ADMISSION FACTORS ASSOCIATED WITH THE ACADEMIC AND LICENSURE EXAMINATION FOR TEACHERS PERFORMANCES OF THE GRADUATES FROM MINDANAO STATE UNIVERSITY- MAIGO SCHOOL OF ARTS AND TRADES

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Abstract - This study attempted to measure the degree of association between the high school grade-point average (GPA) and the Mindanao State University System Admission and Scholarship Examination (MSU SASE) score as admission factors, and the academic and Licensure Examination for Teachers (LET) performances of the Bachelor of Elementary Education (BEEd) major in General Education graduates from Mindanao State University - Maigo School of Arts and Trades (MSU-MSAT). It was undertaken to deal with the issue on the significance of the above admission factors to the graduates’ academic and LET ratings in terms of general education, professional education, and the respective cumulative GPA and final rating. The study used descriptive-correlational method. Documentary analysis was the main tool employed in gathering data. Pearson Product-Moment Coefficient of Correlation (rxy) and t distribution (t) were utilized as statistical tools in the analysis and interpretation of data. The findings revealed that the graduates have only average academic performance in high school and barely pass the MSU SASE. They likewise have average academic performance in college and pass the LET with a satisfactory rating. High school GPA and MSU SASE score have substantial bearing with academic performance in terms of general education, professional education and cumulative GPA. The relationship of these factors to LET performance is likewise substantial but only in professional education and final rating, not in general education. Generally, the results point out that the admission factors are good correlates of the graduates’ academic and LET performances. However, these factors should still be revised with the end-in-view of recruiting more qualified and promising students who shall be effectively trained through an objectively implemented and monitored curriculum to ensure quality and LET-ready graduates, and of improving the impact of these factors to the graduates’ overall academic and LET performances.

Keywords - Admission Factors, Academic and Licensure Examination for Teachers Performances

I. INTRODUCTION

The Bachelor of Elementary Education (BEEd) major in General Education curriculum has been offered in Mindanao State University-Maigo School of Arts and Trades (MSU-MSAT) since the first semester of Academic Year 2006-2007. By now, the curriculum obviously need subjective evaluation to find out its quality in terms of its various integral components including the admission and graduation of students, and to measure as well the performance of the students and/or graduates the curriculum’s contribution to the attainment of its general aim of developing elementary teachers who are generalists who can teach across the different learning areas in grade school which is stipulated under Section 4 of the Commission on Higher Education (CHED) Memorandum Order No. 30, s. 2004

The curriculum’s admission policy which is selective and competitive given the selection of applicants that comes under scrutiny should be specifically evaluated being responsible in defining the quality of students admitted to the curriculum who should perform well both academically and in the subsequent Licensure Examination for Teachers (LET) in which one who is a holder of a bachelor’s degree in elementary education or its equivalent should undergo and pass as mandated in Republic Act No. 7836 known as the “Philippine Teachers Professionalization Act of 1994” According to Kuh (2007), the quality of university education is determined to a considerable extent by the abilities of those it admits and retains, and there is widespread agreement that success in university education is strongly related to pre-university academic preparation and achievement of students. Numerous studies indicated that admission policy predicts performance (Ong and Palompon, 2012), and has significant positive influence on board examination performance (Hilario, 2000). Similarly, Edenfield and Hansen as cited by Bauchmoyer (2002) pointed out that students who are better prepared academically will perform better and are more likely to pass credentialing examinations.

In the case particularly of the LET, the Three-Tiered Theory on LET Performance Enhancement by Faltado (2013) states that LET performance is predicted by three (3) aspects: the admission and retention policy, curriculum and instruction, and faculty competence. Inasmuch as this study is concerned, the theory implies that in order for a TEI to perform better in the LET, it must begin with the selective admission of students to a teacher education curriculum. Among the admission requirements set for the BEEd curriculum in MSU-MSAT include objective factors such as: (1) High school grade-point
average (GPA) which should be 85 percent or better; and (2) the score in the Mindanao State University System Admission and Scholarship Examination (MSU SASE) which should be more or less 10 points above the median. These factors are likewise adopted by most of the higher education institutions (HEIs) in the Philippines, and in other countries like Ethiopia where “student enrolment is based on university entrance scores, aptitude test scores, and preparatory school GPA” (Zekarias, et al., 2015). But the specific requirements as to the respective cut-off grade and score are relatively different. Since studies with regard to the correlation particularly of high school GPA and admission examination score to both the graduates’ academic and LET performances are limited, this research endeavor was envisioned to likewise serve as basis for the enhancement and modification of the existing admission policy of the curriculum being part and parcel of the monitoring mechanism to ensure that the “goods” are effectively delivered in support of the vision of the TEIs all over the Philippines which is to produce world-class professional teachers responsive to the commitment of the Department of Education (DepEd) in partnership with CHED of putting in place a demand-driven teacher education curriculum based on the premise that “pre-service education of teachers is the key towards achieving sustainable quality basic education” as cited by the 2004-2010 Medium-Term Philippine Development Plan.

II. STATEMENT OF THE PROBLEM

This study attempted to find out the degree of relationship between high school GPA and MSU SASE score, and the academic and LET performances of the BEEd graduates from MSU-MSAT. It specifically sought answers to the following questions:

1. What is the performance of the graduates in terms of high school GPA and MSU SASE score?

2. What is the academic performance of these graduates in college in terms of general education, professional education, and the cumulative GPA?

3. What is the performance of these graduates in the LET in terms of general education, professional education and final rating?

4. Is there a significant relationship between the high school GPA and MSU SASE score, and the academic and LET performances of these graduates?

III. METHODOLOGY

The study used the descriptive-correlational method designed to determine the significance of the relationship between two variables. The method was specifically used in finding the degree of relationship between the high school GPA and MSU SASE score as independent variables, and the academic and LET performances of the graduates as dependent variables. Data utilized in this study were based on the performances of the 153 out of the 187 BEEd graduates from MSU-MSAT who took the LET as first timers from September 2010 to September 2015 with a total of eleven (11) LET schedules. These graduates were distributed by academic year as follows: 20 out of 21 in 2009-2010; 12 out of 13 in 2010-2011; 28 out of 28 in 2011-2012; 28 out of 28 in 2012-2013, 28 out of 30 in 2013-2014, and 37 out of 67 in 2014-2015. Only ratings in general education and professional education for the September 2010, April 2011, September 2011 and March 2012 LETs were considered since in the ensuing examinations, the focus has been on these two (2) components only as provided for in the Professional Regulation Commission (PRC) Board Resolution No. 2012-10 with the justification that pre-school specialization and the special education specialization form part of the pedagogical content of the professional education component. Likewise, the content courses specialization covers the same liberal arts courses of the general education component.

The documentary analysis technique was the main tool used in gathering the required data of this study. The data about high school GPA, MSU SASE score and academic performance were taken from the Office of the Registrar, while data about LET performance were secured from the Office of the Dean of Instruction which keeps complete records of PRC Certifications on LET Institutional Performance and the individual ratings of takers who graduated from the school. For the purpose of providing a common qualitative description of the high school GPA, MSU SASE score, academic performance and LET performance, the distributions below were applied in which the MSU grading system approved through MSU Board of Regents (BOR) Resolution No. 12, s. 1997 was used as reference.

<table>
<thead>
<tr>
<th>High School GPA</th>
<th>MSU SASE Score</th>
<th>Academic Performance</th>
<th>LET Performance</th>
<th>Descriptive Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>156-180</td>
<td>1.00-1.25</td>
<td>94-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>88-92</td>
<td>131-155</td>
<td>1.50-1.75</td>
<td>88-93</td>
<td>Very Good</td>
</tr>
<tr>
<td>82-87</td>
<td>106-130</td>
<td>2.00-2.25</td>
<td>82-87</td>
<td>Good</td>
</tr>
<tr>
<td>76-81</td>
<td>81-105</td>
<td>2.50-2.75</td>
<td>76-81</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>75-69</td>
<td>Below Below</td>
<td>3.0</td>
<td>Below</td>
<td>Passing</td>
</tr>
<tr>
<td>75</td>
<td>56</td>
<td></td>
<td>75</td>
<td>Failure</td>
</tr>
</tbody>
</table>

The statistical tools used in the analysis and interpretation of data were as follows: (1) Frequency which was used in the counting of the data gathered; (2) Percentage which was used to determine the relative distribution of data into categories; (3) General Weighted Average (GWA) which was used...
as a numerical index rounded off to the nearest grade as defined above for the purpose of classifying the graduates in terms of their academic performance in general education, professional education and cumulative GPA; (4) Pearson Product-Moment Coefficient of Correlation (r) which was used to determine the level of relationship between high school GPA and MSU SASE score, and the academic and LET performances whose descriptive interpretations were based on the range of values for correlation coefficients by Calmorin and Calmorin (1997) as cited below; and (5) t Distribution (t) which was used to test the statistical significance of the correlation coefficients (Spatz, 1984).

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 - ±0.20</td>
<td>Negligible relationship</td>
</tr>
<tr>
<td>±0.21 - ±0.40</td>
<td>Low or slight relationship</td>
</tr>
<tr>
<td>±0.41 - ±0.70</td>
<td>Moderate relationship</td>
</tr>
<tr>
<td>±0.71 - ±0.90</td>
<td>High relationship</td>
</tr>
<tr>
<td>±0.91 - ±0.99</td>
<td>Very high relationship</td>
</tr>
<tr>
<td>±1.00</td>
<td>Perfect relationship</td>
</tr>
</tbody>
</table>

IV. RESULTS AND DISCUSSION

Admission Profile of the Graduates
High school GPA. The data showed that 88 out of the 153 graduates constituting 57.52 percent were good as high school students based on their high school GPA. There were 62 or 40.52 percent who obtained a very good high school GPA. It did not come as a surprise that nobody had a satisfactory or passing performance given the fact that applicants of the curriculum should have at least a high school GPA of 85 percent to qualify for admission. It is however noteworthy that only three (3) or 1.96 percent graduated from high school with excellent performance. These data generally imply that the BEEd graduates were only average as high school students.

MSU SASE score
The data about the scores of the graduates in the MSU SASE revealed that there were 126 or 82.35 percent who barely passed the examination. There were 26 or 16.99 percent who had a satisfactory rating while only one (1) or 0.65 percent obtained a good rating. These imply that the graduates just met the MSU SASE score required to warrant their admission to the curriculum.

Academic Performance of the Graduates
The academic performance of the graduates was defined by a set of data showing that the majority of them had good performance in the general education and professional education components, and in terms of the cumulative GPA with the corresponding observations of 115 or 75.16 percent, 89 or 58.17 percent, and 115 or 75.16 percent. There were respectively 25 or 16.34 percent, 49 or 32.03 percent and 35 or 22.88 percent with a very good performance, and 13 or 8.50 percent, 11 or 7.19 percent and three (3) or 1.96 percent with only a satisfactory performance. It was not unusual if nobody obtained a rating of 3.0 or passing since this performance is against the retention policy of the curriculum. However, there was no one also who obtained an excellent rating particularly in general education and the cumulative GPA, while only four (4) or 2.61 percent had it in professional education. These findings manifested that the BEEd graduates had only average academic achievement in college which is consistent with their high school performance.

LET Performance of the Graduates
The data about the LET performance of the graduates revealed that the great majority passed the examination based on their final rating since only 15 or 9.80 percent failed.

There were specifically 34 or 22.22 percent with a good rating; 82 or 53.6 percent with a satisfactory rating; and 21 or 13.73 percent with only a rating of 75, passing.

The categorical distribution of performance for final rating above was similar in the general education and professional education components where 51 or 33.33 percent and 36 or 23.53 percent obtained a good rating, respectively. There were correspondingly 76 or 49.67 percent and 84 or 54.9 percent with a satisfactory rating, and six (6) or 3.92 percent and eight (8) or 5.23 percent with only a passing rating of 75.

It was likewise disclosed that 20 or 13.07 percent failed in general education, and 24 or 15.69 percent in professional education. Nobody obtained a very good rating in general education, while only one (1) or 0.65 percent had it in both professional education and the final rating counterparts. For all the three LET components, nobody obtained an excellent rating.

These data generally manifested appreciable performance of the graduates in the LET where the great majority successfully passed the examination with most of these successful examinees getting a satisfactory rating. This is an indication that the curriculum has been well implemented.

Significance of the Relationship between Admission Factors, and the Academic and LET Performances of the Graduates
High school GPA and MSU SASE score, and Academic Performance of the Graduates. The test on the degree of relationship between high school GPA and MSU SASE score, and the academic
performance of the graduates found out that the relationship was descriptively moderate specifically between high school GPA and the three components of academic performance which include general education, professional education and the cumulative GPA based on the corresponding correlation coefficients of -0.416, -0.480 and -0.475. The correlation values are negative since MSU like most of the colleges and universities in the Philippines is adopting a grading system where a grade of 1.0 represents an excellent performance, and a grade of 5.0 represents failure. It appears therefore that there is an inverse relationship between admission factors and academic performance. Given the respective t-values of 5.62, 6.72 and 6.63 which are higher than the critical value of 1.96 at five percent level of significance with 151 degrees of freedom, the above correlation coefficients were found to be statistically significant which means that high school GPA and academic performance remarkably correlate. With regard to the MSU SASE score and the academic performance of the graduates, the relationship was descriptively negligible in general education and the cumulative GPA given the respective correlation coefficients of -0.197 and -0.199. The relationship was moderate in professional education with the correlation coefficient of -0.238. Since the corresponding computed t-values for general education, professional education and the cumulative GPA of 2.47, 3.01 and 2.50 are also higher than the critical value of 1.96 at five percent level of significance with 151 degrees of freedom, these correlation coefficients were statistically significant implying that MSU SASE score correlates with the academic performance of the graduates.

In general, the results suggested that both high school GPA and MSU SASE score are substantially associated with the academic performance of the BEd graduates in all the three components.

High school GPA and MSU SASE score, and LET Performance of the Graduates. The data used to test the significance of the relationship between high school GPA and MSU SASE score, and the LET performance of the graduates revealed that the relationship was descriptively low specifically between high school GPA and LET performance of the graduates in terms of professional education and final rating based on the correlation coefficients of 0.234 and 0.249, respectively, although the corresponding t-values of 2.96 and 3.16 show a statistical significance of these correlation coefficients based on the critical value of 1.96 at five percent level of significance with 151 degrees of freedom. The relationship was only descriptively negligible in terms of general education with a correlation coefficient of 0.151 which unfortunately fell short with regard to its statistical significance given its t-value of only 1.88 which is less than the same critical value of 1.96 at five percent significant level with 151 degrees of freedom. In terms of MSU SASE score, it was also in general education where the obtained correlation coefficient of 0.147 which is descriptively interpreted as negligible fell short given the t-value of only 1.83 which is less than the critical value of 1.96 at five percent level of significance with 151 degrees of freedom. This means no statistical significance of the relationship between MSU SASE score and the general education component of the LET. The relationship between MSU SASE score and the graduates’ performance in the professional education component and final rating in the LET was descriptively interpreted as low based on the corresponding correlation coefficients of 0.251 and 0.249. However, the respective t-values of 3.19 and 3.16 showed that the above correlation coefficients are statistically significant. The results generally pointed out that the performance of the graduates in terms of the professional education component of the LET as well as their final rating is influenced to a certain extent by their high school GPA and MSU SASE score. However, both factors do not remarkably associate with performance in the general education component of the LET. This is a good point for consideration as an extension of this study underscoring the importance of general education courses such as languages, mathematics and science which comprise the foundation and service component of the curriculum that helps ensure a good performance.

CONCLUSIONS

Based on the findings of this study, the conclusions below are drawn.

1. The BEd graduates have only average academic performance in high school and barely pass the MSU SASE.
2. They likewise have average academic performance in college in terms of general education, professional education and cumulative GPA.
3. They pass the LET with a satisfactory performance in terms of general education, professional education and final rating.
4. High school GPA and MSU SASE score have substantial bearing with the academic performance of the graduates in terms of general education, professional education and cumulative GPA. However, high school GPA has a better impact to academic performance than MSU SASE score.

The relationship of high school GPA and MSU SASE score to LET performance is likewise substantial but only in professional education and final rating, not in general education. Both factors have shown the same level of impact to LET performance.
RECOMMENDATIONS

The recommendations below are advanced for consideration.

1. High school GPA and MSU SASE score as admission factors should be revised to be able to recruit more qualified and promising students, and to increase their impact not only to the LET’s general education component but to the overall academic and LET performances of the graduates.

2. The cut-off requirement set for both high school GPA and MSU SASE score should be strictly implemented to ensure that only qualified applicants are admitted to the BEED curriculum in order not to compromise its quality.

3. MSU SASE should be evaluated in terms of its preparation and administration to become a more valid and reliable factor of the academic performance of the graduates.

4. The BEEd curriculum should be objectively implemented and monitored much more in its general education component to be able to improve its standards which shall ensure quality and LET-ready graduates.

5. An intensive study about admission factors and the general education component of the LET should be conducted to identify specific areas requiring intervention.

REFERENCES


