Vol. 2 January 2009 ISSN 20123981
doi: http://dx.doi.org/10.7719/jpair.v2i1.63

Pre-service Education and Performances in Teacher Licensure Examination among Graduates of Mindoro State College of Agriculture and Technology

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Abstract - Performance in Licensure Examination for Teachers provides an index of the quality of teacher education program offered by the different teacher training institutions. Using descriptive-correlational and comparative surveys, data were gathered from sixty-five respondents who graduated in various fields of specialization through record analysis. Results indicated that respondents manifested better performance in pre-service education compared to their performance in LET. Analysis of data further showed that the performance in pre-service education of respondents was significantly correlated with their performance in LET in terms of general education and professional education. However, performance in subject specialization was found insignificant. Comparative analysis between male and female respondents' performance in pre-service education revealed that different respondent groups

were at par level in professional education and subject specialization. The indicative difference was prominent in general education. The performance in subject specialization differed significantly with the two groups.

Keywords - teachers board performance, pre-service education

INTRODUCTION

The main mission of teacher education is the preparation of globally competitive teachers who are imbued with ideals, aspirations and values and are adequately equipped with pedagogical knowledge and skills (CMO, 1999). At its core is the quality education that teacher training institutions will serve to help prepare prospective teachers establishing their competitive advantages.

Quality education can be assessed through effectiveness of pre-service education program given by teacher training institutions in terms of curriculum content and delivery strategies. At this point, teacher training institutions are expected to provide strong foundation to the development of future teacher's knowledge and skills. Thus, the role of teacher educators has become more critical to effect education reform and improvement.

More objectively, quality education can be gauged through licensure examination results. To professionalize the teachers, RA No.3687, known as Professionalization Act for Teachers is implemented to strengthen, regulate and supervise the practice of teaching profession in the Philippines by prescribing a license to teachers certified by the Professional Regulation Commission (PRC). It is therefore evident that passing the Licensure Examination for Teachers depends largely upon the teaching preparations made by the teacher training institutions.

Mindoro State College of Agriculture and Technology-Calapan City Campus is a teacher training institution that offers pre-service education program. Apparently, the institution seems to have failed in producing quality graduates on account of the low ratio of successful examinees to total candidates fielded in LET registered in

the PRC (LET 2005). The mean performance scores obtained in three components namely, general education, professional education and subject specialization were far from satisfactory.

On top of this, the progressive accumulation of non qualifiers and repeaters in LET provides a trend that addresses an issue on the program strength of teacher education as measured in terms of the three components. Cognizant of the foregoing issues, the researchers felt the need to conduct this study on hand.

OBJECTIVES OF THE STUDY

The study aimed to determine the relationship between the performances in pre-service education and Licensure Examination for Teachers of 2005 teacher education graduates of Mindoro Sate College of Agriculture and Technology – Calapan City Campus. Specifically, it answered the following questions:

1. To determine the performance in pre-service education of 2005 teacher education graduates in the following dimensions: general education, professional education, and subject specialization
2. To determine the performance in Licensure Examination for Teachers among 2005 teacher education graduates in the following dimensions: general education, professional education, and subject specialization
3. To relate the performance in pre-service education and performance in Licensure Examination for Teachers among 2005 teacher education graduates in the following dimensions: general education, professional education, and subject specialization
4. To compare the male and female graduates' performance in pre-service education in three dimensions
5. To compare the male and female graduates' performance in LET in three dimensions

METHODOLOGY

The study employed the descriptive-correlational and comparative surveys to determine which different variables are related to each other in the population of interest, and to compare differences

without determining the cause. There were sixty-five respondents in the study. The respondents were selected using the stratified random sampling technique to ensure they were adequately represented according to their major field of specialization. The samples included 27 General Science major graduates, 12 Mathematics major graduates, 9 Technology major graduates, 14 Home Economics major graduates, and 3 Industrial Arts major graduates. The Slovin's formula was used to determine the sample size before the actual number of respondents was drawn.

Record analysis was utilized to gain access to respondents' grade point average in general education, professional education and subject specialization components in pre-service education and to their mean scores obtained across similar dimensions in Licensure Examination for Teachers.

The list of teacher education graduates in the year 2005 was generated from Office of the Registrar. This was used as reference to identify who among them took 2005 LET. On the other hand, the Office of Educational Statistics Task Force of the Professional Regulation Commission provided a certified copy of the roster of examinees and qualifiers for the given examination as per request of the college.

After the total number of respondents was determined, the names were submitted to the Office of the Registrar to obtain the respondents' summary grades. The computed grade point averages in general education, professional education and subject specialization were recorded.

The performance grades of graduates in pre-service education and their mean scores registered in LET along the three dimensions were associated and compared according to gender using the appropriate statistical tools.

Descriptive statistics such as frequency count, percentage and mean was used to describe the performance of respondents in pre-service education and LET in general education, professional education and subject specialization.

Pearson's moment correlation coefficient was determined to examine the degree of association between the performance in pre-service education and performance in LET in three dimensions.

T-test analysis was conducted to gauge the magnitude of differences between the variables identified in the study.

RESULTS AND DISCUSSION

In Table 1, the performance in pre-service education of 2005 teacher education graduates in three components was presented. The indicator used to demonstrate the performance of the respondents was the average grade they obtained across said dimensions. In general education, there were 41 (63.08%) respondents who obtained grades of 80-84. Seventeen (26.15%) of them got 85-89 marks, and 7 (10.77%) got marks of 75-79. None of these respondents obtained grades of 90-94.

Table 1 Performance of respondents in pre-service education in three components

	General Education		Professional Education		Subject Specialization	
Performance	Freq	%	Freq	%	Freq	%
90 – 94 (Very high)	0	0	2	3.08	0	0
85 – 89 (High)	17	26.15	38	58.46	23	35.39
80 – 84 (Average)	41	63.08	25	38.46	31	47.69
75 – 79 (Fair)	7	10.77	0	0	11	16.92
Mean	82.96		85.37		82.91	

The mean grade in general education was 82.96 described as average performance.

With respect to performance in professional education, majority (38) or 58.46% of the respondents obtained grades of 85-89. There were 25 (38.46%) who obtained 80-84 marks. However, 2 (3.08%) of them got 90-94 marks. There was no respondent who obtained grades of 75-79.

The mean grade of 85.37 indicated that the respondents achieved high performance.

In subject specialization, there were 31 (47.69%) of the respondents who got grades of 80-84. Twenty-three (35.39%) of them obtained 85-89 marks, while 11 (16.92%) got grades of 75-79. There was no respondent who obtained 90-94 marks.

The findings yielded a mean grade of 82.91. This means that respondents exhibited an average performance in subject specialization.

An examination of the aggregate performance in pre-service education further revealed that performance level of respondents in professional education was the highest compared to their performance in both general education and subject specialization.

To a large degree, pedagogical strategies to transform content knowledge from the teacher educators to students may be a contributory factor, which explains the overall performance of the respondents in pre-service education.

Table 2 Performance of respondents in licensure examination for teachers in three components

	General Education		Professional Education		Subject Specialization	
Performance	Freq	%	Freq	%	Freq	%
85 – 89 (High)	1	1.54	2	3.08	0	0
80 – 84 (Average)	3	4.62	19	29.23	2	3.08
75 – 79 (Fair)	24	36.92	14	21. 54	25	38.46
below 75 (Poor)	37	56.92	30	46.15	38	58.46
Mean	70.83		71.62		70.28	

The table shows that the performance scores of the respondents in general education fell over the scores of 85 and below 75. Thirty-seven (56.92%) obtained scores lower than 75 while 24 (36.92%) got scores of 75-79. There were 3 (4.62%) who got scores of 80-84. However, there was 1 (1.54%) who obtained 85-89 scores.

The performance mean score in general education was 70.83 described as poor performance.

In professional education, it was found out that of 65 respondents, 30 (46.15%) of them obtained scores below 76. Nineteen (29.23%) obtained 80-84 scores and 14 (21-54%) got scores of 75-79. Only 2 (3.08%) of the respondents got scores of 85-89.

Results further showed that respondents achieved poor performance in professional education as indicated in the mean performance score of 71.62.

Similar pattern of poor performance of respondents was noted in subject specialization. This was borne-out with the mean performance score of 70.28.

As shown, majority (38) of these respondents got scores below 75. This comprised 58.46% of the total number of respondents. Twenty-five (38.46%) got scores of 75-79. There were 2 (3.08%) who obtained scores of 80-84. However, there was no respondent who got scores higher than 89.

The findings provided strong empirical evidence that generally, respondents had shown poor performance in LET. Consistent in three components, the findings further indicated a trend toward fewer graduates qualified to teach. Seemingly, this trend was quite alarming to teacher educators who desire to provide prospective teachers adequate professional training in both content and pedagogy.

Table 3 Correlation between pre-service education performance and LET performance

Component	r – value	Critical r – value at $\alpha = 0.05$	Result
General Education	0.490	0.254	Significant
Professional Education	0.568	0.254	Significant
Subject specialization	0.221	0.254	Not Significant

Data revealed that performance of respondents in pre-service education was positively correlated with performance in LET, particularly in general education and professional education. However, this was considered moderately correlated as attested to by the computed r – values of 0.490 and 0.568, respectively. At 0.05 significance level, both correlations were found significant because these observed values were higher than the critical value of 0.254.

Despite the relative moderate strength of statistical relationships, it bears pointing out that the performance grades of the respondents in pre-service education in two components have also influenced their performance scores in LET. Thus, those prospective teachers who obtained lower grades in general education and professional education also obtained lower ratings in both dimensions in LET.

As regards subject specialization, there was a low positive correlation between the performances in pre-service education and LET. Since the computed r – value of 0.221 failed to equal or exceed the critical value of 0.254 at 0.05 level of significance, therefore the performance in subject specialization in both pre-service education and LET was not significantly related. This possibly explains that high or low performance in subject specialization of the respondents in LET is not associated to its counterpart in pre-service education performance.

Table 4a Comparison between the performances of male and female graduates in pre-service education

Component Area	Mean		Mean Difference	t- value	Critical value @ 0.05	Results
	Male	Female				
General Education	83.69	81.42	2.27	2.203	2.000	Significant
Professional Education	85.62	85.31	0.31	0.392	2.000	Not Significant
Subject specialization	83.08	82.40	0.68	0.731	2.000	Not Significant

T-test analyses in Table 4a revealed that the performance of male graduates was significantly higher compared to the performance of female graduates in general education. This result was statistically borne out with t-value of 2.203 which exceeded the critical value of 2.000 at 0.05 significance level using 63 degrees of freedom. It further revealed that male graduates were significantly better than the female graduates in general education.

However, it can be noted that the result of t-test on the graduates' performance in professional education yielded a t-value of 0.392, which failed to exceed the critical value at 0.05 level. The non-significance of difference between mean performances of male and female graduates maybe attributed to the competencies in content knowledge and pedagogical knowledge attained by both groups of graduates in professional education, which they were at a par level.

Correspondingly, there was no significant difference in the performances of male and female graduates with respect to subject

specialization as indicated by the t-value of 0.731, lesser than the critical value at 0.05 level. This implies that both groups of graduates have exhibited similar competency level in subject specialization.

Table 4b Comparison between performances of male and female graduates in licensure examination for teachers

Component Area	Mean		Mean Difference	t- value	Critical value @ 0.05	Results
	Male	Female				
General Education	69.31	71.11	1.80	0.627	2.000	Not Significant
Professional Education	71.38	71.54	0.16	0.051	2.000	Not Significant
Subject specialization	73.54	69.46	4.08	2.082	2.000	Significant

Table 4b presents the comparison between the performances of male and female graduates in Licensure Examination for Teachers in three component areas.

An analysis using t-test, which yielded a t-value of 0.627, lesser than the critical value of 2.000 showed no significant difference at 0.05 level between the mean performance scores, obtained by both groups in general education. This result implies that both male and female graduates demonstrated similar performance in general education.

It can also be noted that the difference in mean scores between male and female graduates in professional education was found to be insignificant. This was attested to by the computed t-value of 0.051, which failed to exceed the critical value of 2.000 at 0.05 significance level.

The result tends to show that both male and female graduates have significantly showed poor performance in Professional Education.

On the other hand, significant difference was noted between the performance of male and female graduates in subject specialization. This result was borne out by a difference of means test with a t-value of 2.082, greater than the critical value of 2.000 at 0.05 significance level.

It can be inferred that male and female graduates differ significantly in their performance in subject specialization, with male graduates demonstrating a higher performance scores.

Collectively, the results further showed that both groups failed to meet the passing mean score (75%).

The foregoing results likely to imply that female graduates have significantly poorer performance in Licensure Examination for Teachers compared to their female counterpart.

CONCLUSIONS

The findings of the study led to the following conclusions: Respondents perform satisfactorily in the pre-service education. The respondents also have poor performance in Licensure Examination for Teachers. The performance grades of the respondents in pre-service education particularly in areas of general education and professional education are significantly related to their performance scores obtained in LET.

In pre-service education, both respondent groups have demonstrated similar performance in areas of professional education and subject specialization however; male respondents perform better than their female counterparts in general education. In LET, both respondent groups have shown poor performance in areas of general education and professional education however; male respondents perform better in subject specialization than the females.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered.

1. Strengthen the screening process for incoming teacher education students through strict compliance of entry requirements.
2. Design an assessment and evaluation procedures to identify clearly students who may and may not be qualified to continue in their chosen field of interest.
3. Intensify the Faculty Development Program for more faculty members to take graduate studies and further equip them with

adequate knowledge and skills in their respective major field of specialization

4. Consult regularly recent LET qualifiers to keep pace with the breadth and depth of its coverage. This may serve as basis for future treatment of the subjects.
5. In-house review should be included as part of the curriculum to determine the strengths and weaknesses of the students.
6. Submit teacher education program for accreditation to improve institution's competitiveness in terms of producing quality graduates.

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