

Teaching Performance and Licensure Examination Ratings of Education and Non-Education Faculty in Selected Universities and Colleges in Region III

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Abstract: This study was conducted to compare the teaching performance and licensure examination ratings of faculty with education and non-education degrees from selected public and private higher education institutions in Region III, Philippines. The descriptive survey method was utilized to determine the teaching performance and licensure examination ratings of the faculty with education and non-education degrees. The study involved a total of three hundred two (302) respondents randomly selected from each participating higher education institutions in Region III. The selected institutions were labeled A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, and S to maintain secrecy and confidentiality of their responses. The researcher utilized the survey-questionnaire constructed based from AACUP. The data obtained from the respondents were tallied, tabulated, analyzed and interpreted accordingly using descriptive and inferential statistics. T-test revealed significant differences in the LET ratings of faculty with education and non-education degrees in General Education and Professional Education and significant relationship between the teaching performance and LET ratings of faculty with education and non-education degrees.

Keywords: Education Graduate, Faculty, Licensure Examination, Non-Education Graduate, Ratings, Teaching Performance.

I. INTRODUCTION

Competent teachers produce competent students. No single factor can contribute more to an improved student achievement than the guarantee of a quality teacher in every classroom. No amount of classroom facilities and instructional materials can produce the desired learning outcome without a teacher at the center stage. Fully entrusted with the tutelage of the young, a teacher should possess a multifaceted character that would make him ready to tackle multifaceted duties and obligations. He must be a picture of one who has outstanding mental, personal and social traits, a strong aptitude and interest in teaching the young, and competent in both content and teaching methodologies. According to Corpuz (2009), through the years, it has been observed that most of the top performers in the Licensure Examination for Teachers (LET) come from the group of non-education graduates. However, school heads have a common comment that the non-education graduates are good in content but not so good in teaching methods and techniques. Dr. Corpuz added that in contrast, it is said that most education graduates are said to be inadequate in content but good in teaching methods and techniques. These pressing issues in the field of teaching have moved the researcher to seek answers to question on what really are the marks of the better performer both in the Licensure Examination for Teachers (LET) and in the teaching profession in selected in selected universities and colleges in Region III.

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II. STATEMENT OF THE PROBLEM

The study focused on the correlation of the teaching performance and licensure examination results and ratings of faculty with education and non-education degrees in selected universities and colleges in Region III. Specifically; it sought answers to the following questions:

1. What is the profile of the respondents when grouped according to:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Civil Status;
 - 1.4 Course/Major Field
 - 1.5 Highest Educational Attainment;
 - 1.6 Subject taught;
 - 1.6 Years in teaching;
 - 1.7 Eligibility?
2. What is the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students with regards to:
 - 2.1 classroom management;
 - 2.2 mastery of subject matter;
 - 2.3 teaching strategies;
 - 2.4 communication skills?
3. What is the LET rating of faculty with education and non-education degrees with regards to:
 - 3.1 General Education;
 - 3.2 Professional Education?
4. Are there significant differences in the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students when grouped according to the variables cited in problem number 1?
5. Are there significant differences in the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students when grouped according to the variables cited in problem number 2?
6. Are there significant differences in the LET ratings of faculty with education and non-education degrees when respondents are grouped according to the variables cited in problem number 3?
7. Are there significant relationship between the teaching performance and LET ratings of faculty with of education and non- education degrees?

III. NULL HYPOTHESES

To make the data more lucid, the following hypotheses will be tested:

1. There are no significant differences in the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students when grouped according to the variables cited in problem number 1.
2. There are no significant differences in the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students when grouped according to the variables cited in problem number 2.
3. There are no significant differences in the LET ratings of faculty with education and non-education degrees in General Education, Professional Education when respondents are grouped according to the variables cited in problem number 3.
4. There are no significant relationships between the teaching performance and LET ratings of faculty with of education and non- education degrees.

IV. METHODOLOGY

The descriptive-survey method of research was utilized in the study. Descriptive studies, according to Calmorin (1995), are valuable in providing facts in which scientific judgments may be based. They provide essential knowledge about the nature of the objects and persons. It is an organized attempt to analyze, interpret, and report the present status of an institution, group or area and this method signifies the gathering regarding present condition. It also plays a large part in the development of instruments for the measurement of many things, instruments that are employed in all types of quantitative research as data gathering instruments like questionnaire instruments, observation schedules, and checklists and rating scales. In this particular study, the descriptive-survey method was utilized to compare the teaching performance and licensure examination ratings of faculty with education and non-education degrees in selected higher education institutions in Region III. A documentary analysis of licensure examination ratings of faculty with education and non-education degrees was also employed. Descriptive and Inferential Statistics were used to analyzed data such as frequency count, percentage, weighted mean, t-test , anova and Pearson r.

RESPONDENTS OF THE STUDY:

The three hundred two (302) faculty with education and non-education degrees from selected public and private higher education institutions in Region III were the subjects of the study. Using convenience sampling, the nineteen (19) colleges and universities were selected out of the existing higher education institutions in Region III. The selected institutions were labeled A, B, C, D, E, F, G, H, I, J K, L, M, N O, P,Q, R, and S to maintain privacy and confidentiality of their responses as per ethics in research explained by Fraenkel (2003 p.58).

V. RESULTS AND DISCUSSION

1. Profile of the respondents:

The mean age of the faculty-respondents is 38.36; majority of them are female; dominated by married faculty; majority of the respondents are graduates of education courses; mostly English major; majority have master’s degree; most of the faculty-respondents are teaching English; most of them have taught for about 11-15 years; majority are LET passers.

2. Teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students:

Education Graduate

TABLE I reveals that faculty with education and non-education degrees on their teaching performance in selected public and private higher education institutions in Region III, the supervisors, peers and students rated them as outstanding in classroom management (X = 4.75), teaching strategies (X= 4.73) and communication skills (X= 4.50) while very satisfactory in mastery of subject matter with a mean rating of (X= 3.86). The overall assessment on the teaching performance of education graduate is outstanding with a mean of 4.46.

TABLE I: Mean Rating of Teaching Performance of Education Graduate

	Teaching Performance Education Graduate	Supervisor		Peer		Student		OWM	Interpretation
		WM	DR	WM	DR	WM	DR		
1	Classroom Management	4.75	O	4.76	O	4.73	O	4.75	Outstanding
2	Mastery of Subject	3.80	O	3.90	O	3.87	O	3.86	Very Satisfactory
3	Teaching Strategies	4.73	O	4.74	O	4.72	VS	4.73	Outstanding
4	Communication Skills	4.50	O	4.51	O	4.49	VS	4.50	Outstanding
	Overall Weighted Mean							4.46	Outstanding

Non-Education Graduate:

TABLE II shows that faculty with non-education degree on their teaching performance in selected public and private higher education institutions in Region III, the supervisors, peers and students rated them as very satisfactory in classroom management (X = 4.02), teaching strategies (X= 3.95) and communication skills (X= 3.92) . Non- education graduates were evaluated as very outstanding in mastery of subject matter with a mean rating of (X= 4.80). The overall assessment on the teaching performance of non-education graduate faculty is very satisfactory with a mean of 4.17.

The findings confirmed the study made by Corpuz (2009) that education graduates are better performers compared with non-education graduates in terms of teaching performance as evaluated by their supervisors.

TABLE II: Mean Rating of Teaching Performance of Non-Education Graduate

	Teaching Performance Non - Education Grad	Supervisor		Peer		Student		OWM	Interpretation
		WM	DR	WM	DR	WM	DR		
1	Classroom Management	4.02	VS	4.03	VS	4.01	VS	4.02	Very Satisfactory
2	Mastery of Subject	4.80	O	4.82	O	4.77	O	4.80	Outstanding
3	Teaching Strategies	3.95	VS	3.96	VS	3.94	VS	3.95	Very Satisfactory
4	Communication Skills	3.92	VS	3.93	VS	3.91	VS	3.92	Very Satisfactory
	Overall Weighted Mean							4.17	Very Satisfactory

3. Licensure Examination for Teachers (LET) rating of faculty with education and non-education graduates:

TABLE III shows the Licensure Examination Ratings of faculty with education and non- education degrees in selected public and private higher education institutions in Region III. As shown, faculty who are non-education graduates performed better than the faculty with education degree, both in the areas of the general education and professional education with 79.89 % and 80.47% interpreted as good respectively as compared to education graduates with only 76.81% in the general education and 77.27% in professional education interpreted as fair respectively.

The findings confirmed the study made by Corpuz (2009) that non-education graduates are the better performers compared with education graduates in terms of licensure examination ratings.

Table III: Licensure Examination Ratings of Education and Non-Education Graduates

Areas	Education	Interpretation	Non - Education	Interpretation
General Education	76.81	Fair	79.89	Good
Professional Education	77.27	Fair	80.47	Good

4. Significant differences in the teaching performance when grouped according to the profile variables:

Analysis of variance revealed that there are significant differences in the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students when grouped according to age, educational attainment, and years in teaching. However there are no significant differences with regards to sex, civil status, course/major field subject taught, and, eligibility.

5. Significant Differences of Teaching Performance of Education and Non Education Graduate:

As shown in the TABLE IV education graduates performed better than non-education group. This could be supported by t-values of 8.69, 5.08 and 3.68 in classroom management, teaching strategies and communication skills respectively. These values are greater than the tabular value of 2.10. The data provide sufficient evidence to conclude that education graduates are better performers compared with non- education group in terms of classroom management, teaching strategies and communication skills. Whereas non-education group performed better than the education group in terms of mastery of subject matter. This was supported by a greater t-value of -7.32 as compared to tabular value of 2.10. The negative sign indicates that non- education group has a greater mean rating of 4.80 as compared to the education group of 3.86. The data provide sufficient evidence to conclude that non-education graduates are good in content but not so good in teaching methods and techniques.

The findings confirmed the study made by Corpuz (2009) that education graduates are the better performers than non-education graduates in terms of classroom management, teaching strategies and communication skills but inadequate in mastery of subject matter.

TABLE IV: Summary of T-Test Results on the Teaching Performance Between Education and Non- Education Degrees

Teaching Performance	Education	Non-Education	t stat	critical value	Decision	Interpretation
Classroom Management	4.75	4.02	8.69	2.10	Rejected	Significant*
Mastery of Subject Matter	3.86	4.80	7.32		Rejected	Significant*
Teaching Strategies	4.73	3.95	5.08		Rejected	Significant*
Communication Skills	4.50	3.92	3.68		Rejected	Significant*

6. Significant Differences in Licensure Examination Ratings of Education and Non Education Graduates:

TABLE V shows the summary of T-test results on the Licensure Examination Ratings of education and non- education graduate in selected higher educational institution in Region III. As shown in the table non-education graduate performed better than education group. This could be supported by t-values of 11.44, and 7.91 in general education and professional education respectively. These values are greater than the tabular value of 1.97. The data provide sufficient evidence to conclude that non-education graduates are better performers than education graduates in terms of general education and professional education in the licensure examination.

TABLE V: T-Test Results in the Licensure Examination Ratings Between Education and Non- Education Graduate

LET Ratings	Education	Non-Education	t stat	critical value	Decision	Interpretation
General Education	76.81	80.47	11.44	1.97	Rejected	Significant*
Professional Education	77.27	79.89	7.91		Rejected	Significant*

7. Relationship Between the Teaching Performance and Licensure Examination Ratings of Education and Non-Education Graduates:

Pearson (r) reveals that there are significant relationship between the teaching performance and LET ratings of faculty with education and non- education degrees: the teaching performance of education degrees was positively linearly correlated with Professional Education ratings but negatively linearly correlated with General education ratings; while the teaching performance of non-education graduates was negatively linearly correlated with General education ratings but not correlated with Professional Education.

VI. CONCLUSION

The following conclusions were drawn based on the findings of the study:

1. As to profile of the respondents, the mean age of the faculty-respondents is 38.36; majority of them are female; dominated by married faculty; majority of the respondents are graduates of education courses; mostly English major; majority have master's degree; most of the faculty-respondents are teaching English; most of them have taught for about 11-15 years; majority are LET passers.
2. The teaching performance of faculty with education degree is outstanding in classroom management, teaching strategies, and communication skills; while very satisfactory in mastery of subject matter as perceived by their supervisor, peers, and students. Overall, the teaching performance of faculty with education degree is outstanding. For faculty with non-education degree, they were rated by their supervisor, peers and students as very satisfactory in classroom management, teaching strategies and communication skills. Faculty who are non-education graduates were evaluated as outstanding in mastery of subject matter. The overall assessment on the teaching performance of faculty with non-education degree is very satisfactory.
3. Faculty with non- education degree performed significantly better than faculty with education degree, both in the General Education and Professional Education areas.
4. There are significant differences in the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students when grouped according to age, educational attainment, and years in teaching. However there are no significant differences with regards to sex, civil status, course/major field subject taught, and, eligibility.
5. There are significant differences in the teaching performance of faculty with education and non-education degrees as evaluated by their supervisors, peers and students when grouped according to classroom management, mastery of subject matter, teaching strategies, and communication skills.
6. There are significant differences in the LET ratings of faculty with education and non-education degrees in General Education and Professional Education.

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7. There are significant relationship between the teaching performance and LET ratings of faculty with education and non- education degrees: the teaching performance of education degrees was positively linearly correlated with Professional Education ratings but negatively linearly correlated with General education ratings; while the teaching performance of non-education graduates was negatively linearly correlated with General education ratings but not correlated with Professional Education.

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