

# **Teaching Deficiencies of Teacher-Education Graduates of JRMSU-TC Based on the DepEd Criteria for Hiring Teachers**

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## **ABSTRACT**

The success of any educational system greatly relies on the competence of its teachers. That is why the Department of Education (DepEd) had set criteria in hiring competent and skillful teachers. The study aimed to identify the deficiencies of the JRMSU-TC applicants based on the DepEd criteria for hiring teachers. This further determined the percentage of disparity which item in the DepEd criteria the applicants deficit most and described whether they are above or below the minimum passing rate set by the DepEd. The researchers retrieved the Registry of Qualified Applicants (RQA) from the DepEd Office- Zamboanga Del Norte as instruments of the study and utilized descriptive evaluative design to measure the inadequacies of the applicants based on the DepEd criteria. Results revealed that the JRMSU-TC applicants highly deficit in teaching experience and English proficiency. Furthermore, the applicants are slightly below the DepEd minimum passing points. The results suggest that graduates should venture for

the improvement of teaching competence and professional preparations. Also, the school needs to improve its instruction and assessment on the fundamental and major English subjects.

**Keywords** — Educational Management, deficiency, teacher-education graduates, descriptive design, Philippines

## INTRODUCTION

The primary goal of teacher education programs is to produce competent teachers who are qualified to teach in the elementary and secondary schools. Through the teacher education programs, teacher education graduates are equipped with knowledge of the subject matter, acquire the teaching-learning strategies, learn the approaches to planning, implementing instruction and assessment (de Leon-Carillo, 2007). Furthermore, they are hoped to gain teaching and competency skills (lesson planning, preparation of instructional materials, use of a variety of methods, good communication skills, skills in the use of information technology, problem-solving skills, critical thinking skills, human relations skills and research skills) in their pre-service training necessary for the teaching profession (Casey & Childs, 2007).

The Jose Rizal Memorial State University – Tampilisan Campus (JRMSU-TC) is one of the various Campuses in Asia that offers Teacher Education Programs. The JRMSU-TC yearly produces teacher-education graduates and the faculty members of the College of Education continue to endeavor in providing the students the necessary knowledge and skills and imbuing desirable values to produce quality graduates. All these are elemental as they will undergo screening in the Department of Education (DepEd) as they will apply for a Teacher I position. The DepEd is the executive department of the Philippine government responsible for ensuring access to, promoting equity in, and improving the quality of basic education and had established criteria in hiring teachers which purposely design to improve professional standards that will better ensure that the teachers hired can substantially contribute to the development of learners.

With the implementation of the K to 12 Basic Education Program in the Philippines, the DepEd strengthened its criteria for hiring teachers to substantially meet the need of competent teachers in both public elementary and secondary schools. Although this implies that the system of education is improving, reports say that even those from countries who had implemented the

K to 12 for how many decades already, significant number of children are still weak and are still underachieving, and the inadequacies of teachers to convey the expected competencies are mainly to blame, (MintPress News, 2012, Starbroek News, 2015).

In Kentucky, the survey conducted of 242 principals at both low and high performing schools said that the common causes of teacher ineffectiveness was the lack of expertise in teaching strategies like the deficiencies in classroom management skills, ability to set up friendly relationship with students, and lesson-implementation skills (ERN, 2006). This study was conducted to look into the suitability of the JRMSU-TC education graduates on the qualifications set by the DepEd. This study is deemed significant to students as the results provide an awareness regarding to the strengths and weaknesses of JRMSU-TC education graduates in reference to the DepEd criteria for hiring teachers. Also, this study gives information to the teachers of JRMSU-TC as to the deficiency of the teacher-education graduates so that they will improve the instructions and strategies to be given to their students and make the necessary revisions in the college policy in congruence to the DepEd criteria.

Furthermore, the result of this study can help the school administration in putting up an effectual supervision to the teachers, integrating career information, skills development programs, seminar-workshop and training programs and guidance system that plays a potent role in molding and guiding students to become competent in their fields of endeavor.

## **FRAMEWORK**

The study is anchored on Vygotsky's Sociocultural Theory which states that appropriate assistance a teacher gives for her learners can lead to success in accomplishing the learners' task/s as articulated in his "scaffolding". Vygotsky stresses that the teacher must be able to set up an environment where all learners can interact with each other and can work collaboratively, which hoped to support maximum learning for every individual. Nonetheless, ensuring success of learner outcomes begins with proper matching between teacher's knowledge, skills, and attitudes and the population (e.g. self-efficacy, students' home language, culture, strength and traditions) they will teach (Goe, 2010).

The study is also anchored on Social Learning Theory of Career Decision Making of Mitchell and Krumboltz (1996). Their study distinguished the factors and conditions that led someone to career decisions, as they believed that the

decisions of applicants affect their future work outcomes and efficiency. Whereas Rots, Aelterman and Devos (2014) developed a model that explains teacher education graduates choice on job entry and revealed important predictors to engage in teaching which are also important elements in the model of Chapman (1983). Some of the predictors include professional and social integration of teachers in teaching vocation and teacher- efficacy. Tachannen-Moran and Woolfolk Hoy (2001) provided definition for teacher – efficacy which refers to the abilities and capabilities to produce desired outcomes of students’ engagement and learning, even among those unmotivated. This teacher-efficacy has been believed to have relevance to teachers’ perception towards teaching preparation and enthusiasm for teaching (Darling-Hammond et al., 2002; Tachannen-Moran, 2001; Rots *et al.*, 2014).

Person-Organization Fit (POF) theorizes perceptions of congruity between applicants and organizational characteristics in hiring decisions. Little and Miller (2007) emphasized that the person-environment fit included behavior from a work place perspective. They noted a need for the persistent match between the office and employee characteristics, values and beliefs. In the context of teaching, the teacher should be able to provide the learner the fittest way to acquire learning and to develop the learner’s intellectual knowledge and skills.

The study is also based on Professional Shift theory (PST). This was developed to conceptualize traits of teachers-shift toward focusing on students-learning. School administrators/heads identify the evidence they look for in interviews to highlight PST characteristics after hiring (Maynes & Hatt, 2016).

## **OBJECTIVES OF THE STUDY**

The study aimed to determine the inadequacies of teachers- education graduates of JRMSU-TC based on the DepEd criteria for hiring teachers. Specifically, it sought to find out the following (1) the number of the applicants who passed and/or failed the minimum points required by the DepEd, (2) the prevalent deficiencies of teacher education graduates of JRMSU-TC based on the DepEd criteria in hiring teachers, (3) the percentage of disparity between DepEd minimum criteria for hiring of teachers and applicants total points earned, and (4) the applicants’ ratings whether above or below the DepEd’s minimum passing score.

## METHODOLOGY

The researchers used descriptive research design since it measures the results of the applicants on the each item in the DepEd criteria for hiring teachers against the minimum score set by the DepEd. The respondents of the study were the 36 graduates of Jose Rizal Memorial State University- Tampilisan Campus who undergone screening in DepEd hiring for teacher 1 position. To gather the data needed in the study, the researchers submitted a request letter to the Head of the DepEd Division Office in Zamboanga del Norte, Philippines for the retrieval of the Registry of Qualified Applicants (RQA) from JRMSU-TC. After the retrieval, statistical treatments such as frequency counts, simple difference and mean percentage were used to answer objectives one through three. The t-test was used to test whether the applicants accumulative score above or below the DepEd’s minimum passing score.

## RESULTS AND DISCUSSION

Figure 2 below presents the number of applicants passed and/or failed the minimum points required by the DepEd. It can be gleaned that 20 applicants were able to meet the minimum required points set by the DepEd, with 16 of them who scored almost the passing rate. Mostly of the respondent are female, in line with the previous researches (Guarino, Santibanez & Daley, 2006; Rots *et al.*, 2014), the result revealed that women are more inclined to enter the teaching profession.

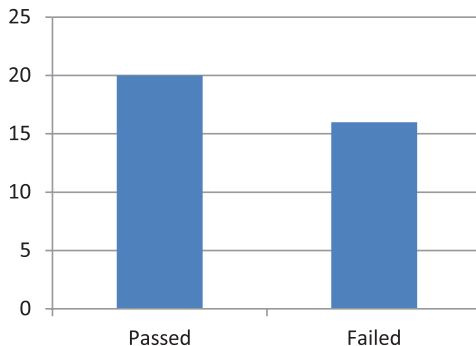


Figure 2. Status of Applicants

Figure 3a reveals prevalent deficiency of the Teacher-Education Graduates of JRMSU\_TC about DepEd criteria for hiring teachers according to sex. As shown in the table, both male and female deficit most in Teaching Experience and English Proficiency. The results denote an alarming findings as many studied a link between teacher experience and student achievement; the teacher's effectiveness which may come from his/her experience contributes to the student learning growth (Goe, 2010). In terms of deteriorating result in English proficiency of the applicants, this conforms the study of Digap (2016) highlighting the significance of enhancing English proficiency as the foundation of teacher confidence among secondary teachers. As stated by Andrew King, the director of IDP Education Philippines, the deteriorating level of English proficiency could be resulted from the deficiencies in the proficiency of the teachers teaching English. In Iraq, however, the study conducted by Abbas and India (2012) concluded evidently that the introduction and the use of the English in the primary schools as one of the primary education objectives and government policy in Iraq, caused problems in the process of materials design to lesson planning and delivery even to their Education policy.

Oppositely, graduates are least deficit in Interview and Demonstration which simply means that graduates are orally proficient. The exposure of graduates to English and the oral recitation method used by the teachers in JRMSU-TC in the class may significantly influence in their oral proficiency as congruent with the study of Magno, de Carvalho Filho & Lajom (2011) about language Learning Strategies and Oral Proficiency among Taiwanese students which revealed that students who are living and studying in the Philippines and have high exposure to English Language had higher oral proficiency than the Taiwanese in Taiwan samples.

The graph also shows a positive result of graduates on Education and Specialized Trainings and Skills which are requirements in teaching children. The findings support the study by Ferdowsi, Sultana and Numan (2011), emphasizing that the teacher can successfully deal with any problems related to education if they are well-educated and well-trained.

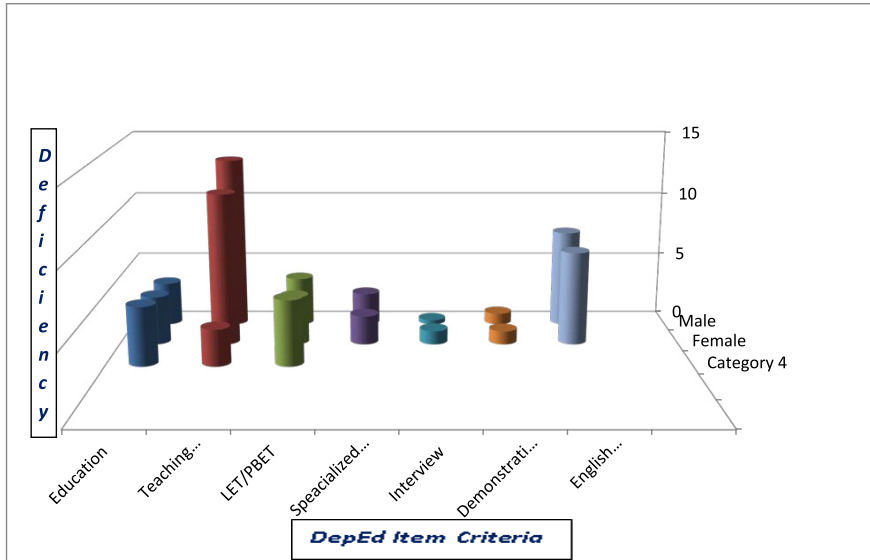


Figure 3a. Prevalent Deficiency of the Teacher-Education Graduates of JRMSU\_TC about DepEd Criteria for Hiring Teachers According to Sex

Figure 3b shows that the top deficiency of the teacher applicants, regardless of the year graduated, is the teaching experience, which closely followed by the English proficiency. Most of the respondents are fresh graduates from the school years 2013 to 2015, thereby implying that their experience is limited from their practice teaching alone. The study supports the findings of Beutel and Crosswell (2012) that teacher education graduates should continue to seek opportunities in upgrading their professional learning in the canonical skills of teaching, aside from the field experience they had gained from their undergraduate study. However, English is taught since grade schools so low English proficiency of the graduates is not related to his/her year graduated. The JRMSU-TC applicants are not that proficient in terms of English as revealed by the results. It should be noted that the knowledge and acquisition of English proficiency are essential to the availability of opportunities for employment, higher education which is dependent on English in many countries (Crystal, 1997).

On the other hand, in terms of education and specialized trainings and skills, the figure shows appreciative result because there is lesser deficiency on

this criteria as compared to the aforementioned. This implies that JRMSU-TC perform as expected them to. This result is indicated by the studies of de Leon-Carillo (2007) and Zanting, Verloop and Vermunt (2001), stating that teachers as the knowledge experts and source of information influence the learners’ intellectual development and receiving automatic regard from them. In the same manner, trainings and skills of the teachers play vital role in the teaching-learning environment (Celikten, Sanal & Yeni, 2005), and so they must enrich their existing knowledge, know-how and innovativeness in effective and productive teaching.

Moreover, the applicants manifested the least deficiency in Interview and Demonstration, signifying that JRMSU-TC graduates can respond to questions orally and had developed the learning styles of imparting knowledge to the learners, consonance with the study of Garcia (2012), which showed instructional methods as significant predictor variable on the academic achievement of the students.

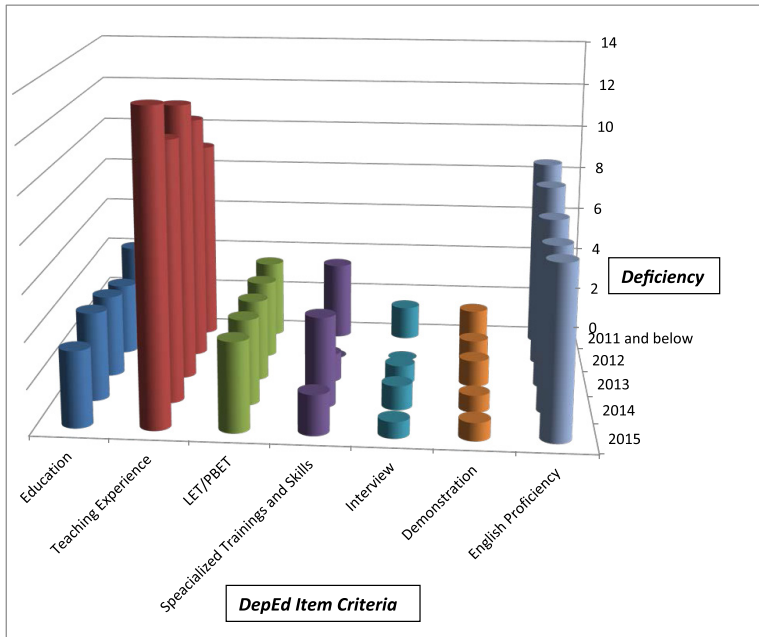


Figure 3b. Prevalent Deficiency of the Teacher-Education Graduates of JRMSU\_TC about DepEd Criteria for Hiring Teachers According to year graduated



Figure 4 shows the percentage of disparity between the DepEd criteria for hiring teacher and JRMSU-TC applicants as categorized by sex. The results reflect a similar trend for both male and female applicants to all the criteria in the DepEd Hiring of teachers. The figure further reflects the highest percentage of disparity for both male and female on teaching experience which supposedly is an important consideration for an applicant to be taken into account as supported by Darling-Hammond et al. (2005) conducted in Houston, Texas which showed that experienced teachers produce higher and stronger student achievement than those uncertified teachers. Also, the study of Budding and Zamarro (2009) conducted in Los Angeles revealed that student achievement increases with teacher experience. For English proficiency, the percentage of disparity for both male and female are 50% and 52%, respectively, which signifies the respondents lack on the mastery of the basic knowledge on grammar, reading comprehension, word analysis, etc. which is confirmed in the study of Wedell (2008) which stated that teacher-education programs need to be strengthened for effective oral English instruction and assessment. On the other hand, the male and female have the least percentage of disparity on the Interview with 3% disparity while the female obtained 10% disparity. Although female applicants outnumbered the male ones, results say that male applicants perform better than female in terms of oral interview.

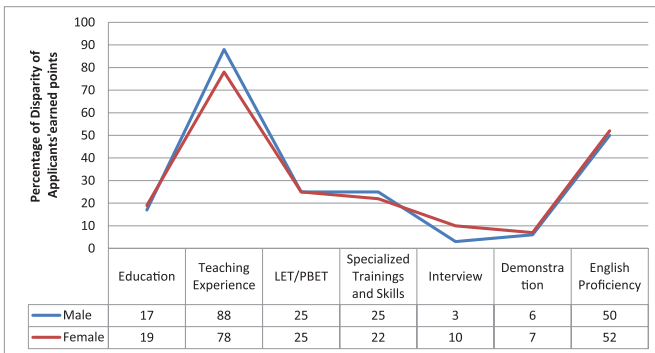


Figure 4. Percentage of disparity between the DepEd criteria for hiring teacher and JRMSU-TC applicants as categorized by sex

As to year graduated, it is reflected that the graduates differ in their strengths and weaknesses based on their computed percentage of disparity on the criteria of DepEd in Hiring Teachers. The results show that in terms of education, there

is a minimal disparity between the graduates of 2011 and below and that of the graduates of 2014, and so with the graduates of 2012, 2013 and 2015. In this study, the results show that education, which refers to the academic performance of the graduates during their undergraduate study is not an indicator of the LET performance, which opposes to the study by Rabanal (2011) that determined the overall academic performance of the teacher education graduates in University of Northern Philippines Main and Candon Campuses to be “good”. Rabanal (2016) showed significant relationship of academic performance and LET performance, yet agrees with the study by Junio-Pachejo and Allaga (2013) which showed a weak relationship of academic performance and LET performance and that having a very good academic performance does not guarantee a passing performance in the teachers’ board exam.

While on Teaching Experience, it showed that all graduates obtained percentage of disparity greater than 50%. This means that the graduates lack teaching experience, even the graduates of 2011 and below. On the interview and demonstration criteria, the 2012 graduates obtained zero disparity which means that the graduates in this year are very good in oral speaking and possessed the demonstrations skills necessary in teaching. Lastly, the graduates revealed percentage of disparity ranges from 48 % to 57% in English proficiency, which determines the graduates’ weakness in English proficiency given by the DepEd.

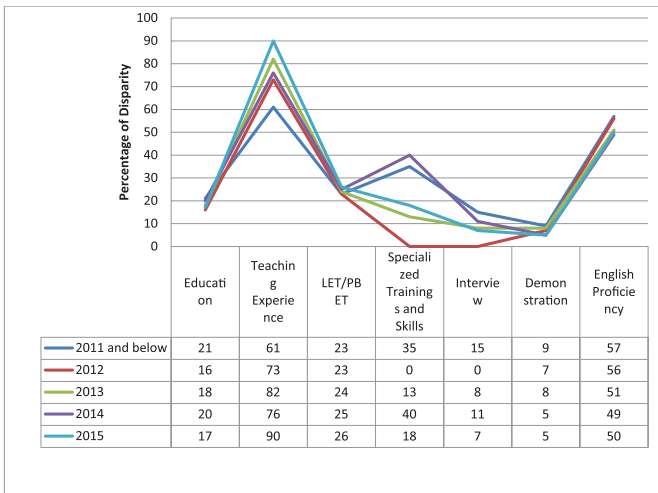


Figure 5. Percentage disparity between the DepEd criteria for hiring teacher and JRMSU-TC applicants as categorized by year graduated

One sample T-test was run to determine whether the scores obtained by the applicants was different to normal, defined as a minimum passing score of 70. Mean score (69.084.78) was slightly lower than the minimal passing score of 70, a statically difference of 0.92 (95% CI, 0.70 to 2.53,  $t(35) = -1.150$ ) with a p-value of 0.258 described as no significant difference. Statistically, the results say that there is no significant difference as compared to its mean of 69.08, very near to the minimum passing score of 70. However, although the difference is less than one, but this is practically significant as this defined as pass or fail in the hiring of teachers by the DepEd. The mean of 69.02 with 0.92 differences from the norm of 70 determines a lower than the passing score set by the DepEd and implies that do not pass the minimum required points. This suggest that applicants should work out on the items in the DepEd criteria where they deficit the most to increase their ratings.

Table 1. The ratings whether above or below the DepEd’s minimum passing score

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Applicants’ratings	36	69.0833	4.78315	.79719		

One-Sample Test						
Test Value = 70						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Applicants_Ratings	-1.150	35	.258	-.91667	-2.5351	.7017

### CONCLUSION

Based on the findings, the researchers disclose that the JRMSU-TC teacher education graduates/applicants are weak in Teaching experience and English Proficiency as they deficit most on these criteria in DepEd. This is alarming as they were not expected to perform as the DEpEd expect them to. English is taught since in grade schools but it turned out that JRMSU-TC graduates have a bigger problem on this. What could more be the effect as the DepEd now introduces the use of mother-tongue in lower grades as medium of instruction?

The teachers and the soon-to-be teachers should take into serious accounts on the things that DEpEd and students need them to.

However, applicants are executing the way the DepEd requires them to in Demonstration and Interview as they are strong on these criteria. Furthermore, the results reveal a very minimal difference of their passing rate from the minimum 70 required points, but considered still as failed in terms of DepEd requirement because there is no rounding off in the scores. The results tell us that teachers of English will need to help students improve their English proficiency since these students will also become teachers in the future which the use of English is one most important skill to be successful in the field. The findings of the study may also be used to enhance education programs, especially on the instruction and the use of English as medium of instruction.

### TRANSLATIONAL RESEARCH

The findings of this study can be ideally translated to workbooks or teaching manuals with differentiated activities that will help enhance and enrich teacher-education students' English proficiency. Furthermore, an orientation program regarding on the choices that will make education students after graduation be more fit to be hired by DepEd, should be a part of the school calendar.

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