

A Look at Achievements: Green Carlos Hilado Memorial State College Education Graduates' Tracer

JANET PEREZ – ESPINOSA

Carlos Hilado Memorial State College

Email: jtperez0808@gmail.com

Tel Nos. 09156004858, (034) 712 0420 Loc. 104

Fax Nos. (034) 495 3470

Abstract

The study ascertained the profile of teacher education graduates and their performance in the licensure examination in relation to their academic achievement in general, professional and major courses. Survey method and documentary analysis were used in gathering and analyzing the data of 73 Bachelor of Elementary (BEED) graduates. The Licensure Examination for Teacher (LET) results were obtained from the Professional Regulation Commission (PRC), while their academic achievements were generated from the office of the Registrar. Frequency, percentage, mean, standard deviation and Pearson's Product Moment Coefficient of Correlation were used to analyze the data generated. Findings revealed that graduates obtained a very good academic achievement level in the general education and major subjects while superior in the professional education subjects. They had an average level of performance in LET. Their academic achievement significantly predicted their performance in LET.

Keywords: *Teacher Education, Elementary Education, Academic Achievement, Performance, Licensure Examination.*

Introduction

High performance of graduates in board examinations is a success indicator of quality provided by higher education institutions. Realizing this considers the institution as effective and efficient in terms of the instructional delivery system.

Driven by its passion for continuous improvement, Carlos Hilado Memorial State College (CHMSC) has vigorously pursued distinction and proficiency in delivering quality education to the youth of Negros Occidental in the fields of teacher education, business, agro-fishery, industry, science and technology. The first state college in the province of Negros Occidental, as a green institution, aims at sustaining quality by providing responsive and relevant curricular programs through its Green Curriculum advocacy. In particular, the College of Education has clearly envisioned its pathway towards the realization of its advocacy and the fulfillment of its mission in preparing teachers in various fields.

The BEED program is “structured to meet the needs of professional teachers for elementary schools and special education programs in the Philippines” (CMO 30, s. 2004). The Program, under the College of Education, produced topnotches in LET in August 2014 and March 2015. It was awarded the Level III Re-Accredited status until December 2017 during the Level III, Phase 2 Visit of the AACCCUP (Accrediting

Agency of Chartered Colleges and Universities in the Philippines) Team in December 2013. The Licensure Examination was one of the chosen areas submitted for presentation and evaluation. It was recommended that an analysis be done on the performance of graduates in licensure examinations. Further, outcomes of this study will serve as baseline data and may be used as basis for interventions that could be adopted by the Department.

In the Philippines, the key factor in achieving quality education is through having a qualified and excellent teacher in the delivering instructions. Teachers in the field acquired these characteristics during their pre-service education.

In the Philippine Educational system, higher education institutions have very crucial role and responsibility in preparing the pre-service teachers of the primary and secondary educational sectors. Stated in Circular Memorandum Order of commission is that “all efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers” (Article 1, Section 1, CMO 30, s. 2004).

Along with this preparedness is for pre-service teachers to become “duly licensed professionals” (Code of Ethics for Professional Teachers). Likewise, “No person shall engage in teaching and/or act as a professional teacher in the preschool, elementary or secondary level, unless the person is a duly registered professional teacher, and a holder of a valid certificate of registration and a valid professional license” (Republic Act No. 9293, Sec. 4.1). Further, “a certified photocopy of PRC Certificate of Registration/License” is required in the hiring of Teacher I in the Department of Education (DepEd Memo No.121, s. 2009).

The College of Education offers the Bachelor of Elementary Education with four years of training consisting of general education, professional education and major subjects. Similarly, these areas are being measured in the licensure examination.

This study is anchored on the Self-Efficacy Theory. Self-efficacy affects the process of choosing goals, expectations of outcomes, and achieving success and failure (Snowman and Biehler as cited by Aquino, 2015). The belief about how capable people are in the performance of certain tasks is necessary in achieving tasks. In the same manner, teacher education graduates must hurdle the LET to be able to fulfill role expectations.

The Commission on Higher Education (CHED) strongly supports the conduct of graduate tracer studies, which is one of the research priority areas of the College (REIP Manual, p. 47). It has great impact on the adherence of the College to various mandatory undertakings to ensure relevance, quality and competence. These include Accreditation, SUC Leveling, Typology and ISO Certification. The results of this study will serve as baseline data and may be used as bases in the formulation of policies that will enhance the delivery of instructional services.

Research Questions

The study ascertained the profile and performance of teacher education graduates in the licensure examination in relation to their academic achievement in general, professional and major courses. Specifically, it (1) determines the profile of the teacher education graduates in terms of sex, civil status, LET passers, graduate education, employment status, awards in college and waiting time after graduation; (2) determines the level of academic achievement of teacher education graduates in general, professional education and major subjects when taken as a whole and as to the year of graduation; (3) determines the level of performance of the teacher education graduates in the LET in the general, professional education and major subjects when taken as a whole and as to the year of graduation; (4) determines the academic achievement of teacher education graduates in the general, professional education and major subjects when

grouped as to the year of graduation ; (5) determines the significant difference in performance of teacher education graduates in the LET in the general, professional education and major subjects; and (6) ascertains the relationship between the academic achievement and performance of teacher education graduates in general, professional education and major subjects.

Research Design and Methods

This investigation made use of descriptive-correlational method utilizing the survey and documentary analysis. The subjects of the study were the 73 BEED graduates. The academic achievement (average grades in general, professional education and major subjects) of the graduates were computed during their pre-service education from first year until fourth year. The grades obtained by the students were interpreted as follows:

<u>Score Range</u>	<u>Interpretation</u>
1.00 - 1.39	Excellent
1.40 - 1.79	Superior
1.80 - 2.19	Very Good
2.20 - 2.59	Good
2.60 - 3.00	Fair

The LET performance was determined from the PRC. Scores obtained by the students were interpreted as follows:

<u>Score Range</u>	<u>Interpretation</u>
90.00 - 100.00	Very High
80.00 - 89.99	High
70.00 - 79.99	Average
60.00 - 69.99	Low
50.00 - 59.99	Very Low

Frequency count, percentage, mean, standard deviations and Pearson's Product Moment Coefficient of Correlation (PPM) were used to analyze the data.

Analysis

The following presentations pertain to analyses and interpretation based on descriptive and inferential data pertinent to the profile and academic achievement of the teacher education graduates in relation to their performance in the licensure examination in the general, professional education and major subjects.

The Profile of Teacher Education Graduates

The first concern of study is to determine the profile of the teacher education graduates. Table 1 shows the data on this objective.

In terms of sex, 11 (15%) are male while 62 (85%) are female. Eighty-two percent (60) are single and 18 percent (13) are married. The majority of the respondents are LET passers at 85% (62) while the rest (11) are not eligible. There are 24 (33%) who have earned units in their Master's education degree while 49 (67%) have not earned any. Twenty-seven of the graduates (37%) received awards in college while the remaining 46 (63%) did not. Fifty-five (75%) are employed while 18 (25%) are not. Most of the respondents were employed within one year after graduation.

Table 1 Profile of the Teacher Education Graduates

Variables	Year of Graduation		Total	%
	2011	2012		
Sex				
Male	7	4	11	15
Female	34	28	62	85
Civil Status				
Single	35	25	60	82
Married	6	7	13	18
LET Passer				
Yes	34	28	62	85
No	7	4	11	15
Graduate Education				
With masteral Units	14	10	24	33
W/o masteral Units	27	22	49	67
Awards in College				
Yes	15	12	27	37
No	26	20	46	63
Employment Status				
Employed	32	23	55	75
Not employed	9	9	18	25
Waiting time				
After graduation	21	16	37	51
W/in 1 year after graduation	21	20	41	56
More than 1 year	14	8	22	30

The second objective of this study was to determine the level of academic achievement of the teacher education graduates in the general, professional education and major subjects when taken as a whole and as to year of graduation.

Table 2 Level of Academic Achievement of the Teacher Education Graduates in General, Professional Education and Major Subjects

Variable Groupings	General Education			Professional Education			Major Subjects		
	Mean	SD	Description	Mean	SD	Description	Mean	SD	Description
2011	1.83	.17	VG	1.76	.17	S	1.86	.17	VG
2012	1.83	.18	VG	1.64	.16	S	1.86	.17	VG
OVERALL	1.83	.17	VG	1.71	.18	S	1.86	.17	VG

Data show that, when taken as a whole and as to year of graduation, the levels of academic achievement of the teacher education graduates in general education and major subjects are very good as indicated by mean scores which ranged from 1.80 - 2.19.

Such levels lie in the middle as measured in a continuum in this study. However, they obtained superior level in professional education courses as the mean scores fall within the range of 1.40 – 1.79, a level second to the highest, as measured in the same continuum. The SDs which range from .16 to .18 reveals a narrow dispersion of scores, indicating that the subjects were homogeneous in their academic achievement in the general, professional education and major subjects.

The third objective of this study was to determine the level of performance of the teacher education graduates in LET in the general, professional education and major subjects when taken as a whole and as to the year of graduation.

Table 3 Level of Performance of the Teacher Education Graduates in the LET in the General, Professional Education and Major Subjects

Variable Groupings	General Education			Professional Education			Major Subjects		
	Mean	SD	Description	Mean	SD	Description	Mean	SD	Description
2011	72.56	8.38	A	73.61	7.23	A	74.85	5.97	A
2012	73.72	6.70	A	75.03	6.39	A	77.38	3.94	A
OVERALL	73.07	7.66	A	74.23	6.86	A	75.96	5.30	A

Table 3 shows that generally, the levels of performance of the teacher education graduates in the LET in the general, professional education and major subjects when taken as a whole and as to year of graduation are average as indicated by the mean scores which fall within the 70.00 – 79.99 range. Such level lies in the middle as measured in a continuum in this study.

This implies that the BEED teacher education graduates are prepared to teach. CMO 30, s. 2004 states that “*graduates of BEED and BSED programs are teachers who have a meaningful and comprehensive knowledge of the subject matter they will teach*”.

It also shows the need on the part of the implementers of the teacher education program to double their efforts to raise the graduates’ level of performance to the maximum level. The SDs which range from 3.94 – 8.38 show a wide dispersion of scores indicating that the graduates are heterogeneous in their LET performance.

This study also sought to find out whether or not significant difference existed in the level of academic achievement of the teacher education graduates in the general, professional education and major subjects when grouped as to year of graduation.

Table 4 Difference in the Academic Achievement of the Teacher Education Graduates in the General, Professional Education and Major Subjects when grouped as to Year of Graduation

Variables	Year of Graduation	Mean	t	df	p-value	Interpretation
Gen Ed Subjects	2011	1.83	-.109	71	.913	Not significant
	2012	1.83				
Professional Ed	2011	1.76	3.16	71	.002*	Significant
	2012	1.64				
Major Subjects	2011	1.86	-.093	71	.926	Not significant
	2012	1.86				

* $p < 0.05$

It can be observed in Table 4 that no significant differences were noted in general education and major subjects in the academic achievement of the teacher education graduates who graduated in 2011 and 2012. However, a difference existed in their academic achievement in the professional education subjects as revealed in the p-value of .002 at 0.05 level of significance, with graduates in 2012 having a higher mean of 1.64.

Another concern of this study is to determine the significant difference in the performance of the teacher education graduates in LET in the general, professional education and major subjects when grouped as to year of graduation. The data reflected in Table 5 define the fact that the performance of the teacher education graduates in LET in the general, professional and education and major subjects does not differ when grouped as to the year of graduation.

Table 5 Difference in the Performance of Teacher Education Graduates in the General, Professional Education and Major Subjects when grouped as to Year of Graduation

Variables	Year of Graduation	Mean	t	df	p-value	Interpretation
Gen Ed Subjects	2011	72.56	-.638	71	.525	Not significant
	2012	73.72				
Professional Ed	2011	73.61	-.876	71	.384	Not significant
	2012	75.03				
Major Subjects	2011	74.85	-2.063	71	.043	Not significant
	2012	77.38				

* $p < 0.05$

The last concern of this study ascertained the relationship between the academic achievement and performance of teacher education graduates in the general, professional education and major subjects.

Table 6 Relationship Between the Academic Achievement and Performance in Licensure Examination in the General, Professional Education and Major Subjects

Variables	r	p	Interpretation
Academic Achievement LET Performance (General Education)	-.570**	.000	Significant
Academic Achievement LET Performance (Professional Education)	-.514**	.000	Significant
Academic Achievement LET Performance (Major Subjects)	-.439**	.000	Significant

** $p < 0.01$

As shown in Table 6, Pearson's r results between the academic achievement and performance in LET in general, professional education and major subjects is significant at .05 alpha level.

The significant relationship between the academic achievement of teacher education graduates and their performance in LET indicates that academic achievement has somehow contributed to their performance in the LET in the general, professional education and major subjects. Equally, it would mean that teachers' focus on quality instruction should be prioritized.

This finding confirms the study of Esmeralda and Espinosa (2014) which revealed that there is a significant relationship between the academic achievement and LET performance of the 389 BEED graduates from 2011-2013.

Discussion

It was discovered in this study, that the majority of teacher education graduates were female, married, and LET passers. Some of them do not have any master education units, nor have any awards received in college but majority of them are presently employed and hired within one year after graduation. The level of academic achievement of the teacher education graduates in the general education and major subjects as a whole and as to year of graduation is very good while superior in the professional education subjects. The level of performance of the teacher education graduates in the LET in the general, professional education and major subjects as a whole and as to year of graduation is average. No significant differences were noted in the academic achievement of the teacher education in the general and professional education subjects, while for professional education proved otherwise, when grouped as to year of graduation. No significant differences were observed in the performance of the teacher education students in the LET in the general, professional education and major subjects when grouped as to year of examination. Significant

relationships existed between academic achievement and performance in the LET of the teacher education graduates in the general, professional education and major subjects.

Conclusion

It can be construed that the BEED program produces teachers that possess the competencies and skills needed to meet the demands of the various roles and functions of the profession. However, there is a felt need to raise the level of academic achievement of the teacher education graduates in the general, professional education and major subjects, as this indicates success in the licensure examination. The study revealed that academic achievement predicts the performance of the teacher education graduates in the LET in the general, professional education and major subjects.

Acknowledgment

This is to express my heartfelt thanks and gratitude to Dr. Renato M. Sorolla, President, Carlos Hilado Memorial State College for supporting the cause of Research and to Dr. Juliet D. Trujillo for the encouragement and generosity.

References

- Aquino, A. (2015). *Facilitating Human Learning*. Rex Book Store, Inc., Quezon City.
- CHMSC Research, Extension Manual and Intellectual Property Manual (2012-2016). Code of Ethics for Professional Teachers.
- Commission in Higher Education (CHED) Memorandum Order No. 30, s. 2004. *Revised Policies and Standards for Undergraduate Teacher Education Curriculum*.
- Division Memorandum No. 121, S. 2009. *Further Revisions to the Hiring Guidelines for Teacher I Positions Under DepEd Order No. 4, S. 2007*.
- Esmeralda, A.B. and Espinosa, J.P. (2014). Teacher Education Graduates' Performance as Predictor of Licensure Examination for Teachers. *JPAIR Multidisciplinary Research (International Peer Reviewed Journal)*. Volume 21 June 2015 Print ISSN 2012-3981. Online ISSN 2244-0445.
- Lucas, M.R.D. and Corpuz, B.B. (2011). *Facilitating Learning: A Metacognitive Process*. 2nd Edition. 776 Aurora Blvd., cor. Boston Street, Cubao, Quezon City, Metro Manila. Lorimar Publishing, Inc.
- National Higher Education Research Agenda 2 (NHERA 2) 2009-20018. Commission on Higher Education (CHED) 2009.
- Republic Act No. 9293. *An Act Amending Certain Sections of Republic Act Numbered Seventy-Hundred and Thirty-Six (R.A. No. 7836) Otherwise known as the "Philippine Teachers Professionalization Act of 1994"*.