THE MSU-SASE ACHIEVEMENT OF THE GRADUATING HIGH SCHOOL STUDENTS OF THE MSU EXTERNAL UNITS THROUGH AN ACADEMIC INTERVENTION PROGRAM: SOME PROPOSALS

Dr. Anna Liza A. Lomoljo
annalizalomoljo1961@gmail.com

ABSTRACT

This study attempted to investigate the teacher factors and student factors that have contributed to the increased performance of the graduating high school students from the MSU External Units in the MSU-SASE. The respondents of the study were the forty-two (42) teachers who served as lecturers in the Academic Intervention Program. One hundred eighty (180) graduating high school students from the twelve (12) external high schools who participated in the training program were also utilized as respondents of the study. Since all of the participants were included in the study, population sampling was not applied.

The descriptive-correlation design was employed in the study. The gathering of pertinent data and other relevant information was done through the use of a number of instruments such as questionnaires and standardized tests.

The following are the major findings of the study: 1) Majority (59.51%) of the teachers had MA and/or Ph.D. Degrees; 2) The teachers had varied number of years of teaching experience; 3) Majority (61.90%) of the teachers were old with their ages ranging from 40 to 60 years old and above; 4) Majority of the teachers had master teacher ranks; 5) Majority (69.04%) of the teachers were PBET/LET passers; 23.87% were CSC passers; 6) A great majority (88.9%) of the students had poor IQ level or mental ability; 7) More than one half (67%) of the students were studying their lessons frequently. The computed mean was 3.12 denoting that they were frequently studying; 8) The parents of the students mostly belonged to the low-income group. The fathers of the students earned only an approximate monthly income of P5,000.00 while more than one half of the mothers were also earning less than P5,000.00 a month; 9) A big percentage (more than 50%) of the students' parents' educational attainment were from college down to the primary level; 10) Some (21.8%) of the fathers had only finished high school while some (22.8%) of the mothers finished elementary only.

The scores of the students and the civil status of the teachers, the gender of the students and the income of the fathers had significant correlation with the achievement of the students. The regression analysis showed three significant predictors such as civil status of teachers, gender of students and income of fathers.

Keywords: teacher factors, student factors, low-income group, external high schools

1. Introduction

The Muslims in Southern Philippines used to share with their non-Muslim brothers in the north, a common history and cultural heritage. While the Muslims succeeded in defending their native soil and way of life from foreign invaders, their non-Muslim brothers succumbed to and since then they developed separate ways and subsequently developed too separate ideologies. Among the most important justifications for the creation of the Mindanao State University is to bring back the Muslim and non-Muslim groups of the Philippines into feeling as brothers within one nation.

The primary role of the MSU external units is to serve as feeder schools of the University. However,
official records would show that over the years only very few students from these high schools successfully made it to the MSU-Systems Admissions and Scholarship Examinations (MSU-SASE) which is a major requirement to any of the units/campuses of the MSU system. A big percentage of passers came from schools outside the University and majority of them were Christians. Hence, it can be said that the External Units have failed to achieve the objectives of the MSUS to provide the Muslims, the opportunities for public education for their own self-development. The Muslims have always been disadvantaged, especially in terms of educational opportunities. This is shown in the data from the results of the MSU System Admissions and Scholarship Examinations (SASE) in the last few years where Muslim students could barely make it. This small percentage of passers in the SASE can be attributed to many factors, however, such as poor educational background caused by disadvantaged social conditions, lack of adequate facilities e.g. classrooms conducive to learning, books, among others.

Moreover, this seemingly inequitable access of Muslim students to the university was, somehow minimized through the offering of an academic intervention program. Phased I of the Academic Intervention Program has three (3) major components: (a) teachers' training (for the following subject areas: English, Mathematics, Science and Aptitude); (b) intensive review of high school students, and; © booster review for two weeks for selected high performing students.

The researcher undertook this study in order to identify the teacher factors and student factors of the Al-Ghamdi Academic Intervention Program participants that may have contributed to their increased performance in the MSU-SASE.

2. Theoretical Framework

The Academic Intervention Program was a program that has been thought of sometime ago but did not have the chance to be implemented because of funding constraints. Using a serious analysis of the patterns of SASE results (last three years) and the very poor performance of the graduating high school students from the external units as indicators, the administration decided it was time to act on a long overdue intervention for the Muslim youth. The goal was simple: to increase their chances of passing, increase the number of passers or even have some academic scholars from the area.

The theoretical structure of the study is influenced by various theories developed by known educators and practitioners who have always postulated that students' academic performance is largely affected by teacher and student-related factors.

The theory of Hughes as cited by Parija (2001), postulated that: “The teacher is the key figure in the drama of the education of the child. He is in direct control of almost all features of the educative process. The results of process certainly are determined by the wisdom of his control. He is charged with a many-sided, crucial task in preparing the foundation of a child's long life education.”

Aquino (1999) said that the theory which states that anyone who knows his subjecty, can teach, can be misleading. Every teacher needs to prepare herself in the subject matter and method. Further, Dagoon (2006) stated that good teaching is recognized as essential in education. Many educators agree that effective instruction develops positive results, such as desirable attitudes, interests ideas, appreciation, understanding habits, skills and abilities.

3. Methodology

The descriptive correlational method of research was used in this study. The descriptive type was employed since this study describes the teacher and student factors that were included as independent variables and the researcher found it to be an appropriate method in gathering, recording, analyzing and interpreting the data. On the other hand, correlational and predictive designs were utilized considering that the study
attempted to find out the relationship between the dependent variables and the independent variables and to what extent the correlates predict the dependent variable.

4. Sample and Data Collection

The respondents of this study were the 180 graduating high school students from the MSU external units who had participated in the Academic Intervention Program and the 42 teachers who served during the entire duration of the program. The 42 teachers were tapped from the different external units.

The participants from each external unit were selected from the top performing students of each school who were encouraged to attend the intensive review. Their respective class advisers served as their chaperons during the training.

The distribution of student respondents from each external unit is as follows: 15 were taken from MSU-Balindong High School; 30 from MSU-Baloi High School; 15 from MSU-Binidayan; 15 from MSU-Malabang; 15 from MSU-Marantao; 15 from MSU-Masiu; 30 from MSU-Saguiran; 15 from MSU-Siawadatu; 15 from MSU-Tamparan; and 15 from MSU-Taraka.

The researcher sought approval from the Office of the Assistant Vice Chancellor for Academic Affairs (External Studies) to use available records on students' performance in the pre-test, post-test and actual SASE examination. Also permission was asked from the different principals of the twelve (12) external units for the distribution of the questionnaires to the respondents of the study who were enrolled in their respective schools and to some teachers who were invited to lecture in the Academic Intervention Program.

The personal data sheet (PDS) questionnaire and the Parent's Information Sheet were used as data collection instruments. The researcher conducted personally the distribution of the profile questionnaires in the different schools. No time limit was set in answering the PDS. For unaccomplished forms, the researcher requested the principals to collect and submit the same to the researcher.

5. Instrumentation

To be able to gather pertinent data for this study, the researcher employed four (4) instruments to get necessary information from the respondents, namely: (1) a profile questionnaire for lecturers, students and parents; (2) a questionnaire on amount of time spent in studying; (3) Purdue Non-Language Test (PNLT), and pre-test-post-test to determine the knowledge/competence of the teachers on the program.

6. Findings and Discussion

The following findings were the results obtained from the data gathered:

6.1 Many (59.51%) of the teachers had MA and/or Ph.D. Holders.

6.2 The teachers had varied number of years of teaching experience. The computed mean was about 3.942 which means that many of the teachers were already in the teaching profession for about 16 years or more.

6.3 Majority (61.90%) of the teachers were old and their ages were ranging from 41 to 60 years and above. The computed mean was only 42.26 which denoted that many of them have already served the University for a long time as based on their age.

6.4 Majority (69.04%) of the teachers were PBET/LET passers; 23.87% were CSC passers.

6.5 A great majority (88.9%) of the students had poor IQ level or mental ability.

6.6 More than one half (67%) of the students were studying their lessons frequently. The computed mean was 3.12 denoting that they were frequently studying.

6.7 The parents of the students mostly belonged to the low-income group. The fathers of the students
earned only an approximate monthly income of P5,000.00 while more than one half of the mothers were also earning less than P5,000.00 a month.

6.8 A big percentage (more than 50%) of the students' parents' educational attainment were from college down to the primary level. Some (21.8%) of the fathers had only finished high school while some (22.8%) of the mothers finished elementary only.

6.9 The scores of the students and the civil status of the teachers, the gender of the students and the income of the fathers had significant correlation with the achievement of the students.

6.10 The regression analysis showed three significant predictors such as civil status of teachers, gender of students and income of fathers.

7. Conclusions and Recommendations

The following conclusions are drawn from the findings of the study:

7.1 The typical teacher of the Academic Intervention Program is either a master's degree holder or with doctoral units or a Ph.D. holder. She has been teaching for 16 years or more; a female; a bit old; married; has a high salary; a civil service eligible; has attended not less than 20 seminars/trainings; and has a good level of competency.

7.2 The typical student of the MSU External Units has poor or below average mentality in contrast to the scores they obtained.

7.3 Civil status of teachers, gender of the students and income of fathers are the correlates of the achievement of students at SASE.

7.4 Civil status of teachers, gender of the students and income of fathers are the significant predictors of the achievement of students at SASE.

7.5 The correlates poorly explained or predicted the students' achievement.

The educational attainment of the parents was not found to have a significant association with the SASE achievement of the students. Majority of the parents only obtained low education; many of them were just high school and elementary graduates. But despite their parents' low educational attainment, they still made it good in the said examination. This finding is contrary to the findings of Cortes (2005) which disclosed that performance of the students in the NAT is positively and highly correlated with students' class.

The monthly income of the parents particularly the fathers provide important considerations since the majority of the students belonged to the lower class of Philippine society. This finding is very much attuned to the finding of Ibe (2003) with Cortes (2005) which pointed out that students who belong to well-off families who reside in relatively affluent and urban communities and who attend high quality schools tend to score high in academic achievement test.

The poor prediction of the variables leaves much things to be desired by researchers and the management of the Academic Intervention Program. Many variables have to be considered and looked into by subsequent researchers to find the variables that will take care or explain the achievement of the students.

8. Recommendations

The researcher offers the following recommendations in accord with the findings, conclusions and implications arrived at in this study:
8.1 For the school administrators and educational managers

- Adoption of the proposals arrived at in this study is highly recommended.
- There is an imperative need to review the hiring and recruitment policies being implemented in the selection of new teachers in the MSU External Units so that only the most qualified and most competent teachers will be hired. Teachers majoring in the core subjects like English, Science and Math must be given preference.
- A long comprehensive review in English, Science, Math and Aptitude should be integrated as part of the fourth year curricular activities of the external secondary schools, especially during the first three months after the opening of classes.
- The Academic Intervention Program should be sustained with special focus on teacher-training in the fields of English, Math and Science.
- The program should be expanded to include a more comprehensive and integrated project for Muslim communities with full funding support for long term effect to address peace and development concerns in the area, through better quality education in all levels (elementary, secondary and tertiary).
- There is a need to streamline the admission in the secondary schools in order to screen enrolment of students coming from the public elementary school of Lanao del Sur and Lanao del Norte.

8.2 For Curriculum Planners

- There is a need for curriculum planners to look into the relevance of the high school curriculum. The curriculum should give more emphasis to the core subjects which are English, Science and Mathematics.
- There should be development of better instructional materials that are properly organized into lessons and activities purposely to develop interesting, meaningful and functional education.

8.3 For the Teachers

- Teachers should be given better incentives so that they will be greatly motivated to teach well.
- Teachers must set the ideals in teaching. If they teach English, they must be proficient and fluent in English. A recent study on bilingual education (Philippine Star, 2004) showed that many English teachers in the college level do not provide good examples as speakers and users of English as evidenced by their lapsing into code switching or shifting from English to Filipino or the local vernacular.
- Teachers should always keep themselves abreast with the latest trends and thrusts of education.
- Teachers should attend more seminars, conferences and in-service trainings regularly to improve their capabilities and competencies.
- Teachers should not stop from evaluating and assessing the effectiveness of classroom activities, instructional materials and teaching strategies that they are using in order to arouse students' interest.

8.4 For the Parents

- The parents should continue to give their moral support and loving concern in their children's education. They should be ready and willing to send their children in review classes like the Academic Intervention Program to give them better chances to pass in qualifying examinations.

8.5 For Others Researchers

- Another study of the same nature must be conducted that would include other possible teacher factors like attitude, teaching methods and strategies, in order to determine the extent of influence of these teacher factors on students' achievement.
- Another in-depth study must be undertaken that will also include student factors such as home, environment, school attended and parental involvement to further determine association of these students' variables to their academic achievement.
• A parallel investigation must also be done but it will already include all the secondary schools under the MSU System so that there will be a good comparison of students' achievement from the MSU External Units and other schools in the MINSUPALA region.

8.6 For the Government
• The government should provide increased budget for academic undertakings like the Academic Intervention Program and to increase the budgetary provision to secondary education in order to sustain their operation and to harness academic achievement so that students from these secondary schools will be globally competitive.

References


ABOUT THE AUTHOR

The author is a graduate of the Mindanao State University, Marawi City. She obtained a Ph.D. degree in Educational major in Educational Management; master's degrees in Public Administration and English Language Teaching and a BS degree in Public Administration, all from the Mindanao State University, Marawi City, Philippines.

She has a Professor III rank; a Special Assistant at the Office of the Assistant Vice Chancellor for Academic Affairs; an Area Supervisor of MSU-Balindong Community High School and MSU-Marantao High School. She is a lecturer at the English Department of the College of Social Sciences and Humanities and a part-time faculty member of the Graduate School of the Jamiatu Muslim Mindanao, Marawi City.