of 4.33.

On the six indicators included in this factor on student-related factors, the highest mean is along "basic foundation of the English language" with 4.57 which is given the descriptive equivalent of "very much affected." This result corroborates with the findings of Lacbawan (2000) that reading comprehension and communication skills of students had very much influenced the achievement of students in English.

The second highest obtained mean is along "communication skills". It is 4.56 which also means "very much affected". "Activities like drills, discussions, recitations and learning process" with a mean of 4.48 with a descriptive equivalent of "very much affected" come next. If students are reluctant to participate in classroom activities, teachers cannot perform qualitatively and effectively.



The fourth is “attitudes, behaviors and manners” which is interpreted as “very much affected” as shown by its weighted mean of 4.32. The teaching-learning process is a dual participation of both the teachers and the learners that if attitudes, behaviors and manners of the other party are negative it could mean that the whole program is a failure. The best teacher cannot speak of proficiency if the students do not participate since learning is a partnership. As they say, a teacher can only claim that he performed effectively if and when students are have the positive attitudes, behaviors and manners.

The factors mentioned above supports the conclusion made by Lacbawan (2000) that some students do poorly in school since they lack interest in their studies due to their negative attitudes and behaviors.

“Study habits” with a mean of 4.28 or with the equivalent of “very much affected” comes in fifth. In here if students are not used to read their notes and they are not prepared before they attend their classes, it is near impossible that even a best teacher can go dull.

The lowest in mean which is 3.78 on “varied and sensible responses.” Here, the teachers were much affected.

### Extent by Which Student-Related Factors Affect the Teachers’ Proficiency in Written English Communication As to Variables

#### Variable of Field of Specialization

**Table 33. Extent by Which Student-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Field of Specialization**

Field of Specialization	Mean	Rank
English Majors	4.45	1
Non-English Majors	4.21	2
TAWM	4.33	

$F_{.05} = 4.96$                        $F\text{-ratio} = 0.869565217$                       Decision: Not Significant/ $H_0$  Accepted

One sees on the table that both the English and Non-English – major respondents consider that student-related factors very much affected their proficiency in written English communication as evidenced by their obtained means of 4.45 and 4.21, respectively.

#### Variable of Sex

**Table 34. Extent by which Teacher-Related Factors Affect the Teachers' Proficiency in Written English Communication as to as to Sex**

Sex	Excellent	Very Good	Good	Fair	Poor	Average
Male	10	14	16	3	3	46
Female	19	26	21	2	6	74
Total	29	40	37	5	9	120

$\chi^2_{.05} = 9.488$      $df = 4$                        $\chi^2$  ratio = 3.07                      Decision: Significant/ $H_0$  Accepted



Variable of Length of Service

**Table 35. Extent by Which Student-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Length of Service**

Length of Service (yrs)	Mean	Rank
1 – 5	4.37	3
6 – 10	4.26	4
11 – 15	4.41	2
16 – 20	4.54	1
21 – above	4.09	5
TAWM	4.33	

F.05 = 2.76      F-ratio=0.601549755      Decision: Not Significant/Ho Accepted

The teacher-respondents, when grouped as to length of service, claimed that the student-related factors “very much affected” their proficiency in written English communication. This is shown by the obtained means that are reflected on the table although they differ in figures. The teacher with 16-20 years of service had the highest mean of 4.54 which could mean that they are exerting much effort to meet all the challenges brought about by the factor on student-related factors with proper attitudes and help from older teachers, they can come with their expectations.

The teachers who had been in the service for 21 years or more obtained the lowest mean of 4.09 which is interpreted as “much affected” the student-related factors. It was proven by Taguba (2001) that the experiences and exposures of teachers to the different kinds of students make them confident in meeting bigger challenges. The saying goes, “Experience is the best teacher.”

As reflected on the table, the null hypothesis which states that there are no significant differences on the extent by which the student-related factors affect the teachers’ proficiency in written English communication as to length of service, is accepted.

Variable of Educational Attainment

**Table 36. Extent by Which Student-Related Factors Affect the Teachers' Proficiency in Written English Communication as to Length of Service**

Educational Attainment	Mean	Rank
Bachelor's Degree	4.26	3
MAED/MS Degree	4.42	1
Doctorate's Degree	4.30	2
TAWM	4.33	

F.05 = 3.68      F-ratio=0.72769953      Decision: Not Significant/Ho Accepted

The higher the teachers go up to the educational ladder they should be better proficient and equipped to draw interest and attention of students to learn. This is so if methods and



techniques in teaching are varied and that student activities are designed better to fit the students' needs and interests.

The table reveals that the highest mean is 4.42 which was obtained by those who finished their Master's Degree. This means that their proficiency in written English communication "very much affect" them on the student-related factors as to educational attainment. As further revealed, the groups of teacher-respondents are those with Doctorate's Degree with a mean of 4.30 and those who had Bachelor's Degree with a mean of 4.26. Both are with "much affected" equivalent in spite of their variations in figures.

It is gleaned from the table that there is an acceptance of the null hypothesis due to the lesser F-ratio which is 0.72769953 as computed to the F-tabular value of 3.68 at .05 level of significance that there are no significant differences in the extent by which the student-related factors affect the teachers' proficiency in written English communication as to educational attainment, is accepted.

## **CONCLUSIONS**

Based on the findings of this study, the following conclusions were drawn:

1. The Kalinga-Apayao State College (KASC) teachers are proficiently good along the four areas of written English communication namely: grammar and correct usage, sentence structure, correct usage of capitalization, and correct usage of punctuations.
  - 1.1 The KASC teachers are proficiently very good along the area of general vocabulary of written English communication.
  - 1.2 There are no significant differences noted in the teacher's proficiency along the five aspects of written English communication in the light of their age, sex, civil status, and length of service.
  - 1.3 All the five aspects of written English communication are significantly associated with the respondents' field of specialization.
  - 1.4 There are significant differences in the teacher's written English proficiency along the aspect of general vocabulary in the light of their educational attainment.
2. The factors much affect the proficiency in written English communication skills of the teachers of KASC as shown by the Total Average Weighted Mean of 4.03.
  - 2.1 The teacher-related factors much affected the teacher's proficiency in written English communication.



- 2.1.a There are no significant differences in the perceptions of the respondents on the extent of effect of teacher -related factors on the proficiency in written English communication of KASC teachers along the variables of sex, length of service and educational attainment.
- 2.1.b There are noted differences in the perceptions of the respondents on the extent of effect of teacher -related factors on the proficiency in written English communication of KASC teachers along the variable of field of specialization.
- 2.2 The administrative-related factors much affected the teacher's proficiency in written English communication.
- 2.2.a There are no significant differences in the perceptions of the respondents on the extent of effect of administrative -related factors on the proficiency in written English communication of KASC teachers along the variables of sex, length of service and educational attainment.
- 2.2.b There are noted differences in the perceptions of the respondents on the extent of effect of administrative -related factors on the proficiency in written English communication of KASC teachers along the variable of field of specialization.
- 2.3 The student-related factors very much affected the teacher's proficiency in written English communication.
- 2.3.a There are no significant differences in the perceptions of the respondents on the extent of effect of student-related factors on the proficiency in written English communication of KASC teachers along all the variables.

## **RECOMMENDATIONS**

1. Teachers should intensively refresh themselves on the basic principles of correct usage, capitalization and punctuation thru in-service trainings as well and avail of English proficiency software programs that provide hands-on activities along the different aspects.
2. Teachers should avail themselves of updated textbooks and reference materials accompanied by the subscription to supplementary magazines and periodicals for language proficiency and improvement.



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