

ARE WE THERE YET?: AN ANALYSIS OF THE COMPETENCIES OF BEED GRADUATES OF BPSU-DC

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ABSTRACT

The Commission on Higher Education is committed to developing competency-based learning standards that comply with existing international standards which is evident with the release of CMO No. 46 s. 2012 and CMO No. 74 s. 2017. This study aims to investigate if the graduates of the BEED program of Bataan Peninsula State University Dinalupihan Campus have met the expectations provided in CMO No. 74 series of 2017. This study uses an explanatory-sequential design which is a two-phase approach, where quantitative results of the study, from collected quantitative data using a survey questionnaire in phase 1 were followed up and supported by qualitative data collected in phase 2 to further explain the findings. The results of the study indicate that significant difference is evident in the competency of the respondents based on the expected competencies as stated at CMO No. 74, series of 2017 in terms of in-depth understanding of learners; pedagogical content knowledge; assessment and evaluation; communication, higher order thinking, and technology; attributes of model teacher; personal and professional development; when respondents have grouped accordingly, as provided by the p-values which are statistically lesser than the alpha of .05. In general, graduates confidently believes that they possess the competencies stated and describe in CMO No. 74 s. 2017, their Cooperating Teachers and Coordinators, however, based on their qualitative responses, pointed out that there are still areas of competencies that are needed to be developed among the graduates. The result of the study indicates that the institution should revisit the program implementation of CMO No. 46 s. 2012, focusing on competencies stated in CMO No. 74 s. 2017.

Keywords: Competencies, Guidelines, Policies, Standards

INTRODUCTION

The Philippine Basic Education system has adopted a major reform in the past decade, as it moves away from the old system of a ten-year education program to 13 years of basic education which includes the implementation of compulsory kindergarten and the addition of the Senior High School program. The system also shifted from the traditional knowledge-based approach to a more dynamic and flexible outcome-based approach

(OBE).

Similarly, the higher education system under the administration and regulation of the Commission on Higher Education (CHED) had adopted a comparable move to shift into learning outcome or learning competency-based education which signifies the commitment of the commission to conform with the existing international standard as stressed by Article II, Section 13 of CMO No. 46 s. 2012.

In addition, CHED has standardized the

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guidelines for Bachelor of Elementary Education (BEEEd), specifying the core competencies or set of learning outcomes that all Higher Education Institution (HEI) is expected to develop for their graduates as provided under the CMO No. 74 s. 2017.

Considering that Bataan Peninsula State University - Dinalupihan Campus is offering BEEEd program, it immediately complied with the implementation of the said CMO. Its graduates are also expected to undergo a hiring process based on the Department Order where the PSG is anchored.

This now led the researchers to this study that aims to investigate if the graduates of the BEEEd program of Bataan Peninsula State University Dinalupihan Campus have met the expectations provided in CMO No. 74 series of 2017.

Identifying whether the competencies were met or not would help the institution in evaluating the implementation of the said CMO which in the end would primarily benefit the students as they are being prepared to face the complex challenges of teaching in the 21st century.

Likewise, the result of this study would also gauge the strict adherence of the institution as a Teacher Education Institution to CMO No. 46 s. 2012, where the quality of graduates is a measure of success which also would contribute to the fulfillment of the university's mission of developing competitive graduates and empowered community members.

OBJECTIVES OF THE STUDY

This study aims to evaluate the implementation of the CMO No. 46 s. 2012 and the adherence of the institution to the CMO. To meet the aim of the study, it is guided by the following objectives.

1. To describe the number of respondents in their respective groups:
 - 1.1 BEED graduates; and
 - 1.2 Cooperating teachers and Coordinators
2. To describe the competence of graduates based on CMO No.74, s.2017 in terms of:
 - 2.1. demonstrating an in-depth

- understanding of learners in various learning areas;
- 2.2 manifesting meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas;
- 2.3. utilizing appropriate assessment and evaluation and evaluation tools to measure learning outcomes;
- 2.4. manifesting skills in communication, higher-order thinking, and use of tools and technology to accelerate learning and teaching;
- 2.5. demonstrating positive attributes of a model teacher, both as an individual and as a professional; and
- 2.6. manifesting a desire to continuously pursue personal and professional development
3. To determine the significant difference in the ratings on competency level given by the graduates and Cooperating teachers and Coordinators.
4. To present contextualized inputs in aid for planning for a curriculum enhancement of the BEEEd program.

METHODOLOGY

This study used the mixed methods research design using explanatory-sequential design.

The quantitative data were collected using a questionnaire relevant to the list of performance indicators of CMO No. 74, series of 2017. The researchers utilized the google sheet platform given the situation of the pandemic. The data collected from the research subjects were then subjected to statistical analysis using descriptive statistics.

The survey questionnaire contained 25 items which were divided into 6 categories targeting the different competencies as provided in the CMO No. 74. The said instrument was subjected to reliability testing using the Cronbach alpha.

To present the number of the BEEEd graduate respondents and Cooperating teachers/Coordinator-respondents, frequency count and

percentage were used. On describing the rating on competencies of the respondents based on CMO No. 74, s. 2017 mean and standard deviation with descriptive interpretation were utilized.

As follow-up to the quantitative data results, qualitative data were gathered to have a clearer understanding of why student-teaching coordinators and cooperating teachers have provided a much lower rating on the pre-service teachers' competencies as compared to the student teachers' self-assessment. Qualitative data were gathered through interviews among student-teaching coordinators and cooperating teachers. But due to the health protocols [Bataan was at heightened restriction when the study was conducted], and the very hectic schedules of the participants, they requested that the interview be done using google Forms. So, questions were sent to them using their requested platform.

Qualitative data provided by the research participants were subjected to thematic analysis using the MaxQDA, the result of which were interpreted in combination or contrast with the result of the analysis of the quantitative data.

The respondents were ninety (90) graduates of the Bachelor of Elementary Education Batch 2020-2021 of BPSU Dinalupihan Campus. All the graduates of the said batch were included since it is expected that all of them have gained the expected competencies having completed the BEEEd program. The participants in the qualitative data gathering were the three (3) student teaching coordinators and the seventy (70) cooperating teachers.

RESULTS AND DISCUSSION

This part of the study presents the analysis and interpretation of data about the study, "Are We There Yet?: An Analysis of the Competencies of BEEEd Graduates of BPSU-DC." Discussions on the results and findings of this research were supported by the findings of related research as well as the implications of the findings.

For an in-depth understanding of the findings, the presentation is subdivided into two phases (2), Phase 1 Presentation of Quantitative Data, and Phase 2 Presentation of Qualitative

followed by Contextualized Input in aid for planning curriculum enhancement of the BEEEd Program.

1. Number of the Respondents

The study has a total of 163 respondents, 90 or 55.21% belong to the group of BEEEd graduates respondents, while 73 or 44.79% are Cooperating Teachers and Coordinators.

Of the 73 total Cooperating Teachers and Coordinators, 3 of them are Coordinators. As can be observed, the ratio of the BEEEd graduates and the Cooperating Teachers is not 1:1 since some of the Cooperating Teachers handled more than 1 graduate during their Student-Teaching.

2. Competency of the Respondents

Data reveals that the respondents' competency is based on the expected competencies as stated at CMO No. 74, series of 2017 in terms of demonstrating an in-depth understanding of learners in various learning areas. It was found that BEEEd graduates are considered to have moderately high level of competence in terms of in-depth understanding of learners as provided by the composite result (Mean=4.15, SD=0.57).

The result of the analysis also signifies that the respondents are highly competent in 'utilizing appropriate technologies to achieve the learning outcomes' (Mean=4.33, SD=0.64), and moderately high level of competence in terms of 'applying theories of learning in designing learning-teaching experiences' (Mean=4.01, SD=0.70).

The indicator with a high level of competence result is supported by the observations of the Cooperating Teachers and Coordinators that surfaced during the qualitative phase of the study. According to CT2, the student teacher used technology to help students by making learning more engaging and collaborative while CT10 said that they also accelerated and improved the educational process by incorporating ICT-based instruction.

With these, it can be said that the high level of competence result given by the BEEEd graduates and the observation of the Cooperating teachers

and Coordinators confirm the findings of the study of Incik & Akay (2017), Bakic-Tomic, Dvorski & Kirinic (2015) that educational technology is important in the learning and teaching process. However, Ma, & Yang (2021) consider multi-directional and dynamic relationships in strategies are needed to improve pre-service teachers' experiences in developing digital competencies. (Akay & Yalcin, 2017) (Bakic-Tomic, Dvorski, & Kirinic, 2015)

Additionally, since the BEEd graduates belong to Generation Z, it is not surprising that they deemed themselves highly competent in 'utilizing appropriate technologies to achieve the learning outcome, because Gen Z's are digital natives (Roman, 2022). This gives them an advantage and the ability to establish learning environments that are responsive to learners' diversity which is one of the central roles of a teacher.

In terms of pedagogical content knowledge, BEEd graduates are considered to have moderately high level of competence as provided by the composite result (Mean=4.18, SD=0.59). It was further revealed that they are highly competent in 'providing examples from real life to make learning meaningful' (Mean=4.29, SD=0.79), and have a moderately high level of competence when it comes to 'keeping abreast with educational issues, trends, and practices vis-a-vis local and global context to provide relevant learning experiences' (Mean=4.10, SD=0.71).

Looking at the composite mean of the Cooperating Teachers and Coordinators which is lower than the BEEd Graduates and the indicator with the lowest mean, is supported by the results of the qualitative phase of the study. Based on the shared observation of the Cooperating Teachers and Coordinators, the BEEd graduates, need to improve their pedagogical content knowledge competency including innovative teaching methodologies and lesson planning.

According to CT 13 '*there is a need to improve the Content and Knowledge in delivering the conceptual approach, relational understanding and adaptive reasoning of the subject matter.*' In addition to this, CT 5 mentioned that student teachers need improvement in terms of '*Skills in lesson planning, familiarization with school forms*

and knowledge of the content of the curriculum being used.'

Additionally, the low level of composite mean given by the Cooperating Teachers and Coordinators is contradictory to what Vecaldo, Andres, Carag, & Caranguian (2017) found in their study that cooperating teachers have significantly higher perception when compared to the pre-service teacher's perception on the pedagogical competence of pre-service teachers.

On the other hand, the high composite mean result of this Program Outcome from the BEEd graduates themselves opposes the findings of Mary, Jackson, & Nabwire (2017) in their study, implying that pre-service teachers, in the majority, were unable to adopt the learner-centered methods of teaching. This implies that the BEEd graduate respondents of this study are confident to say that they have acquired the necessary competencies for this Program Outcome.

However, the considerably lower level of competence given by the cooperating teachers implies that BPSU should focus on this Program Outcome on enhancing the students' meaningful and comprehensive pedagogical content knowledge (PCK) in different learning areas.

As to the assessment and evaluation, the BEEd graduates considered themselves to have moderately high level of competence (Mean=4.15, SD=0.56) overall. Specifically, respondents are highly competent in terms of 'interpreting assessment results and use these to improve learning and teaching' (Mean=4.20, SD=0.62), similarly, they are considered to have moderately high level of competence in terms of 'keeping accurate and updated records of the learners' performance using technology tools where feasible and appropriate (Mean=4.04, SD=0.69).

CT 1 states that '*they still need to learn the appropriate assessment tools needed to measure the learning outcomes. Some of them didn't even know how to make a table of specifications and the proper way how to make an assessment.*'

Considering that the BEEd graduates conducted their practice teaching via online due to the limitations brought by the pandemic where no face-to-face activities were allowed, it can be said that it also limited their opportunity to practice and utilize appropriate assessment & evaluation and

evaluation tools to measure learning outcomes. So, this strongly implies that they need to exert more effort to increase the level of their competency so they may be able to provide their future learners with the necessary feedback about learning outcomes.

Providing feedback based on assessment is important to students' learning. In the study by Karin J.Gerritsen-van Leeuwenkamp, Desirée Joosten-ten Brinke & Liesbeth Kester (2019), claimed that there is a positive relationship between the student' perception on the effects of assessment and students' deep learning and strategic learning approach. Similarly, there is also a positive association between the condition of assessment and the students' learning outcomes.

As to communication, higher-order thinking, and technology, BEEd graduates are considered to have moderately high levels of competency as provided by the composite result (Mean=4.14, SD=0.65). The result of the analysis also signifies that the respondents are highly competent when it comes to 'use tools and technology to enhance learning and teaching (Mean=4.08, SD=0.72), while they have a moderately high level of competence in 'demonstrating skills in creative and critical thinking, logical reasoning, problem-solving, and decision making in various classroom situations (Mean=4.08, SD=0.71).

According to Coordinator 3 during the qualitative phase of the study, *'The student-teachers were able to utilize technology in their teaching. This was evident in their daily preparation for each lesson, and they tried to integrate technology in their teaching.'*

It can also be said that with the adoption of Blended Learning, students became more adept in the use of technology in their learning. This may denote their readiness to teach learners of the 21st Century who are expected to develop skills in critical thinking and problem solving; effective communication; collaboration and team building; and creativity and innovation since technology is an integral component in developing the said skills (Keane, 2012)

However, in terms of demonstrating communication and higher-order thinking skills, based on the shared observation of the

Cooperating Teachers and Coordinators, the BEEd graduates, are lacking with competencies in English communication, including the art of questioning and technological competencies.

CT 1 articulates that most the student teacher manifest skills in using tools and technology, but some find difficulties in communication and higher-order thinking may be due to lack of practice.

This implies that the BPSU should give students more opportunities to develop their skills in communication, higher-order thinking, and use of tools and technology to accelerate learning and teaching because this will help make teaching and learning more effective.

On the attributes of model teachers, BEEd graduates are considered to have high level of competency as provided by the composite result (Mean=4.39, SD=0.56). It is also reflected in the result of the analysis that the BEEd graduates are highly competent and 'manifest positive personal and professional qualities of a teacher,' (Mean=4.47, SD=0.59), similarly BEEd graduates have a high level of competence in 'observing integrity and professionalism (Mean=4.33, SD=0.69), indicating that they are highly competent in handling issues, conflicts, and controversies related to student welfare as well as parents; and community concerns.

It is notable from the qualitative responses of the participants that the BEEd graduates' commitment to work, interaction and communicate with respect indicates that the student teachers possess attributes of a model teacher.

CT 9 shares her observation and states that *'The student-teacher showed professionalism in the field of teaching and exhibited as a model for her fellow student-teacher.'*

'As for the demonstration of position attributes of a model teacher, I can say as an individual and as a professional that they possess the qualities required for this noble craft. They are more than willing to lend a helping hand and are generous in sharing their time and efforts for any task or activity that the school may have.' CT 10 says. It is noteworthy to mention that the result implies that BPSU made a good job in developing this competency of BEED graduates as reflected in the composite mean. Demonstrating the positive

attributes of a model teacher, both as an individual and as a professional would give the BEEd graduates an edge in their profession. Professionalism as one of the performance indicators for this Program Outcome is very important as supported in the results of the study conducted by Tufail and Farooq (2021).

Data also reveals that the BEEd graduates are considered to have high level of competency in terms of personal and professional development as provided by the composite result (Mean=4.43, SD=0.56). This indicates that the graduates are highly competent in participating actively in the school's community outreach activities and pursuing professional growth respectively.

The results clearly show the high personal regard for the profession of the BEEd graduates which is also confirmed by the high assessment given by the cooperating teachers and coordinators as well as the qualitative responses of the participants saying that the BEEd graduates have high regard to pursue personal and professional development.

CT 2 shares her observation and states that *'student teachers participated in educational conferences or workshops, attend online seminars, go online and read educational blogs to make more effective teachers'* which is an indication that student teachers are eager to pursue personal and professional development.

As cited by Cetin & Bayrakçı (2019), in their study, Ozdemir (2013) pointed out that there is a need for teachers to participate in professional development activities, enabling them to have their personal and professional development and at the same time increase students' learning, school improvement, and the quality of education.

3. Comparison of Respondents' Ratings on the Competency Gained by BEEd Graduates

Determining the significant difference in the ratings on competency level given by the BEEd graduates and Cooperating teachers and Coordinators based on the expected competencies as stated at CMO No. 74, series of 2017 when respondents are grouped accordingly, the results

of the analysis using the Independent Sample t-test reflects that evidently, there exist a significant difference in the competency of the respondents based on the expected competencies as stated at CMO No. 74, series of 2017 in terms of in-depth understanding of learners ($t=7.75$, $p<.001$); pedagogical content knowledge ($t=6.81$, $p<.001$); assessment and evaluation ($t=5.96$, $p<.001$); communication, higher order thinking, and technology ($t=9.02$, $p<.001$); attributes of model teacher ($t=2.37$, $p=0.02$); personal and professional development ($t=2.54$, $p=0.01$); when respondents are grouped accordingly. Notably, the p-values provided in the result of the analysis are significantly lesser than the alpha of .05. Further, the overall t-value of 6.73, significant at $<.001$ indicates that there is enough evidence to claim that there exists a significant difference in the responses of the respondents when they have grouped accordingly since the p-value is less than the alpha of .05 leading to the rejection of the null hypothesis.

Data reveals that the assessment of the student-teaching coordinators and cooperating teachers was statistically lesser than the self-assessment of the BEEd graduates in terms of in-depth understanding of the learners; pedagogical content knowledge; assessment and evaluation; communication, higher-order thinking and technology; attributes of model teacher; and personal development.

This implies that BPSU is not yet there in the attainment of the high level of competence in terms of the program outcomes specified in CMO No. 74 series of 2017. The desired program outcomes are equated with performance indicators in the said CMO which serve as the metrics to assess the competencies acquired by the students after taking the four-year Bachelor of Elementary Education program.

4. Contextualized Input in Aid for Planning for A Curriculum Enhancement

Based on the results of the analysis, the following are suggested as Contextualized Input in Aid for Planning for Curriculum Enhancement:



Competency Gap (Least learned competencies)	Intervention to address the gap
1. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas;	➤ Training and retraining of the Curriculum Planners and BEEEd Program Faculty Members
2. Demonstrate in-depth understanding of learners in various learning areas;	➤ Revisiting the written curriculum by reevaluating the content of the syllabi or course of study
3. Utilize appropriate assessment and evaluation tools to measure learning outcomes;	➤ Forge cooperation with other local and international education institutions and share experiences concerning relevant programs, projects, and activities that may enhance the competencies of the BEEEd students.
4. Manifest skills in communication, higher-order thinking, and use of tools and technology to accelerate learning and teaching	
5. English Communication Skills and Technological Competencies; and Personality Development.	➤ Adopting and integrating strategies and methods in the course activities that will enhance the competencies of BEEEd students

evaluation and evaluation tools to measure learning outcomes and 'Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.

However, statistical evidence suggests that there exists a significant difference in the evaluation of the respondents on the competencies of the BEEEd graduates in terms of in-depth understanding of learners; pedagogical content knowledge; assessment and evaluation; communication, higher-order thinking, and technology; attributes of model teacher; personal and professional development when they are grouped accordingly.

Qualitative analysis, on the other hand, pointed out that there is a need to improve the competencies in the following program outcomes: In-depth Understanding and Motivating Learners; Pedagogical Content Knowledge; Assessment and Evaluation; Communication Skills and Technological Competencies; and Personal and Professional Development.

RECOMMENDATIONS

Considering the findings of the current study, the following recommendations have been provided for the institution, curriculum planners, BEEEd program faculty members, and researchers:

CONCLUSIONS

The objective of the study is to determine whether the BEEEd graduates were able to meet the expected competencies stated in CMO No. 74, series of 2017. The findings showed that The BEEEd graduates are found to be highly competent in the following Program Outcomes: 'Manifest a desire to continuously pursue personal and professional development, and 'Demonstrate positive attributes of a model teacher, both as an individual and as a professional while they have moderately high competence in the following Program Outcomes: 'Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas, 'Demonstrate in-depth understanding of learners in various learning areas'; 'Utilize appropriate assessment and

1. The institution may consider revisiting the written curriculum by reevaluating the content of the syllabi or course of study; the taught curriculum by adopting more appropriate methods and strategies in the delivery or implementation of the lessons; the supported curriculum by updating the resources of the teaching-learning process – textbooks, computers, audio-visual materials, lab equipment, and other facilities and assessed curriculum by considering various assessment tools in assessing and evaluating the learners of the BEEEd Program;
2. designing faculty development programs focused on the training and retraining of the Curriculum Planners and BEEEd



Program Faculty Members in the following areas: In-depth Understanding and Motivating Learners; Pedagogical Content Knowledge; Assessment and Evaluation; Communication Skills and Technological Competencies; and Personal and Professional Development; and

3. Conducting battery tests for students so that they may be assessed, monitored, and provided with the necessary interventions that they need.
4. It is also recommended that further research may be done in which different variables may be included to further assess that the competencies gained are aligned with CMO 74 s. 2017.
5. Comparative studies may also be conducted to identify the effectiveness of the implementation of CMO 74 s. 2017.

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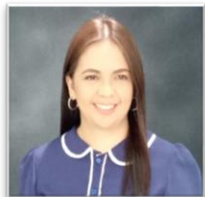
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