

The University Services and the Performances of Music, Arts, Physical Education and Health (MAPEH) Graduates in the Licensure Examination for Teachers

KENNETH SAMONTE

<http://orcid.org/0000-0001-8694-8027>
samonte.kenneth1501@gmail.com

Nueva Ecija University of Science and Technology
Nueva Ecija, Philippines

PASTORA DE GUZMAN

<http://orcid.org/0000-0003-1757-0731>
pazdeguzman0107@gmail.com

Nueva Ecija University of Science and Technology
Nueva Ecija, Philippines

ABSTRACT

One significant component to assure the quality of teaching workforce in most states is the Licensure Examination. The performance of education graduates in the licensure examination for teachers may also serve as an evaluation of the quality of education which the College of Education offers to its students. The study aimed to determine the performance of Music, Arts, Physical Education, and Health (MAPEH) graduates in the Licensure Examination for Teachers (LET) and if there is an existing relationship between the LET performance and the different contributory factors, namely; subjects (general education, professional education, and field of specialization), facilities, administrative management and program/activities. Eighty-four (84) BSE MAPEH major graduates served as respondents. The descriptive correlational method specifically questionnaires

served as the primary tool for data gathering, and it was supplemented by interviews, with the mean and Pearson Product Moment (PPM). The findings revealed that most of the respondents failed in Professional Education and passed in the Field of Specialization and General Education subjects. It was found out that gender is significantly related to LET performance of the respondents and that there was no significant relationship existed between the respondents' LET performance and the different contributory factors, namely, Subjects, Facilities, Administrative Management and Program/Activities.

Keywords – Licensure, General Education, performance, professional education, descriptive design, Philippines

INTRODUCTION

The role of the teacher is multifaceted (Pachejo, Allaga, & Ed, 2013) comprising of academic, pedagogical (Kunter et al., 2013) and social roles (Jennings & Greenberg, 2009). Academic roles of teachers consisting of supervisory, mentoring (Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2011) teaching and instruction (Strogilos & Tragoulia, 2013). As a teacher, instructor and facilitator, effective teaching includes motivating students to learn (Han, Yin, & Boylan, 2016; “Motivation for Achievement: Possibilities for Teaching and Learning - M. Kay Alderman - Google Books,” n.d.; Urhahne, 2015), and creating and maintaining that classroom environment is conducive to learning (Strayer, 2012).

The asset of an institutional system must largely depend upon the quality of its teachers (Pachejo et al., 2013). The importance of the teacher in providing quality instruction is highly commendable and that of securing an adequate supply of the right kind of people to the profession and providing them with the best possible training.

Nueva Ecija University of Science and Technology is an academic institution offering teacher education programs, specifically in Bachelor of Secondary Education (BSE) major in Music, Arts, Physical Education, and Health (MAPEH). It carries an impressive yet surpassing duty of molding an instructor/teacher of appropriate quality to provide the “goods,” thoroughly capable, experienced and skilled in the teaching discipline, and prepared for the enormous task of extending the frontiers of knowledge in their area of specialization.

As expected from the Teacher Education Institutions (TEI's), it will deliver a necessary change in the lives of the students and secure the success of the

institution in providing quality education. And one standard to measure the success of schools is through the results and the performance of the graduates in the licensure examination.

To be professionally recognized and globally competitive, one must have identification in various field and a license to practice a particular profession (“Where We Stand on Teacher Quality An Issue Paper from ETS,” n.d.). In the Philippines, Republic Act (R.A.) 7836, known as the Philippine Teachers Professionalization Act of 1994 became law on December 16, 1994. The Philippine Regulation Commission (PRC) was tasked to strengthen the supervision and regulation of the teaching profession, thus required teacher education graduates to take the Licensure Examination for Teachers (LET) to practice his profession.

FRAMEWORK

The Commission on Higher Education (CHED) of the Philippines mandates that the “mission of teacher education is to prepare internationally and globally competitive teachers who are filled with ideas, aspirations, and values and are equipped with pedagogical knowledge and skills”(“CMO-No.30-s2004.pdf,” n.d.). The courses are being classified into three components, namely, general education courses, professional education classes, and specialization/content courses. Other determinants contributory in passing licensure examination namely: program of studies, administrative management (Visco, 2015a) or support to student and physical facilities (Hopland, 2011) and resources (Visco, 2015b).

In the literature mentioned above, subjects, facilities, administrative management, programs/activities are the factors included in this study. Results of the research study provided inputs for the enrichment of the curriculum and suggestions for identifying avenues for alternative professional development ventures for the improvement of teaching competence and professional preparation in the success in the LET.

Furthermore, this study would serve as a basis for planning in development programs and activities such as studies, conferences, workshops, seminars, and other in-service education in the attainment of quality education. It may find out the extent of relevance, responsiveness, and congruence of teacher education program that serves as a basis to come out with quality output and thereby to enhance the chances of teacher graduates toward employment. Finally, the results of this study can be used as guide of the administrators in upgrading the quality of graduates in this area of specialization in order to meet the demands of the global market.

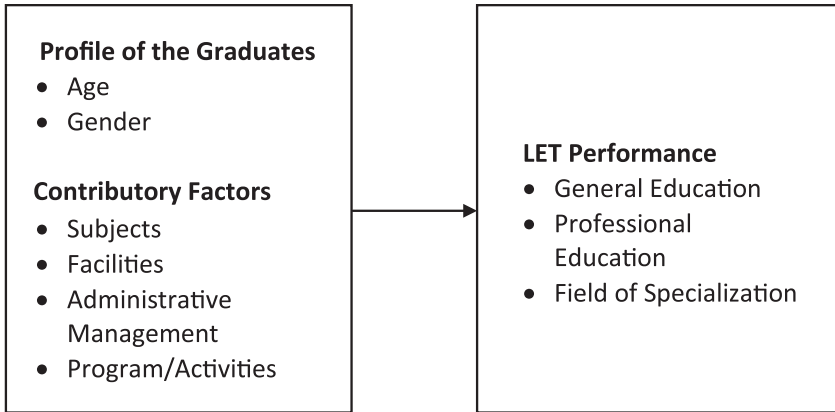


Figure 1. Conceptual Diagram of the Study

OBJECTIVES OF THE STUDY

This research study aimed to (1) determine the profile of the Music, Arts, Physical Education, and Health (MAPEH) graduates; (2) assess the performance of MAPEH graduates in the Licensure Examination for Teachers (LET); (3) explore significant correlation between the profile variables of the MAPEH graduates and their LET performance; and (4) assess the perceived contributory factors of the Licensure explore significant correlation between the perceived contributory factors namely; subjects (general education, professional education, and field of specialization), facilities, administrative management and program/activities and LET performance of the MAPEH graduates.

METHODOLOGY

Research Design

The study employed descriptive-correlational research design, since they analyzed present documents relating to the performance and Licensure Examination for Teachers rating of the graduates. This design aims to describe the relationship between variables that the researcher has no control over the independent variables, the variables that are believed to cause or influence the dependent or outcome variable (Lappe, 2000).

Respondents

The respondents of this study were the 84 graduates of Bachelor of Secondary Education (BSE) major in MAPEH who took the LET from the two campuses of Nueva Ecija University of Science and Technology (NEUST) namely: San Isidro, and Sumacab offering teacher education program.

Instrumentation

The instrument used was a self-made questionnaire as the primary tool for data gathering, and interviews supplemented it. The survey questionnaire was designed to collect information about respondents' profile including their name (optional), age, and gender and the 67 items on the subjects namely: General Education, Professional Education and Field of Specialization, and the other contributory factors: Facilities, Administrative management, and Program/Activities.

The first draft of the test was reviewed by some experts to establish the content validity. The comments and suggestions were integrated into writing the final version of the test. The last draft of the test was administered.

Data Collection

The researchers used the interview to verify and validate the answers in the questionnaire; the interview was, likewise, conducted among selected respondents. The research worker gets the needed information from the subject through direct or face to face contact.

Knowing the address of all the graduates, the researcher administered the questionnaire-checklist to the graduate respondents to obtain data and retrieved the same after a considerable time. The answers to the questionnaires were validated and supported by interviewing some of the graduates.

Statistical Techniques

Mean, Standard Deviation, Percentage, Frequency, and Pearson Product Moment Correlation of Coefficient were utilized in the study. Percentage and Frequency was used in presenting the profile variables and to describe the LET performance. Mean and Standard Deviation was used to determine the mean weight of responses of the respondents on the perceived contributory factors to LET performance. Pearson Product Moment of Correlation of Coefficient was used to determine if there is an existing correlation between profile of the MAPEH Graduates, contributory factors and performance in LET.

RESULTS AND DISCUSSION

Profile of the MAPEH Graduates in NEUST

The result or performance of the graduates in the LET was dominated by males. It implies that gender can be considered as one contributory factor that affects the performance in the LET. These findings were similar to the previous study conducted when it revealed that male respondents performed significantly better in specialization courses compared to the females (Esmeralda & Perez-Espinosa, 2015)

In contradictory to the other study, it was found out that the overall LET performance of the BSE graduates is not significantly influenced by gender and year graduated (Visco, 2015a). This study implied that the males were more acquainted with the different physical activities such as sports and other muscular activities.

Performance of Graduates in the Licensure Examination for Teachers

More than one-half of the population of the respondents passed in the General Education area and in the area of Specialization as reflected in Table 1. It shows that they found difficulty in the professional education subjects.

This is in contradictory to the study of (Pascua, 2011), as it was found in the LET performance of the examinees in the General Education for BSEd, 16 (43%) passed and 21 (57%) failed. This means that more examinees passed General Education than those who failed.

It implies that one-half of the students passed in this area. And they revealed that they were more confident that they will survive in this area because they gave more time and effort in reviewing the different subjects.

Table 1. Performance of the Graduates in the LET

Takers	General Education		Professional Education		MAPEH	
	Counts	Percents	Counts	Percents	Counts	Percents
Failed	34	40.48	56	66.67	36	42.86
Passed	50	59.52	28	44.33	48	57.14
Total	84	100%	84	100%	84	100%

Perceived Contributory Factors to LET Performance

Table 4 shows the perceived contributory factors to licensure examination for teachers' performance. It indicates that Administrative Management has the greatest weighted mean of 4.70. This is supported by (Visco, 2015b) that administration and supervision aim to deliver the essential leadership and training, in cultivating, coordinating and evaluating of the school program and in handling the problems associated with these. This was also reflected in their LET performance in which more than one-half of them passed. Field of Specialization was second highest with a weighted mean of 4.45, and it is very adequately taught. It implies that the respondents understood and absorbed all the theories of developed skills and can apply the knowledge they've learned in the different subjects in this area. This is in contradictory of the study (Pachejo et al., 2013), as it was found that the field of specialization in preparation of teachers is weak which is not be possible to entirely remove subjectivity on the part of the professors for it is part of traditional teaching methods. Professional Education has the lowest weighted mean of 4.17. The grand weighted mean of 4.37 indicates that the factors contributory to LET performance was significantly contributed to the formation of the graduates.

Table 2. Perceived Contributory Factors to Licensure Examination for Teachers' Performance

Contributory Factors	M	SD	Verbal Interpretation
1. Subjects			
1.1. General Education	4.20	.30	Adequately Taught
1.2. Professional Education	4.17	.16	Adequately Taught
1.3. Specialization	4.45	.19	Very Adequately Taught
2. Facilities	4.29	.21	Very Adequate
3. Administrative Management	4.70	.08	Very Effective
4. Programs/Activities	4.39	.29	Greatly Contributed To My Formation
Overall Mean	4.37	.20	Greatly Contributed To My Formation

Correlation between Performance in Licensure Examination for Teachers and Profile of the Respondents

Table 3 shows the result of correlation analysis made between the LET performance and the profile variables of the respondents. It can be seen that the

gender variable is the only variable that has correlation coefficient which is .323, at 0.05 level of significance. This warrants the researcher to conclude that profile variable, gender, is significantly related to LET performance of the respondents.

The findings discovered that male and female respondents showed low positive correlation in the LET performance in the areas of general education and professional education. However, male respondents performed significantly better in specialization courses compared to their female counterparts. The findings of the study conducted (Dela Rosa, 2007) also revealed that sex influenced LET specialization ratings among the BSEd examinees.

Table 3. Result of Correlation Analysis between LET Performance and Profile Variables of the Respondent

Profile Variables		LET Performance
Age	Correlation Coefficient	-.055
	Sig. (2-tailed)	.620
	N	84
Gender	Correlation Coefficient	.323**
	Sig. (2-tailed)	.003
	N	84

Correlation between Performance in Licensure Examination for Teachers and Perceived Factors Contributory to Performance in LET

Table 4 shows the results of correlation analysis between LET performance and the perceived contributory factors. Apparently, none of the factors cited has correlation coefficient that resulted in a significance level of less than 0.05. No sufficient evidence was found to reject the hypothesis of the study. Thus, there is no significant relationship between the LET performance of the respondents and their perceptions of factors contributory to performance in LET.

Correlation analysis between teachers’ performance and LET results of MAPEH major graduates led to a coefficient of -0.08, the ratio indicates a negligible correlation between the two variables. Negative coefficient reveals that the higher the teachers’ performance, the LET results decreases, however, this is not significantly correct because of a very small coefficient. Thus, there is no significant relationship between teaching performance and graduates LET exam results. It implies that the different contributory factors didn’t affect the performance of the respondents in the LET.

Table 4. Results of Correlation Analysis between LET Performance and Perceived Contributory Factors

Factors		LET Performance
General Education	Correlation Coefficient	.090
	Sig. (2-tailed)	.414
	N	84
Professional Education	Correlation Coefficient	.028
	Sig. (2-tailed)	.802
	N	84
Field of Specialization	Correlation Coefficient	.139
	Sig. (2-tailed)	.208
	N	84
Facilities	Correlation Coefficient	.098
	Sig. (2-tailed)	.376
	N	84
Administrative Management	Correlation Coefficient	-.009
	Sig. (2-tailed)	.936
	N	84
Program/ Activities	Correlation Coefficient	.035
	Sig. (2-tailed)	.749
	N	84

CONCLUSIONS

Majority of the BSE MAPEH graduates respondents of NEUST were below 25 years old, and most of them were female. The performance of the graduate respondents in the General Education area was above the passing percentage. In Professional Education, more than one-half of the graduates failed in this field, and in the Field of Specialization, the MAPEH teacher education graduates passed in this area.

The efficacy of programs in General Education and Professional Education was adequately taught, respondents believed that learning theories in Professional Education were properly discussed in school, but they were weak when it comes to application and analysis. Field of Specialization was very adequately taught; this was also reflected in their LET performance in which more than one-half of them

passed. Facilities of NEUST were very adequate, Administrative management was beneficial, while the majority of the Programs/Activities were significantly contributed to the formation of the graduates.

The factors in this research study such as Subjects, facilities, administrative management, and program/activities were not entirely affecting graduates' performance in the LET. Nevertheless, there are potential solutions that can be done by the school administration to increase the rating in the Licensure Examination for Teachers, such as providing tools to enhance learning and improving instructions.

There was no significant relationship between the LET performance and the perceived factors contributory to LET.

Age does not influence the performance in the Licensure Examination for Teachers except for the gender, where it was found out to be significantly correlated with LET performance, female respondents showed reduced LET performance in the areas of general education and professional education. However, male respondents performed significantly better in specialization courses compared to their female counterparts.

RECOMMENDATIONS

Knowing that most of the respondents failed in the Professional education area, curriculum planners may revisit the subjects' offerings if they jibe with the table of the specification of the Professional Regulation Commission. Likewise, the syllabi of instruction in these areas may also be revised focusing on student dominated activities. Since sex was significantly related to LET performance and more male passed the LET rather than females, it is further recommended that faculty members may encourage and give more training to female students particularly in muscular and sports activities such as Individual, Dual Sports, and Team Sports. They can also enhance the performance in the Licensure Examination for Teachers by formulating tests based on the format and type of test on the LET, therefore, increasing their exposure and chance of passing.

Similar studies be conducted by social scientist and researchers in other schools particularly in private schools and universities to determine the different contributory factors affecting the LET performance aside from the factors included in this study which are teachers' competency, involvement in physical activities, socio economic status, review class, practicum, peer and grade point average of graduates.

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