

Academic Profile of Bachelor of Technical Teacher Education Ladder I Students as Basis for an Intervention Program

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Abstract- *This study aimed to determine: the academic profile of Bachelor of Technical Teacher Education (BTTE) Ladder 1 students in terms of entrance examination, GWM in GEC subjects and TESDA Competency Assessment; their strengths and weaknesses along TESDA Assessment; the significant relationship between Entrance Examination & GWA, GWA & TESDA Competency and Entrance Examination & TESDA Competency, the significant interrelationship among the three variables; and the program or intervention which could be proposed to improve their academic performance. Data were gathered from one hundred fifty eight (158) BTTE Ladder 1 graduates of SY 2014-2016 through a questionnaire and documentary analysis and were statistically treated using percentage, weighted mean, Spearman's rho and multiple coefficients. The researcher concluded that BTTE Ladder 1 students are competent as assessed by TESDA despite being low in entrance examination. Their weaknesses lie along communication and comprehension but they prove to be capable also on the condition that Filipino language is used and questions are repeated or rephrased. They also lack exposure to the tools and equipment used their field. Their strength is evident in performing the task but not in explaining the process. Both the Entrance Examination & GWA, GWM & TESDA Competency and Entrance Exam & TESDA Competency are significantly interrelated.*

Keywords: *assessment, entrance examination, TESDA competency*

INTRODUCTION

The Camarines Sur Polytechnic Colleges (CSPC) in the Philippines envisions itself as the regional center of excellence in polytechnic education. Its mission is to take the lead in providing highly technical and quality professional education through ladderized curricula in fisheries, trades and technology, arts and sciences; generating technology and undertaking sustainable community development in accord with the College Mandate, thrust and directions of higher education, and national development goals.

Specifically, the College is strongly committed to: provide quality instruction, learning environment and other support services to produce graduates who are morally upright, service-oriented, technology & professionally competitive and innovative; initiate research and development to generate new scientific knowledge and advanced technology through appropriate utilization, and conversation of natural resources for sustainable development; establish an effective and efficient management of production and

income generating projects for self-sufficiency; and undertake responsive and relevant extension and community development services [1].

Based from its Vision, Mission, Goals and Objectives (VMGO), CSPC clearly defines that it should produce graduates who are equipped of the knowledge, skills and competencies needed by the community for development.

The year 2015 marked the integration of all members of Southeast Asian member countries collectively known as ASEAN 2015 [2]. One of the purposes of these is to collaborate and exchange goods, human resources and the likes among members of the Region without hassle. With this development, CSPC should be prepared and aligned all its curricular programs to be at par with other higher educational institutions in ASEAN.

CSPC is International Standardization Organization (ISO 9001:2008) certified since 2013. This year, the College is proclaimed by the Philippine Regulatory Commission as the Top Performing College in Midwifery Program in the Philippines.

These are some of the outstanding performance of this College on its 32 years of existence.

The newly created college of Camarines Sur Polytechnic Colleges is called College of Education, Arts and Sciences (CEAS). It offers Bachelor of Technical Teacher Education (BTTE) with varied major technology courses, Bachelor of Arts in English, Bachelor of Science in Mathematics and son to offers Bachelor of Library and Information Science. BTTE is offered by the College to address the deficient numbers of technical teachers who will handle subjects in the junior and senior high schools. All programs under this College are all ladderized programs.

The Bachelor of Technical Teacher Education started three years ago. After completion of the program, graduates are required by PRC to take a Licensure Examination for Teachers (LET) for them to qualify to teach in private and public schools nationwide and also to address the needed knowledge, skills and competencies of graduates, hence this study.

Considerable researches have investigated the relationship and factors that affect the academic performance of the students. The study presented by Ajayi [3] mentioned that the school environment which include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, etc. are variables that affect students' academic achievement. The study emphasized that school environment remains an important area that should be studied and managed well to enhance students' academic performance.

The study presented by Odufowokan [4] examined the relationship between school plant planning and students' academic performance in south west Nigeria schools using descriptive survey research design. The study revealed that the levels of school plat planning and students' academic performance were relatively close, and as such students' academic performance was significantly related to instructional space planning. Based on the findings, the five hypotheses were rejected showing that there is a strong relationship.

The study of Alos, Carante and David [5] determined the factors affecting the academic performance of fourth year student nurses. The factors affecting a student's academic performance arise from several reasons. In line with this, this research was conducted to determine the factors that

affect the academic performance of the nursing students which may consequently help in the improvement of the students and teachers alike. This study may benefit the students by allowing them to understand better the factors that can affect their academic performance. They may be able to improve their academic performance with the findings that are established by this study. Based from the findings, it was concluded that several factors pose a high impact on the academic performance of student nurses, with teacher-related factors topping the list. Among the five (5) domains, study habits and school-related factors fall behind the teacher-related factors. Nonetheless, both categories are still deemed to be highly impactful. Conversely, personal conditions and home-related factors pose little effect on student nurses' academic performance.

Patena and Dinglasan [6] determined the performance of the students in the area of Mathematics particularly in Algebra and Trigonometry. The results showed that the students who took the subjects for the two academic years were not able to meet the required criteria. Study techniques were found to be the common factor that affects the performance of the students in Mathematics. Thus, the researchers recommended to organize periodic seminar and workshops for students, teachers and school administrators to promote positive attitude towards mathematics and to conduct tutorials session to improve students' performance.

Buted et al. [7] reckon the previous and present condition of senior tourism students with regards on their foreign language class. The results revealed that performances of the students in foreign language are affected by teaching strategies used by the professors. With such, a proposed plan was formulated to improve foreign language subject of the study.

Aquino, DelMundo and Quizon [8] investigated the performance of Batangas State University ARASOF College of Teacher Education graduates using a survey questionnaire. Findings revealed that employers are satisfied with teacher's preparedness at Batangas State University ARASOF. Further employers find proficiencies explored in the study very useful for an entry level teacher. Also findings showed that a gap exists between the employer's assessment of graduates and the degree of usefulness of these proficiencies. In spite of this gap, principals and school heads are very much willing to continue hiring graduates of the school of study.

Mankilik, Mangut and Dawal, Blessing Solomon [9] examined the effect of Mastery Learning Approach (MLA) on the performance of boys and girls in public primary schools in basic science and technology in Jos Metropolis Nigeria. The results revealed that gender had no influence on the performance of pupils in basic science and technology and that MLA improved the performance of boys and girls in basic science and technology in the experimental group than those of the control group. Findings also showed that MLA narrowed the gap between boys and girls with high, moderate and low performance level. This implies boys and girls performance improved equally in BSTPT. The results further showed that teaching method has great influence on the performance of pupils than gender influence, since the performance of both boys and girls in the experimental and control groups did not show any remarkable differences. It was recommended that teachers should integrate MLA in their classroom day to day teaching and learning process.

From the article presented by Glick [10], children of immigrants come from diverse backgrounds and enter school with different family migration experiences and resources, and this is considerable variation in academic performance persists across racial/panethnic groups as well as by country-of-origin background and linguistic ability even when adjusting for family background, resources, and previous academic performance. We find some intriguing evidence of early “segmentation” among children from various groups, suggesting some convergence within race and ethnicity for some children. However, this conclusion should not be overstated, because the results also point to the great diversity by national origins that are masked by reliance on racial/panethnic groupings as the author stated.

Previous studies have investigated the relationship and factors that affect the academic performance of the students. To complement these studies, the present research examined the academic performance of Bachelor of Technical Teacher Education (BTTE) students at Camarines Sur Polytechnic Colleges (CSPC).

OBJECTIVES OF THE STUDY

The main objective of this study is to determine the correlation of the academic performance of BTTE entrance examination results. Specifically, it aimed to

determine: the academic profile of BTTE students in terms of a) Entrance Examination, b) General Weighted Mean in GEC subjects and c) TESDA Competency assessment; the strengths and weaknesses of students along TESDA Assessment; significant interrelationship between: a) Entrance Examination & GWA, b) GWA & TESDA Competency and c) Entrance Examination & TESDA Competency; the significant interrelationship among the three variables; and proposed program or intervention to improve the academic performance.

METHODS

The study adopted the descriptive correlational survey method and documentary analysis. The statistical tools adopted areas follows; percentage and weighted mean which were used to depict the profile of the participants. The Spearman’s rho and the multiple coefficients were also used to determine the significant relationship between the three variables; the general weighted average of the Entrance Examination, the TESDA Competency Result, and the general weighted mean of the general education subjects. Documentary analysis was employed when utilizing the data available at the Guidance and Admission Office and the Dean’s Office of the College of Education, Arts and Sciences, Camarines Sur Polytechnic Colleges.

Since 2013 the college is a certified International Standardization Organization (ISO 9001:2008). This year, the College is proclaimed by the Philippine Regulatory Commission as the Top Performing College in Midwifery Program in the Philippines. These are some of the outstanding performance of this College on its 32 years of existence. The participants of this study were consists of all enrolled Bachelor of Technical Teacher Education students in Ladder I during school year 2014-2015. The number of students was obtained from the College Registrar. The research covers the GWA of two semesters (One school year 2014-2015) of 158 enrolled students.

RESULTS AND DISCUSSION

The study was conducted among 158 students enrolled in Bachelor of Technical Teacher Education major in Food Service Management Ladder I students for school year 2014-2015. They were enrolled in a ladderized course.

From the Admission Office, the researcher obtained the following data that may serve the purpose of the research. The computed general

average admission test result is 72.48 % from the One Hundred Fifty Eight (158) enrolled students. While the general weighted mean of the general education subjects is 82.39 %. The data was obtained from the Dean's office of the College of Education, Arts and Sciences.

Table 1. Profile of the Enrolled Students and Graduates for SY 2014-2015

Gender	No. of Enrolled Students	Percent of Enrolled Students	No. of Graduates	Percent of Graduates
Male	41	25.95	36	24.32
Female	117	74.05	112	75.68
Total	158	100.00	148	100

Table 1 shows the profile of the participants in this research study in terms of enrollees and the graduates. There were 158 enrolled in the course, 41 or 26 % were male and 117 or 74 % were female. Majority of the respondents in the program is female. It is known in the Philippine culture and tradition that female dominated the number in the teaching force. It shows the total graduates of the 1st Ladder which is 148. However when it comes to TESDA assessment, only 101 submitted for the TESDA assessment. Others did not submit because of personal reasons like, financial problem and some of them quit from classes and some transferred to other program. But these graduates from Ladder I who did not take the assessment said that they already filed their application for the TESDA assessment for summer 2016.

The proceeding table presents the actual data of students who submitted themselves for TESDA assessment at the end of the Ladder. Data were obtained from the TESDA Focal Office of the College where the actual assessment took place. The Camarines Sur Polytechnic Colleges has established its own TESDA assessment center. The center was authorized and recognized by TESDA Central Office as assessment center for clientele of the 5th District of Camarines Sur and beyond.

Further, Table 2 shows the data of respondents who took and passed the TESDA assessment. Out of 101 graduates who took the assessment, only 79 or 78 percent passed the assessment while 22 or 21 percent were not competent.

In the table presented, 83 or 52.53 percent belongs got low rating in the entrance exam, while 38 or 24.05 percent belongs to average. From the given

figure, majority of Bachelor of Technical Teacher Education students got low entrance exam. The General Weighted Mean in General Education Subjects was 83.43 percent. Among the 158 enrolled students, only 101 took the TESDA Assessment given by the assessment center and 79 or 78.22 percent successfully passed the said assessment.

Table 2. Academic Profile of the BTTE Students

Profile	Frequency	Percentage
1.1 Entrance Examination		
Above Average	15	9.50
Average	38	24.05
Below Average	22	13.92
Low	83	52.53
Total	158	100.00
1.2 General Weighted Mean in GEC	158	83.43
1.3 TESDA Competency Assessment		
Passer/Competent/ Passed	79	78.22
Not yet Competent/ Failed	22	21.78
No. of students took TESDA Assessment	101	100

The Strengths and Weaknesses of Students along TESDA Assessment

The researcher gathered the listed data below from the two TESDA assessors who conducted the Bread and Pastry Assessment to the BTTE graduates of SY 2014-2015. According to them these are the following strengths and weaknesses that they observed and experienced;

Weaknesses: (During TESDA Assessment)

The following are the data gathered by the researcher on the weakness of students: poor in English grammar, poor comprehension on some complicated instructions, easily distracted by gadget/technology, poor listening habits, inability to control their negative behavior during assessment, lack of exposure to the tools and equipment, poor English communication skills, unfamiliarity or lack of exposure to the tools and equipment, poor time management, difficulty in understanding the instructions (logical thinking or critical thinking), behavior problem, and poor comprehension.

Strengths: (During the TESDA Assessment)

The following are the data gathered by the researcher on the strengths of students: being capable of bringing out good and useful ideas, can manage

their time well and answer the practical questions but sometimes they request to repeat or rephrase the questions, ability to try to find ways to understand and cope up with the questions by using Filipino language, willingness to learn, can do the task but not on pressured time, can perform the task on actual job than on explaining the details of what they had done, can do the actual job but when it comes to explaining the task, they prefer to use Filipino language than English.

Table 3. Significance of Interrelationship between Entrance Examination and GWA, GWM in GEC and TESDA Competency, and Entrance examination and TESDA Competency

INDICATOR	PARAMETER		
	Entrance Examination and GWA	GWM in GEC and TESDA Competency	Entrance Exam and TESDA Competency
Summation of the Squared Deviation from difference (d2)	658.5	724.3	697.6
Computed rs	1.88	2.49	2.81
Tabular value at 0.05	1.00	0.62	0.54
Decision on Ho	Rejected	Rejected	Rejected
Significance of interrelationship	Significant	Significant	Significant

Table 3 presents the significance of interrelationship between Entrance Examination & General Weighted Average, General Weighted Mean in GEC & TESDA Competency and, Entrance Exam and TESDA Competency.

Table 3 reveals that the computed value in terms of entrance examination and general weighted average (1.88), general weighted mean and TESDA competency (2.49), and entrance exam and TESDA competency which were more than the tabular value at 0.05 level of significance were 1.00, 0.62, and 0.54 respectively.

The data revealed that a significant interrelationship exists between the entrance examination and GWA. One would expect that if a student has a high score in the entrance examination they would definitely obtain a high GWA.

The study also showed that a significant interrelationship exists between the GWM in the GEC and TESDA Competency. This clearly shows that if a student obtains a high GWM in the GEC he/she will

also score high in the TESDA Competency Assessment. This clearly revealed that GEC is an important factor in the TESDA Competency exam.

From the data above it clearly show an interrelationship between the student entrance examination and TESDA Competency. For having obtained a high entrance exam they would definitely obtain a high score in the TESDA Competency.

Table 4. Significance of Interrelationship between Entrance Examination and GWA, GWM in GEC and TESDA Competency, and Entrance examination and TESDA Competency

INDICATOR	PARAMETER		
	Entrance Examination and GWA	General Weighted Mean in GEC	TESDA Competency
Summation of the Squared Deviation from difference (d2)	728.0	684.0	686.5
Number of Groups	3	3	3
Number of Indicators	4	1	3
Coefficient of Concordance (W)	0.982	0.923	0.928
Tabular value at 0.05	0.81	0.75	0.51
Decision on Ho	Rejected	Rejected	Rejected
Significance of interrelationship	Significant	Significant	Significant

Table 4 presents the significance of interrelationship between entrance examination and general weighted average, the general weighted mean in GEC and TESDA Competency and Entrance examination and TESDA Competency.

From the data gathered, it could be noted that the computed value of entrance exam and general weighted average (0.982), general weighted mean in GEC (0.923) and TESDA competency (0.928) were greater than the tabular value at 0.05 level of significance that is 0.81, 0.75 and 0.51 respectively.

Data revealed that a significant interrelationship exists between the three variables. This may be attributed to the fact that the variables are directly linked with the learning process in the school. This implies that effective teaching and learning processes will be enhanced thereby leading to a good academic performance of the students.

Proposed Intervention to Address the Student's Weaknesses

It is given here the proposed Enhancement Program for BTTE 2 students.

(For English Language Enhancement)

I. Title - English Language Enhancement Program (A Language Program for Bachelor of Technical Teacher Education 2 students.

II. Rationale / Overview – English Language is in demand all over the world as an international language of trade and industry. It has become a necessity for people to speak English if they are to enter global workforce. Research from all over the world shows that cross-business communication is most often conducted in English.

Mastering the English language is a must for two major reasons. It offers a person higher marketability and higher earning power. Based on the 2011 English proficiency Index, English has become the factor language of communication not only in international business but also in nearly every context where two people do not share a language. Similarly, recruiters and HR managers around the world report that candidates with English skills above the local average stand out from the crowd and garner 30-50% higher salaries than similarly-qualified candidates without English skills.

Truly, the importance of English in the global market place cannot be underestimated; hence, the great necessity to master the language is at hand. Nevertheless, it is a sad reality that many of the college students nowadays lack the necessary competence in using English both on oral and written communication. For this reason, there is a compelling demand to reinforce and enhance their knowledge and skills in employing the language in both general and academic contexts. Such is the very essence of this English Language Enhancement Program (ELEP) for Bachelor of Technical Teacher Education (BTTE) students.

III. Objectives

- Develop language competence through interactive and independent learning
- Advance students' communicative competence and critical literacy
- Nurture students' sense of common ground as present/ future global citizens
- Enhance the students' ability to use the target language in both general and academic contexts

IV. Number of Hours- 64

V. Topics

Topics	Numbers of hours
Nouns	4
<ul style="list-style-type: none"> • Common Nouns and Proper Nouns • Singular and Plural Nouns • Compound Nouns 	4
Pronouns	4
<ul style="list-style-type: none"> • Antecedent of Pronouns • Personal Pronouns • Reflexive and Intensive Pronouns • Demonstrative, Relative and Interrogative Pronouns • Indefinite Pronouns 	4
Adjectives	4
<ul style="list-style-type: none"> • The Process of Modification • Comparison of Adjectives • Adjectives in Series • Possessive Pronouns or Possessive Adjectives? 	4
Verbs	8
<ul style="list-style-type: none"> • Types of Adverb • Adverb Clauses 	8
Subject-Verb Agreement	8
Adverbs	4
<ul style="list-style-type: none"> • Types of Adverb • Adverb Clauses 	4
Conjunctions and Prepositions	4
<ul style="list-style-type: none"> • Types of Conjunctions • Words Used as Prepositions 	6
Drills (Grammar Skills)	12
Literary/Reading Skills	12
<ul style="list-style-type: none"> • Vocabulary Development • Interpreting Graphs/Tables • Making Inferences • Predicting Outcomes • Identifying the Tone, Mood and Author's Purpose • Making Conclusions/Generalizations • Deducing Themes 	10
Drills (Literary/ Reading Skills)	10
Total Number of Hours	64

B. For TESDA Assessment (Waiting for Finalization of Training Regulation for FSM).

CONCLUSION AND RECOMMENDATION

After the analysis of the collected data, this study concludes that BTTE graduates of Ladder 1 are competent as assessed by TESDA despite their low entrance examination result. Their weakness lies along communication and comprehension but they

prove to be capable also on the condition that Filipino language is used and questions are repeated or rephrased. They also lack exposure to the tools and equipment used their field. Their strength is evident in performing the task but not in explaining the process. Both the Entrance Examination & GWA, GWM & TESDA Competency and Entrance Exam & TESDA Competency are significantly interrelated.

Based on the findings, the BTTE students will surely benefit from this study for they will be aware of the activities to improve their academic performance such as the proposed English Language Enhancement Program (ELEP). The study may also serve as an eye opener to the parents to actively participate in the College activities for them to help their children in studying the degree of BTTE. This will facilitate good academic performance of the students.

The study also revealed that a significant interrelationship exists between the three variables. This may be attributed to the fact that the three variables are directly linked with the learning process in the school. This implies that better teaching and learning processes would enhance students' academic performance.

The findings of the study collaborated with that of Ajayi [3] and Odufowokan [4] that school environment such as classrooms, school management, teaching methods and strategies are variables that affect the student's academic performance. Also with the proposed intervention program it also agree with that of Buted et al. [7] and Aquino et al. [8] that proficiencies is an important area to be studied since its affect the students' academic performance.

Thus the researcher recommends that the proposed intervention be adopted to address the students' weakness.

This study is limited to the strength and weaknesses of the strengths and weaknesses of students along TESDA Assessment; significant interrelationship between: Entrance Examination & GWA, GWA & TESDA Competency and Entrance Examination & TESDA Competency; the significant interrelationship among the three variables. Further studies can be conducted to determine other factors

that affect academic the performance of the BTTE students.

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