

The Teaching of Professional Education Subjects in University of Rizal System, Philippines

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Abstract- The study primarily aimed to determine the conditions of teaching Professional Education Subjects in University of Rizal System, Rizal, Philippines. The study made use of descriptive- evaluative method of research utilizing documentary analysis and questionnaire checklist. Findings revealed that the group-based college teaching modes are not often utilized compared to individual-based teaching modes which are often utilized as perceived by both faculty members and students. The instructional resource materials are very inadequate as perceived by the faculty members and inadequate as perceived by the students. The type of test administered during periodic are multiple-choice test and test items are unevenly distributed to the different domains of learning.

Index Terms- Professional education subjects, teaching, University of Rizal system

University of Rizal System, Antipolo City in the Licensure Examination for Teachers in areas of General Education, Professional Education and Specialization in year 2010 are 67.2 percent, 64.76 percent and 66.02 percent, respectively. It is clear in the result that Licensure Examination Takers have low average rating in Professional Education Subjects. The result is attributed to the preparations of the graduates as honed by the Professional Education faculty members. Hypothetically, two of the causes are the teacher and school factors. These factors must be taken into consideration in the administration of the College of Education.

In view of the need to contribute more effectively in the improvement of the teaching and learning process in Professional Education, this study on “The Teaching of Professional Education Subjects of the University of Rizal System, Philippines” was conducted.

I. INTRODUCTION

Education is the most important factor that contribute to the development of one's country. It is a tool in transmitting culture from one generation to another. This concept simply implies that the government must strengthen education at all levels. Article XIV, Section 1 of the 1987 Philippine Constitution states that “the state shall establish and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society”. This provision illustrates that there is a necessity to support the teaching profession in our country.

Bilbao, Corpuz, Llagas, & Salandanan (2006) explained that teaching is a mission. They explained that a teacher must embrace the mission because he is sent to the world to accomplish a mission to teach. In other words, a teacher is accountable to the society.

Before a teacher can contribute to societal development, one should prepare for the profession. Lardizabal, Bustos, Bucu & Tangco (1991) categorized the pre-service preparation of teachers into three (3) major areas of subjects which are General Education, Professional Education and Specialization. These categories of preparations are evaluated when the graduates of any teacher education program would like to practice the teaching profession. Professional Education Subjects are classified into theory and concept courses and methods and strategies courses.

Generally, the competencies of the graduates in the area of Professional Education is low compared to General Education and Specialization as indicated in the result of the Licensure Examination for Teachers. The average rating of the graduates of

II. OBJECTIVES

The study aimed to determine the following:

1. frequency of the utilization of group-based and individual-based college teaching modes;
2. adequacy of learning resource materials used by the faculty members;
3. assessment tools used by faculty members in the prelim, mid-term and final periods; and
4. distributions of test items to the different domains of learning.

III. RESEARCH METHODOLOGY

The study made use of descriptive- evaluative method of research utilizing questionnaire checklist and documentary analysis.

The subjects of the study were the sixty three (63) faculty members who taught Professional Education Subjects, and selected ninety seven (97) students enrolled in Professional Education Subjects in eight (8) campuses of the University of Rizal System during the school year 2010-2011. These campuses are Angono, Antipolo, Cainta, Morong, Pililla, Rodriguez, Tanay and Taytay.

The instrument used in the study was a questionnaire checklist on Teaching Professional Education Subjects. The checklist is consist of items on aspects of frequency in the utilization of college teaching modes and adequacy of learning resources. Aside from the checklist, the study made use samples from compiled Prelim., Mid-Term and Final Examinations administered during the School Year 2010-2011.

IV. RESULTS

Frequency of Utilization and Effectiveness of Modes of College Teaching, Learning Resources, Syllabi used and Assessment Tools

Table 1. Mean on Frequency of Utilization of Faculty Members on College Teaching in Terms of the Group-Based and Individual-Based Teaching Modes

College Teaching Modes	Perception of Respondents			
	Faculty Members		Students	
A. Group-Based Teaching Modes	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Large – group lecturing without media	2.03	Less Often	2.37	Less Often
2. Mediated large group lecturing	1.62	Least Often	1.51	Least Often
3. Symposium	1.57	Least Often	1.76	Least Often
4. Film showing	3.22	Often	3.12	Often
5. Team teaching	1.67	Least Often	1.60	Least Often
6. Round table conference	1.44	Less Often	1.99	Less Often
7. Case presentation	1.46	Least Often	1.65	Least Often
8. Informal lecturing	2.22	Not Often	2.49	Less Often
9. Pair-share	1.40	Least Often	1.26	Least Often
10. Panel discussion	1.90	Less Often	1.29	Least Often
11. Debate	1.70	Least Often	1.80	Least Often
12. Buzz group	1.90	Not Often	2.29	Less Often
13. Brainstorming	1.32	Least Often	1.91	Less Often
14. Role playing	1.54	Least Often	1.70	Least Often
15. Demonstration	1.83	Not Often	1.79	Least Often
16. Field Trip and community study	1.92	Not Often	1.86	Less Often
17. Lecture Discussion	3.68	Much Often	3.14	Often
18. Professional get-together	1.96	Less Often	2.29	Less Often
19. Seminar	1.51	Least Often	1.72	Less Often
20. Cooperative/Collaborative	3.90	Much Often	1.94	Less Often
21. Talk show	1.97	Less Often	1.77	Least Often
22. Case study	1.33	Least Often	1.92	Less Often
23. Concept mapping	2.22	Less Often	2.73	Least Often
24. Tutoring or mentoring	1.79	Least Often	2.23	Less Often
Over-all mean	1.96	Not Often	2.05	Not Often
B. Individualized Teaching Modes				
1. Assign reading	3.02	Often	3.36	Often
2. Programmed and Computerized instruction	1.30	Least Often	1.90	Less Often
3. Papers and written reporting	3.14	Often	3.44	Much Often
4. Individual self-inventory	1.98	Least Often	2.34	Less Often
5. Oral reporting	3.83	Much Often	4.24	Very Much Often
6. Created projects, work experiences, internship	2.98	Often	3.34	Often
7. Creative writing	2.32	Less Often	2.56	Less Often
8. Interview method	3.37	Much Often	2.54	Less Often
9. Internet surfing	2.27	Less Often	2.53	Less Often
10. Research	3.49	Much Often	3.67	Much Often
11. Problem Solving	2.32	Less Often	2.91	Often
12. Writing journal	1.90	less Often	2.64	Often
Average Mean	2.66	Often	2.95	Often

Adequacy of Learning Resources used by Faculty Members

Table 2. Computed Mean on the Adequacy of the Learning Resources Used by Faculty Members in Teaching Professional Education Subjects

Learning Resources	Faculty members		Students	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Books	2.40	Inadequate	3.0	Adequate
2. Workbook	2.10	Inadequate	1.50	Very Inadequate
3. Worktexts	1.35	Very Inadequate	1.25	Very Inadequate
4. Instructional Modules	1.24	Very Inadequate	1.85	Inadequate
5. Magazines	2.10	Inadequate	2.50	Inadequate
6. Newspapers	1.18	Very Inadequate	1.45	Very Inadequate
7. Manuals	1.25	Very Inadequate	1.15	Very Inadequate
8. Laws	1.45	Very Inadequate	1.10	Very Inadequate
9. Learning Competencies Handbook	1.12	Very inadequate	1.0	Very Inadequate
10. Hand Outs/Pamphlets	3.4	Fairly Adequate	4.5	Very Much Adequate
11. Chalkboard	4.70	Very Adequate	4.85	Very Much Adequate
12. Still Picture (Non-Projected: photographs Illustrations)	1.10	Very Inadequate	1.05	Very Inadequate
13. Still Picture (Projected: Slides, Filmstrips, Opaque Projections, Overhead, Projections)	2.55	Fairly Adequate	1.0	Very Inadequate
14. Graphic Materials (Charts, Graphs, Maps, Globes, Posters)	3.70	Adequate	4.0	Much Adequate
15. Exhibits (School Made Displays, Bulletin Boards, Museum, sample works of teachers and students)	4.25	Very Adequate	4.5	Very Much Adequate
16. Flannel Board and Felt Board	1.36	Very Inadequate	1.26	Very Inadequate
17. Objects (Specimen, Realias, Models)	2.76	Inadequate	1.20	Very Inadequate
18. Tape Recorder	1.34	Very Inadequate	1.0	Very Inadequate
19. Film	1.25	Very Inadequate	1.0	Very Inadequate
20. Televisions	1.14	Very Inadequate	2.55	
21. Videotapes	1.10	Very Inadequate	1.30	Very Inadequate
22. Field Trips	1.2	Very Inadequate	1.50	Very Inadequate
23. Resource Persons	1.11	Very Inadequate	3.00	Adequate
24. Websites	1.0	Very Inadequate	2.5	Very Inadequate
25. Computer	1.0	Very Inadequate	1.05	Very Inadequate
Over-all Mean	1.89	Very Inadequate	2.0	Inadequate

Test Items in Various Periodical Examinations in Professional Education Subjects Constructed by Faculty Members

Table 3. Frequency, Percentage and Rank Distributions on the Type of Test in the Prelim, Mid-Term and Final Examinations in Professional Education Subjects

Type of Test	Frequency	Percent	Rank
1. Essay Type Test	15	6.38	8
2. Completion Type	28	11.92	6
3. Enumeration Type	35	14.89	3
4. Identification Type	33	14.04	4
5. True or False Test	31	13.19	5
6. Yes or No type Test	20	8.51	7
7. Multiple Response Test	37	15.75	1
8. Matching Type Test	36	15.32	2
Total	235	100	

Distribution of Test Items of the Periodical Examination to the Domains of Objectives

Table 4. Frequency, Percentage and Rank Distributions of Test Items of Achievement Tests According to Domains of Objectives

Domains	Frequency	Percent	Rank
1. Knowledge	1000	43.48	1
2. Comprehension	550	23.91	2
3. Application	300	13.04	3
4. Analysis	230	10.00	4
5. Synthesis	120	5.22	5
6. Evaluation	100	4.35	6
Total	2300	100	

V. DISCUSSIONS

As reflected in Table 1, the cooperative/collaborative group-based teaching mode has the highest mean rating of 3.90 verbally interpreted as “Much Often Utilized” as rated by the faculty members and lecture discussion has the highest rating of 3.14 interpreted as “Often Utilized” as perceived by students. However, brainstorming and pair-share have low mean ratings of 1.32 and 1.26 with a verbal interpretation of “Least Often Utilized” as rated by the faculty members and students, respectively. The result illustrates that group-based college teaching mode such as cooperative learning and lecture discussions are commonly used and other group-based college teaching mode are seldom used in teaching professional education subjects.

On individual-based college teaching modes, oral reporting has the highest mean ratings of 3.83 and 4.24 with a verbal interpretation of “Much Often Utilized” as rated by the faculty members and students, respectively. Programmed and computerized instruction has the lowest mean ratings of 1.30 interpreted as “Least Often Utilized” and 1.90 interpreted as “Less Often Utilized” as rated by the faculty members and students, respectively. Both respondents claimed that oral reporting can develop confidence and resourcefulness among students when used in proper perspective. However, it became worst when the students will be left alone discussing the subject matter without reinforcement from the faculty members. Other individual-based college teaching modes are also utilized in moderate level in the delivery of instruction. In general, individual-based college teaching modes were often used by faculty members than group-based teaching mode.

As shown in table 2, the chalkboard has the highest mean ratings of 4.70 and 4.85 both verbally interpreted as “Very Much Adequate” as rated by the faculty members and students, respectively. However, websites and computers have low mean ratings of 1.0 interpreted as “Very Inadequate”, and Learning Competencies Handbook, Still Picture (Projected: Slides, Filmstrips, Opaque Projections, Overhead, Projections), Tape Recorder and Films have low mean ratings of 1.0 interpreted as “Very Inadequate” as rated by the students. Other learning resource materials are rated as “Much Adequate”, “Adequate” and “Fairly Adequate”. Generally, the instructional learning resource materials are regarded by the faculty members and students as “Very Inadequate” and “Inadequate”, respectively.

Providing adequate instructional resource materials will enhance the delivery of instruction in Professional Education Subjects.

As shown in Table 3, majority, 37 or 15.75 percent of the type of tests administered to the students during the Prelim, Mid-term and Final examinations are multiple-choice test, and few, 15 or 68.38 percent is essay type test. Other type tests are in between the highest and lowest frequencies. The results indicates that the faculty members would like to accustomed the students with Licensure Examination for Teachers (LET).

Relative to the distribution of the test items to the domains of measurements, Table 4 revealed that most (1,000 or 43.48 percent) of the items in the Prelim, Mid-term and Final examinations belong to knowledge, and few (100 or 4.35 percent) belong to evaluation domain. The findings imply that the test items administered by the faculty members teaching Professional Education Subjects are not evenly distributed to the different domains learning. In order to remedy this unbalance distribution of test items, there should be a necessity to require the faculty members develop Table of Specifications (TOS) when constructing periodic tests.

VI. CONCLUSIONS

The group-based college teaching modes are not often utilized compared to individual-based teaching mode which are often utilized as perceived by both faculty members and students. The instructional resource materials are very inadequate as perceived by the faculty members and inadequate as perceived by the students. The periodic test administered by the faculty members are dominated with multiple-choice test and test items are unevenly distributed to the different domains of learning.

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