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EXTENT OF ATTAINMENT OF TEACHER EDUCATION GRADUATES ON THEIR PROGRAM LEARNING OUTCOMES

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ABSTRACT

The Philippine Higher Educational System is undergoing series of changes and transitions in order to adapt to the challenges of globalization and internalization of education. The Commission on Higher Education (CHED) introduced a new shift in the Higher Education, which is the implementation of the Outcomes-Based Education from Inputs-Based Education, thus placing the learners as the center of all educational planning. This study was conducted to determine the extent of attainment of Teacher Education Graduates on the 14 Program Learning Outcomes of the University of Saint Louis. Total enumeration of Teacher Education graduates of school year 2015-2016 were considered in the study through descriptive survey. Results showed that Constructing and/or selecting, and employing the most appropriate tool to improve various learning experiences are considered as the most attained program learning outcomes. Moreover, result of the independent sample t-test and one way analysis of variance test revealed that field of specialization and program specialization affect the level of attainment of teacher education graduates on their Program Learning Outcomes. In general, the extent of attainment of Program Learning Outcomes is very high.

Keywords: *Teacher Education Graduates, Program Learning Outcomes, University of Saint Louis*

INTRODUCTION

Education plays a very important role in the development and progress of a certain nation and society. In the Philippines, education is undergoing transitions and adaptations especially in terms of globalization and internalization which creates investable problems that imply the need for effective programs and policies in all levels from pre-elementary to post tertiary. As a result, the Philippine Educational System has undergone series of changes and transformations in order to adapt to the contemporary

educational trends and reforms. One of the major reforms that changed the Educational system in the country especially in the Higher Education System is embracing and participating in the ASEAN 2015 integration. ASEAN Integration aims to promote connectivity and closer ties in various areas such as political, economic, cultural, and educational aspects among South East Asian countries (Ang, 2016). In effect, the Philippines became a borderless society and will have a great impact in terms of student's cross- mobility. Licuanan (2016) stressed that this shift will be beneficial for the Philippines since this will mean more opportunities for the Filipinos to study or to work in the different ASEAN member-countries as well as more foreign students coming in the country.

However, for student to be globally competitive there must be a need to ensure that Filipino students possess the right competencies, skills, values, and attitudes needed, and this is where Higher Education Institutions will come in through the delivery of excellent quality education. Different policy studies and assessments were conducted and recommended in order for the Philippines to cope with the needs of the modern world (Hardy, 2010; Cruz, 2010; Nolasco, 2011; Villafana, 2012). The Commission on Higher Education (CHED) introduced a new shift in the Higher Education Institution, which is the implementation of the Outcomes-Based Education from Inputs- Based Education, thus placing the students and learners as the center of all educational planning (CHED 2014). Atienza (2015) defined Outcomes-Based Education (OBE) as an educational method that focuses on what students can actually do after they are taught. Further, OBE is a paradigm shift in educational practices since there is an emphasis on the outcomes which are achieved results or consequences of what was learned – evidence that some learning took place (Anderson and Krathwohl, 2001).

Brillantes (2015) stressed that for the Higher Education Institutions, implementing OBE means describing the attributes of their ideal graduates based on their visions and missions as part of their institutional goals or outcomes, and using these as bases for developing specific program outcomes. CHED (2014) defined Program Outcomes as sets of competencies (related knowledge, skills, and attitudes) that all learners are expected to demonstrate. Program Outcomes are anchored on the vision, mission, and goals of the institution. Hence, it is expected that graduates of every Higher Education institution must demonstrate all the competencies, values, skills, and attitudes set by their respective institution in their workplace locally and globally.

The University of Saint Louis responded to the call of the Commission on Higher Education (CHED) of becoming a globally Catholic University by producing globally competitive Catholic graduates in all disciplines and programs. One way for the university to attain this goal is the implementation of the Outcomes-Based Education in all programs and

disciplines offered by the University, such as the Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd).

Every Louisian graduate must demonstrate all the Institutional Graduate Attributes that are anchored on the Louisian Core Values (Christian Living; Excellence; Professional Responsibility; Social Involvement and Awareness; and Innovation, Agility, and Creativity). At present, there are 14 Program Learning Outcomes of the Teacher Education Program (both Elementary and Secondary Education) that its students must manifest and demonstrate after graduation, especially in their employment. These Program Learning Outcomes are categorized based on the Eight Institutional Graduate Attributes namely Christian witness, competent professional, effective communicator, collaborative and transformative, lifelong learners, service oriented, engaged citizenship, and critical and creative thinker. Thus, this study was conducted to assess the level of attainment of Teacher Education graduates on the different Program Learning Outcomes.

Research Objectives

The study aimed to answer the following: (a) to determine the profile of the Teacher Education graduates along gender, field of specialization, and program specialization; (b) to determine the extent of attainment of Teacher Education graduates on their Program Learning Outcomes; and (3) to determine significant difference on the extent of attainment of Teacher Education graduates on their Program Learning Outcomes when grouped according to the profile of Teacher Education graduates.

METHODS

This study employed the descriptive survey method through the use of structured questionnaire to determine the level of attainment of the graduates of the Program Learning Outcomes of the Teacher Education.

The respondents of the study were the Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) graduates for the School Year 2015-2016. Total enumeration was utilized in this study. In addition, ethical consideration was observed by the researchers as to keeping the confidentiality of the respondents.

The study utilized a structured questionnaire with two parts. The first part of the questionnaire included the profile of the respondents such as gender, field of specialization, and type of program specialization. The second part of the questionnaire consisted of the 14 Program Learning Outcomes (PLOs) of the Teacher Education of the University of Saint Louis to determine the level of attainment on the said PLOs.

The gathered data were analyzed using descriptive statistics such as frequency and percentage and mean to describe the profile of the respondents and the level of attainment of the respondents of their program learning outcomes. Independent sample t-test and one-way analysis of variance were used to determine the significant differences on the level of attainment of the respondents of their program learning outcome when grouped according to their profile variables.

RESULTS

Table1. Profile of the Respondents

PROFILE	FREQUENCY	PERCENTAGE
Gender		
Male	20	26.00
Female	57	74.00
Field of Specialization		
English	17	22.10
Filipino	15	19.50
Mathematics	6	7.80
General Science	11	14.30
Social Science	5	6.50
Music, Arts, Physical, Education, and Health (MAPEH)	9	11.70
Elementary Education	14	18.20
Program Specialization		
Bachelor of Elementary Education (BEEd)	14	18.20
Bachelor of Secondary Education (BSEd)	63	81.80

The table shows the profile of the teacher education graduates of the University of Saint Louis in terms of gender, field of specialization and program specialization. It can be gleaned in the table that majority of the Teacher education graduates are females, BSEd English majors and BSEd graduates.

Table 2. Extent of Attainment on Program Learning Outcomes

PROGRAM LEARNING OUTCOMES	MEAN	QUALITATIVE DESCRIPTION
Live out Christian values and foster citizenship and patriotic feeling	4.36	Very High
Demonstrate mastery (expertise) of topics in the different areas aligned to their field of specialization (BSEd) and content areas (BEEd)	4.39	Very High
Create a conducive learning environment for diverse learners	4.51	Very High
Use technology as a tool to increase learners' academic engagement and success	4.37	Very High
Design and integrate instructional materials for student-learning	4.46	Very High
Design, enrich, and implement curriculum based on the standards set by the school system	4.38	Very High
Construct and/or select, and employ the most appropriate tool to improve various learning experiences	4.68	Very High
Communicate effectively in written and oral English, Filipino, and the Mother tongue	4.44	Very High
Conduct themselves at all times in an ethical manner both as professional teachers and as school leaders, and embrace the values and commitments according to the Code of Ethics for Professional Teachers and to the Louisiana Core Values	4.50	Very High
Engage in professional development and dialogue and become active members of diverse professional learning communities	4.59	Very High
Continually improve professionally through the practice of inquiry and reflection as a classroom teacher and leader.	4.60	Very High
Offer services and share expertise and facilities with other educational entities in attaining the goals of quality basic education	4.66	Very High
Initiate and actively participate in various environmental programs and activities that promote a sustainable environment.	4.67	Very High
Contribute to ongoing educational research by teaching and modeling inquiry	4.59	Very High

methodologies and data-informed instruction.		
Overall Mean	4.51	Very High

Table 2 shows the attainment of the teacher education graduates on their program learning outcomes. It can be gleaned on the results that generally, teacher education graduates have a very high level of attainment of their program learning outcomes. Teacher education graduates assessed themselves having a very high level of attainment in their program learning outcomes specifically on the following: (1) Construct and/or select, and employ the most appropriate tool to improve various learning experiences; (2) Initiate and actively participate in various environmental programs and activities that promote a sustainable environment; and (3) Offer services and share expertise and facilities with other educational entities in attaining the goals of quality basic education.

Table 3. Extent of Attainment on Program Learning Outcomes When Grouped According to Gender

Program Learning Outcomes	P-Value	Decision at 0.05 Level
Live out Christian values and foster citizenship and patriotic feeling	0.416	Accept Ho
Demonstrate mastery (expertise) of topics in the different areas aligned to their field of specialization (BSEd) and content areas (BEEd)	0.929	Accept Ho
Create a conducive learning environment for diverse learners	0.230	Accept Ho
Use technology as a tool to increase learners' academic engagement and success	0.453	Accept Ho
Design and integrate instructional materials for student-learning	0.556	Accept Ho
Design, enrich, and implement curriculum based on the standards set by the school system	0.240	Accept Ho
Construct and/or select, and employ the most appropriate tool to improve various learning experiences	0.292	Accept Ho
Communicate effectively in written and oral English, Filipino, and the Mother tongue	0.913	Accept Ho
Conduct themselves at all times in an ethical manner both as professional teachers and as school leaders, and embrace the values and commitments according to the Code of Ethics for Professional Teachers and to the Louisiana Core Values	.0.873	Accept Ho
Engage in professional development and dialogue and become active members of diverse professional learning communities	0.627	Accept Ho
Continually improve professionally through the practice of inquiry and reflection as a classroom teacher and leader.	0.769	Accept Ho

Offer services and share expertise and facilities with other educational entities in attaining the goals of quality basic education/	0.828	Accept Ho
Initiate and actively participate in various environmental programs and activities to promote a sustainable environment.	0.810	Accept Ho
Contribute to ongoing educational research by teaching and modeling inquiry methodologies and data-informed instruction.	0.894	Accept Ho

The table shows the extent of attainment of the teacher education graduates of their program learning outcomes when grouped according to gender. The findings reveal that there is no significant difference in the extent of attainment of all their program learning outcomes when grouped according to gender.

Table 3. Extent of Attainment on Program Learning Outcomes When Grouped According to Program Specialization

Program Learning Outcomes	P-Value	Decision at 0.05 Level
Live out Christian values and foster citizenship and patriotic feeling	0.095	Accept Ho
Demonstrate mastery (expertise) of topics in the different areas aligned to their field of specialization (BSEd) and content areas (BEEd)	0.028	Reject Ho
Create a conducive learning environment for diverse learners	0.012	Reject Ho
Use technology as a tool to increase learners' academic engagement and success	0.010	Reject Ho
Design and integrate instructional materials for student-learning	0.025	Reject Ho
Design, enrich, and implement curriculum based on the standards set by the school system	0.159	Accept Ho
Construct and/or select, and employ the most appropriate tool to improve various learning experiences	0.540	Accept Ho
Communicate effectively in written and oral English, Filipino, and the Mother tongue	0.064	Accept Ho
Conduct themselves at all times in an ethical manner both as professional teachers and as school leaders, and embrace the values and commitments according to the Code of Ethics for Professional Teachers and to the Louisiana Core Values	0.094	Accept Ho
Engage in professional development and dialogue and become active members of diverse professional learning communities	0.374	Accept Ho
Continually improve professionally through	0.372	Accept Ho

the practice of inquiry and reflection as a classroom teacher and leader.		
Offer services and share expertise and facilities with other educational entities in attaining the goals of quality basic education/	0.217	Accept Ho
Initiate and actively participate in various environmental programs and activities to promote a sustainable environment.	0.072	Accept Ho
Contribute to ongoing educational research by teaching and modeling inquiry methodologies and data-informed instruction.	0.046	Reject Ho

The table shows the extent of attainment of the teacher education graduates of their program learning outcomes when grouped according to their program specialization. It can be gleaned in the table that there is a significant difference on the extent of attainment of the teacher education graduates of their program learning outcomes when grouped according to their program specialization which includes the following: (1) demonstrate mastery (expertise) of topics in the different areas aligned to their field of specialization, (BSEd) and content areas (BEEd); (2) create a conducive learning environment for diverse learners, (3) use technology as a tool to increase learners' academic engagement and success; (4) design and integrate instructional materials for student-learning; and (5) contribute to ongoing educational research by teaching and modeling inquiry methodologies and data-informed instruction. Meanwhile, the level of attainment of Teacher Education graduates on the other remaining program learning outcomes do not have a significant difference when grouped according to program specialization.

Table 4. Extent of Attainment on Program Learning Outcomes When Grouped According to Field of Specialization

Program Learning Outcomes	P-Value	Decision at 0.05 Level
Live out Christian values and foster citizenship and patriotic feeling	0.496	Accept Ho
Demonstrate mastery (expertise) of topics in the different areas aligned to their field of specialization (BSEd) and content areas (BEEd)	0.197	Accept Ho
Create a conducive learning environment for diverse learners	0.036	Reject Ho
Use technology as a tool to increase learners' academic engagement and success	0.058	Accept Ho
Design and integrate instructional materials for student-learning	0.007	Reject Ho
Design, enrich, and implement curriculum	0.256	Accept Ho

based on the standards set by the school system		
Construct and/or select, and employ the most appropriate tool to improve various learning experiences	0.577	Accept Ho
Communicate effectively in written and oral English, Filipino, and the Mother tongue	0.204	Accept Ho
Conduct themselves at all times in an ethical manner both as professional teachers and as school leaders, and embrace the values and commitments according to the Code of Ethics for Professional Teachers and to the Louisian Core Values	0.341	Accept Ho
Engage in professional development and dialogue and become active members of diverse professional learning communities	0.468	Accept Ho
Continually improve professionally through the practice of inquiry and reflection as a classroom teacher and leader.	0.841	Accept Ho
Offer services and share expertise and facilities with other educational entities in attaining the goals of quality basic education/	0.295	Accept Ho
Initiate and actively participate in various environmental programs and activities to promote a sustainable environment.	0.348	Accept Ho
Contribute to ongoing educational research by teaching and modeling inquiry methodologies and data-informed instruction.	0.025	Reject Ho

The table shows the extent of attainment of the teacher education graduates of the University of Saint Louis of their program learning outcomes when grouped according to their field of specialization. In can be gleaned in the table that there is a significant difference on the extent of attainment of the teacher education graduates of their program learning outcomes when grouped according to their field of specialization specifically on the following: (1) create a conducive learning environment for diverse learners; (2) design and integrate instructional materials for student-learning; and (3) contribute to ongoing educational research by teaching and modeling inquiry methodologies and data-informed instruction.

Further analysis using post hoc test revealed that there is a significant difference on the level of attainment of the program learning outcomes specifically on the following: 1) create a conducive learning environment for diverse learners; (2) design and integrate instructional materials for student-learning; and (3) contribute to ongoing educational

research by teaching and modeling inquiry methodologies and data-informed instruction between the BSEd Mathematics and BEEd students.

Meanwhile, the level of attainment of teacher education graduates on other remaining program learning outcomes shows no significant difference when grouped according to the field of specialization.

DISCUSSION

This study aimed to determine the Extent of Attainment of Teacher Education Graduates of their Program Learning Outcomes. The level of attainment of teacher education graduates of their program learning outcomes is very high. This implies that teacher education graduates have high level of attainment of the program learning outcomes of the university. It shows that the highest program learning outcome attained is on constructing and/or selecting and employing the most appropriate tool to improve various learning experiences. This implies that teacher education graduates are already capable of choosing the most suitable materials in catering the needs of the learners and in monitoring the behavior of the learners in terms of giving evaluations and various activities. The findings support the study of Espirtu and Budrhani (2015) that faculty and teacher education students are in transition with Outcomes Based Education and the faculty is responsible for identifying competencies and learning outcomes and redesigning curriculum including learning activities and assessments in their areas of specialization. On the other hand, of all the program learning outcomes of the Teacher Education Department, the item on living out Christian values and foster citizenship and patriotic feeling is the lowest as assessed by the teacher education graduates. The other program learning outcomes are also highly attained particularly in Demonstrating mastery (expertise) of topics in the different areas aligned to their field of specialization (BSEd) and content areas (BEEd). This means that the teacher education have mastery of the subject that they are teaching and they are already expert in providing a sufficient knowledge to gauge and deepen the understanding of the learners in different subjects. Another is in Creating a conducive learning environment for diverse learners where in the teacher education graduates can already establish a classroom setting that the learners would feel physically, psychologically, socially, and culturally secure. It is very important because their classrooms and schools should be a stimulating learning environments where in the learners maintain acceptable levels of student conduct, and use

discipline strategies that result in a positive environment conducive to student learning. The result also show that teacher education graduates are already capable and ready in facing the 21st century learners especially on the use of technology as a tool to increase learners' academic engagement and success. It means that teacher education graduates are already proficient to operate the computer and use it as a tool in assessing, evaluating and in providing information for the learners as they provide the most suitable materials in teaching. This also support the study of Bedural (2015) that level of readiness for mobility on the institution, faculty and student areas are ready for mobility for the majority of the indicators in each area. Teacher education graduates also show that in Designing and integrating instructional materials for student- centered learning they can use exemplary teaching strategies and techniques that meet the needs of individual students, groups and/or classes of students in a highly responsive and inclusive manner. Moreover, they effectively use different techniques, approaches and strategies and efficiently utilize instructional materials that sustain student needs. Another program learning outcomes is in Designing, enriching, and implementing curriculum based on the standards set by the school system. Result shows that teacher education graduates has a competency-based educational system which is linked closely and strategically with assessment that is designed to develop skills that will ultimately be the tools students use when working with standards. Also in Communicating effectively in written and oral English, Filipino, and the Mother-tongue, the result reveals that teacher education graduates has a high communication skills which is very important in executing their respective field of specialization. This finding is supported by the study of Bartola (2015) that organizational communication and interpersonal skills were rated by the sponsoring agencies to be the most useful academic skills needed during the training and in the trainees' future jobs. This is also proven by the study of Digap (2014) the importance of language proficiency as the foundation of teacher's confidence. Also, teacher's judgments about their teaching competence influence their effectiveness in teaching. Conducting themselves at all times in an ethical manner both as professional teachers and as school leaders, and embrace the values and commitments according to the Code of Ethics for Professional Teachers and to the Louisiana Core Values has also a high result which mean that teacher education graduates is executing the code of ethics for professional teachers, guided by the core values of the university and can be the best model of leading the youth to a better future and productive learning. Another program learning outcome that has a high result is the Engagement in professional development and dialogue and become active members of diverse professional learning communities which means that teacher education graduates has a high interpersonal skills. Next is in Continually improving professionally through the practice of inquiry and reflection as a classroom teacher and leader teacher education graduates which has also a high result. This only proves that the teacher education graduates are really planning to help themselves in passing the Licensure examination and to top

the board. It also shows that they are to pursue Master's degree after graduation to let them continue and improve professional practice. In Offering services and share expertise and facilities with other educational entities in attaining the goals of quality basic education it shows that the teacher education graduates is highly social aware and has an involvement in enriching and enhancing their ability to teach like attending seminars, community services and organizational services. This result is supported by the study of Borsoto and Lescano (2014) that Faculty members together with the students and concerned authorities shall have coordination to identify the needs of the students and to provide possible solutions and actions to enhance the implementation of the new learning system.

The findings also revealed that the level of attainment of teacher education graduates of their program learning outcomes has no significant difference when grouped according to gender. It was also proven by Tan, Galang, Gonzales and Gutierrez (2015) that there is no significant difference between the performance of graduates in terms of gender. Hence, gender is not a factor in attaining the Program Learning Outcomes of the university.

Moreover, the findings reveal that there is a significant difference between the BSED and BEEd students in attaining their program learning outcomes. The BEED is better in demonstrating mastery (expertise) of topics in the different areas aligned to their field of specialization and content areas, creating a conducive learning environment for diverse learners, also in using technology as a tool to increase learners' academic engagement and success. Another is on designing and integrating instructional materials for student-learning and contributing to ongoing educational research by teaching and modeling inquiry methodologies and data-informed instruction. The data suggest that BEED graduates are far better in attaining the program learning outcomes of the university than BSED in assessing the extent of program learning outcomes of teacher education graduates when grouped according to program specialization . This result is similar to the study of Manaig, Nelodillar and Malabayabas (2015) that majority of the graduates in Bachelor of Elementary Education are employed because they gained the right competencies of being a teacher such as ICT and communication skills that enable them to practice their profession.

Furthermore, the findings of the study reveal is a significant difference in attaining the program learning outcomes when grouped according to field of specialization. In terms of creating a conducive learning environment for diverse learners the BEED obtained the highest mean followed by English, General Science, MAPEH, Social Science, Mathematics and the lowest is Filipino majors. Also, in designing and integrating instructional materials for student-learning it shows that BEED is the highest , second is Mathematics, third is Social Science , next is MAPEH, English, and lastly is Filipino. Hence, the result reveal that the BEED group show a high rate in understanding and exemplifies the virtue and value in attaining the

program learning outcomes of teacher education. On the other hand, Filipino and Mathematics as a field of specialization marked to be the lowest and therefore needs to develop their weaknesses in developing and attaining the program learning outcomes of the university.

These results which are gleaned from the responses of the respondents are in accordance with the study of Manaig and Malabayabas (2015) that majority of the graduates of Bachelor of Elementary Education are practicing their profession. Moreover, graduates are able to employ a strategy that caters the demand of the industry and possess the program learning outcomes of the university. Previous studies conducted by Hardy (2010), Cruz (2010), Nolasco (2011) and Villafana (2012) also revealed that for student to be globally competitive, there must be a need to ensure that Filipino students possess the right competencies, skills, values, and attitudes needed, and this is where Higher Education Institutions will come in through the delivery of excellent quality education.

CONCLUSION

The study attests that graduates of the Teacher Education program of the University of Saint Louis Tuguegarao attained the 14 program learning outcomes, specifically on assessment and evaluation, social awareness and involvement and engagement citizenship.

BEED students are more cooperative, participative and have higher level of attainment on the 14 program learning outcomes compared to the different field of specialization of BSED program.

BEED students have the highest attainment in terms of creating a conducive learning environment for diverse learners, using technology as a tool to increase learners' academic engagement and success, designing and integrating instructional materials for student-learning and contributing to ongoing educational research by teaching and modeling inquiry methodologies and data-informed instruction.

RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

In the light of findings and conclusion, the following are highly recommended:

Future teacher education graduates must maintain and ensure the outcomes based education (OBE) and program learning outcomes of the university.

The University should develop more activities that enhance Christian values to students.

Students under the Teacher Education program should attend seminars and trainings to maintain professional responsibility and acquire new strategies in teaching.

Studies should also be conducted to assess the level of attainment of the program learning outcomes on other programs offered in the university.

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