

# Socio-Economic Profile and Academic Achievement as Influence on Off-Campus Performance among Pre-Service Teachers at the Tawi-Tawi Regional Agricultural College

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This descriptive educational research is geared towards the improvement of the academic achievements and the quality of off-campus performance among pre-service teachers within various disciplines at not only at the Agricultural Education department in Tawi-Tawi Regional Agricultural College, but in Bongao II district. These teachers are practicing teaching in any level and could assist the school administration, concerned supervisors, the teachers and the students or pupils, to include the educational researchers in the measure for up-lift in quality to benefit the educational leadership in the National Elementary and Secondary Education department of the concerned country. It would give performance feedback to teachers to effectively enhance the academic achievement and the off-campus performance as well as related teaching productivity. The findings claimed that the level of academic achievement described “satisfactory” as a maximum GPA of 1.25 (excellent) and minimum GPA of 2.35 was described as moderate satisfactory. The academic achievement among the Pre-service teachers was manifested by the low SD value statistically disclosed homogeneous performance. The level of Off-Campus Performance among Pre-Service Teachers of Agricultural Education in Tawi-Tawi Regional Agricultural College reflected moderately and was demonstrated with three statements. Also, the socio-economic profile taken collectively did not significantly influence the academic achievement among the pre-service teachers. There was no sufficient evidence to claim that there is

a significant influence of the former on the later construct variables among the pre-service teachers at Tawi-Tawi Regional Agricultural College.

**Key words:** *Socio-economic profile, academic achievement, pre-service teachers, off-campus performance, Tawi-Tawi Regional Agricultural College, Philippines.*

## Introduction

The Philippine educational system caters to the need of molding the students to be holistically and globally competitive. Being a third world developing country, the Philippines must produce capable students to race in the global market of the human resource, through quality education and the country's goal for excellence. However, the success of good teachers is due to what they do in the exercise of commitments to achieve excellence. The personal characteristics of teachers are the core basic competencies conditioning a facilitative personal relationship that nurtures learning and that makes self-actualisation and self-fulfilment possible. Excellence has always been the primary concern target of any institution of learning that requires high educational standards, which includes the outcome expected of the learners in quest for quality.

Quality education is the fruit of quality teaching and quality supervision. Education is more than teaching and instruction. It is primarily a continuous effort of the deliberating combined efforts of teachers and administrators and according to John Dewey the philosopher, education is not only preparation for life but life itself.

With the advent of student teaching as a requirement for future teachers, the Commission on Higher Education mandated the CHED MEMO ORDER No. 30 (CMO 30) series of 2004. This was promulgated on September 13, 2004 for the purpose of rationalising the undergraduate teacher education in the country to keep pace with the demands of global competitiveness. It is in accordance with the pertinent provisions of Republic Act No. 7722, The Higher Education Act of 1994. The CMO 30 embodies the policies and standards for the undergraduate teacher education curriculum.

Quality pre-service teacher education is a key factor in quality Philippine education. The pre-service preparation of teachers for the primary and secondary educational sectors is a very important function and a responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and function of teachers. As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of the pre-service education

curriculum. The degree shall be called Bachelor of Elementary Education (BEEd) or the Bachelor of Secondary Education (BSEd). The Bachelor of Elementary Education is structured to meet the needs for professional teachers for elementary schools and special education while Bachelor of Secondary Education is for the secondary schools. For vocational institutions like Tawi-Tawi Regional Agricultural College, the Bachelor of Science in Agricultural Education (BSAgEd) both the Elementary and the Secondary education courses are likewise designed to train pre-service and in-service teachers to meet the same in the professional building and national educational growth and development.

It is in this parlance, students are required to have the competencies to brawl the challenges which the profession will provide. Hence, the CMO 30 offers the necessary competency standards which a BSEd and BEEd and the mentioned related courses graduates need to possess. These standards are specified in Article IV. Sect 6, which include the following; a) have the basic and higher level literacy, communication numeracy, critical thinking, learning skills needed for higher learning; b) have the deep and principled understanding of the learning processes and the role of the teacher in facilitating processes; c) with deep and principled understanding of how educational processes related to larger historical, social, culture, and political processes; d) have a meaningful and comprehensive knowledge of the subject matter they will teach; e) can apply a wide range of teaching process skills like curriculum development, lesson planning, materials development, educational assessment, and teaching approaches; f) have direct experience in the field/classroom like observations, teaching assistance, and practice teaching; g) can demonstrate and practice the professional and ethical requirements of the teaching profession; h) can facilitate learning of diverse types of learners, in diverse types of learning environment, using a wide range of teaching knowledge and skills; i) can reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content/subject matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills, and practices; j) can be creative and innovative in alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate effectiveness of such approaches in improving student learning; and k) are willing and capable to continue learning in order to better fulfill their mission as teachers.

Student teachers observe the teachers at work so as to learn about skills, strategies, and classroom achievements. Their teaching experiences are evaluated through conferences with teachers and lectures, self-reflection; implement a variety of approaches, strategies and skills with a view to bring about meaningful learning. In this way, practice teachers gain experience in managing and evaluating class work, in maintaining discipline and good order in the classroom, find their own teaching style and personality, and become acquainted with the school organisation and administration. It provides student factors that affect their teaching



behavior or over all teaching performance during the actual classroom sessions including small class size, effective visuals, competent mentors, subject familiarity, cooperative learning and motivation, while challenges are those producing negative impact such as large class size, retention power, absence of laboratory room, and learners' readiness.

From the above statements and observations, researchers believe that during the student teaching students see the realities of the profession. Whatever principles and theories learned in school are being put into practice in the school where they are deployed. The new environmental culture that they need to embrace help them elicit their potentials and skills effectively. Students need to be guided as they face themselves with enormous challenges in the field which allow them to decide whether they want to go into the field of teaching. They are often placed into an awkward and stressful situations, not really sure of their authority and sometimes not placed with experienced teachers who are of mush help.

The researchers have been in the academe for several years and a mentor in secondary level of the TRAC Campus, they observed tremendous behaviors of student teacher. The researchers were also a cooperating teacher in the Laboratory High School for some years. They witnessed that most student teachers were passive in certain activities of the school, reluctant to pass lesson plans, hard headed, had difficulty in classroom management and control on the class, had low self-esteem, poor construction in test questions and preparation of lesson plans, jittery in demonstration teaching, and with-anger triggering behaviors like: absence during scheduled teaching, tardiness, abandoning classes and irregular attendance in classes. At any rate, some had a better attitude than others.

The paper hopefully may become an instrument to gather pertinent data that may serve as a base to improve students' performance in student teaching. Further, results of this study may facilitate college instructors to understand, encourage, and influence student teachers to be effective in their chosen career despite of experiences like, aggressive students, inadequate materials, prioritising students' needs and interests, and a lot more. Also, it may help the student teachers realise the essence of student teaching prior facing the real world of teaching as they are guided on the things to observe in effective classroom instruction, appropriate strategies to employ with the kind of pupils or students, and suitable attitudes to display with colleagues and school staff. On the other hand, this research may facilitate cooperating teachers to share their expertise in the academe and apply such expertise to the student teachers. It allows them to share their pertinent ideas on effective classroom management, relevant instruction, fitted parental and colleague communications, effectual methods and strategies, and proper test construction. This study may help the supervising instructors realise the need of effective mentoring and supervision. Quality mentoring and supervision for future teachers will bring out the necessary skills and potentials and thereby allow them to face the challenges in the field.



Lastly, this study may aid administrators to observe the teachers' valuable support to student teaching and provide them commendable linkages with other schools.

In this forgoing empiricism, it is deemed necessary to determine the socio-economic profile influences on academic achievement and off-campus performance among pre-service teachers at the Agricultural Education department in Tawi-Tawi Regional Agricultural College.

### **Related Literature**

The theoretical framework of this study is supported by Pinol (2000), who studied on "Determinants of BSE Student Teachers' Performance in SUCs of Region 1 and The National Capital Region" cited that the students' academic achievement was not significantly related to their teaching duties as prescribed in the Duties of the Teachers (DOTT) as to their physical, social, and leadership qualities. She recommended the following: 1) College of Teacher Education must not be contented with the prescribed minimum requirements for the degree. There should be enrichments like trainings and/ or seminars for instructional skill development in lesson test construction, planning, framing of behavioral objectives, applications on the use of instructional strategies, and values formation. 2) There must be a continuous conduct of research to look into the merit of identifying the duration and kind of student teaching activities that attribute better performance of the students. 3) A curriculum review must be done to discard all irrelevant subjects. A focus on practice teaching must be done. 4) Early observation and participation to be placed in the Third Year College to extend practice teaching activities. 5) Supervising instructors must be reduced of their load to monitor students. 6) All cooperating schools must have an open communication to discuss freely the comments and suggestions relative to the performance of the practice teachers.

It was further noted that progress is always linked with the educational program which produces the workforce needed by the industry. The schools creates great minds to sustain viable production of the industry and other income generating institutions or agencies. Teachers are considered important as potent catalysts for responsive transformations in society, who are commissioned to extend the necessary skills, knowledge, attitudes, values, beliefs, and social standards to their students and hence, become effective members of the society. Teachers then are essential in influencing the youth.

According to Zehm (1993) in his book entitled, "On Being a Teacher: The Human Dimension" posited the factor of "charisma" among teaches. This occurs when they allow their personalities to shine through their subject matter and thereby command attention in the classroom. The teachers assent the atmosphere to create a style of communication that is sufficient, authentic, and captivating. He added that in order to engage themselves actively in



class, students appreciate teachers who are genuinely caring and loving toward them. That is why the best teachers are so much more than the experts in their fields, and even more than interesting personalities; they are individuals whom students can trust because they see them as persons who are safe and kind. Even when, on occasion, they are in bad moods, give difficult assignments, or have to teach units that are relatively boring, students will give a compassionate teacher the benefit of the doubt.

In the school, all the processes involved depend greatly on the achievement of its aims and goals. It can be attained if the staff are satisfied with the jobs and are given their basic needs. Conditions, interpersonal relationships, recognition, achievement, and just commensurate wage are some of the basic needs to motivate teachers to work harder for the achievement of goals and objectives. Failure depends on teachers' performance. Given proper motivation, they undoubtedly exhibit a high degree of professionalism and teaching performance. Relations with fellows, students and the people in the community improve. They become responsible and accountable workers who perform their duties and functions with the highest ethical standards, selfless persons who do not hesitate to contribute their knowledge, ideas, and vision for the betterment of the service of the profession and organisation.

Martinez (2004) in his article on, "successful teachers, successful schools", reminded everybody that the relationship between and among the professionals in any organisation is critical to its success. A successful school is one which a teacher can work well together with their administrator. Collegial support and interaction will influence how teachers feel about their job and their students. Also, collegiality influences the motivation and career commitment of teachers and the extent to which they are willing to modify classroom practice. School collegiality concerns the quality of the relationship between and among professionals in a school by environment. A collegial school environment is one in which teachers are able to work well with other teachers and their administrators, manage conflict with others, including teachers, administrators, parents, students, match their educational strengths and preferences with an appropriate school.

With the advent of modern technology nowadays, students-teachers need to abreast themselves with the use of the educational tool in their instruction. The most familiar technology is the computer.

Bihag (2011) presented a study in the third international conference on teaching and learning and Malaysia entitled, "ICT Integration and practices of the pre-service teachers in Cebu Normal University, Cebu City" which was focused on the way pre service teachers integrate ICT into teaching and learning that improve academic performance of the students. The experiment lasted for two years to ensure its validity and determined the extent of the observations: 1) integrating technology into teaching had increased students' performance

and achievement. It enabled the teachers and students to be globally competitive by learning on how computers work. It had greater impact on students and there was integration of technology into the selected subjects of the curriculum. 2) The weakness of the implementation was on the unavailability of computer units on student ratio and the need to separate CTE Computer Laboratory which was not spacious, not conducive to learning, facilities were very minimal, and an internet connection was not available. There was also a need to secure the necessary software that was needed and Intel implementation. 3) The use of ICT is of great help in delivering instructions to students and preparing them in acquiring modern skills. 4) The implementation was very useful especially on how technology was integrated into teaching because the focus was on the sociological factors, need and interest of students. 5) There were processes and competences which were not fully maximised. The evaluation of the students' portfolio showed that some outputs were excellent and others were fair. The portfolios that were not as presentable was due to the lack facilities for them to enhance their project. The students were capable of doing so but they did not have sufficient time to improve on their output because most of them were sharing computer units.

### **Objectives of the Study**

The main purpose of this study was to determine the socio-economic profile influences academic achievement and the off-campus performance among pre-service teachers at Agricultural Education department in the Tawi-Tawi Regional Agricultural College (TRAC). Specifically, this study aimed to identify (a) the socio-economic profile of the respondents; (b) the level of academic achievement among pre-service teachers at the Agricultural Education in Tawi-Tawi Regional Agricultural College; (c) the level of Off-Campus performance among the pre-service teachers of Agricultural Education in Tawi-Tawi Regional Agricultural College in terms of lesson planning, organising and presenting instruction, questioning skills, managing and motivating the class, assessing students' performance, displaying professionalism, and personality; (d) the significant difference between the levels of academic achievement and off-campus performance among the pre-service teachers of Agricultural Education in Tawi-Tawi Regional Agricultural College in terms of lesson planning, organising and presenting instruction, questioning skills, managing and motivating the class, assessing students' performances, displaying professionalism, and personality; (e) the significant influence of the socio-economic profile on the academic achievement among the pre-service teachers of Agricultural Education in Tawi-Tawi Regional Agricultural College; and (f) the significant influence of academic achievements on the off-campus performance among the pre-service teachers of Agricultural Education in Tawi-Tawi Regional Agricultural College in terms of lesson planning, organizing and presenting instruction, questioning skills, managing and motivating the class, assessing students' performance, displaying professionalism, and personality.

## **Methodology**

### ***Research Design***

This study adopted the descriptive–quantitative method of research. This research design was deemed appropriate since it described the level of off-campus performance of the student teachers in Tawi-Tawi Regional Agricultural College in terms of lesson planning, organising and presenting instruction, questioning skills, managing and motivating the class, assessing the students' performance, displaying professionalism, and personality were also considered in this study.

It is a quantitative study because it quantified the data to analyse the problem. This research method also involved the comparison and contrast and exploration of the relationship between the variables.

### ***Research Locale***

This study conducted in selected Public Elementary Schools in Bongao Districts in Tawi-Tawi Division and in the Agricultural Education Department at Tawi-Tawi Regional Agricultural College, Bongao, Tawi-Tawi.

The Bongao School Districts are headed by the District Supervisors and assisted by the Principals and head teachers or teachers in-charge of Public Elementary Schools, while Tawi-Tawi Regional Agricultural College is headed by the College President and assisted by the Vice Presidents, Dean and Department Chairpersons of which Agricultural Education Department is part of.

### ***Sampling Design***

The target population of this study were the cooperating teachers in selected Public Elementary Schools at Bongao Districts in Tawi-Tawi Division and the student teachers at Tawi-Tawi Regional Agricultural College. In the selection of Public Elementary Schools, the purposive sampling was used. This means that criteria used were set to identify the schools included in this study were the following: a) the schools must be the venue of teaching practice of the students; b) the cooperating teachers must be regular or holding itemised position; and c) in case of Tawi-Tawi Regional Agricultural College, only regular students enrolled in practice teaching were considered respondents of the study. The professional education students with practice teaching were not included.

**Table 1:** Distribution of Respondents of the Study by District

Districts/Schools	N	%	n
TRAC/Student Teachers	118	21.88	35
Bongao Central District	302	18.75	30
Bongao I District	208	13.12	21
Bongao II District	368	23.12	37
Bongao III District	374	23.13	37
Total	1370	100.0	160

### ***Research Instrument***

This study made the questionnaire-checklist design to elicit quantitative data from the teachers and students. The first part of this questionnaire-checklist was designed to solicit personal data of the respondents, such as; student teachers, name, age, gender, tribe, monthly family income, parents' educational attainment, and parents' occupation; and for the cooperating teachers, the following were included; name (optional), position, age, gender, tribe, monthly family income, educational attainment, and length of service. The second part focused on the level of off - campus performance among the student teachers in Tawi-Tawi Regional Agricultural College in terms of lesson planning (8 items), organising and presenting instruction (13 items), questioning skills (10 items), managing and motivating the class (12 items), assessing the students' performance (8 items), displaying professionalism (10 items), and personality (7 items). Each item has five options, numbered and described: 5- strongly demonstrated, 4 – demonstrated, 3 – moderately demonstrated, 2 – slightly demonstrated, and 1 – not at all demonstrated.

### ***Data Analysis***

The data gathered were statistically analysed by both descriptive and inferential statistics. Descriptive statistics; namely: frequency and percentage distributions were used to analyse the demographic profiles of the respondents. The level of academic achievement in terms of the GPA performance rating and the off – campus performance among the student teachers in terms of lesson planning, organising and presenting instruction, questioning skills, managing and motivating the class, assessing the students' performance, displaying professionalism, and personality were analysed by mean and standard deviation. Also, multiple linear regression analysis was used to determine the significant relationship of the socio-economic profile on the academic achievement in terms of GPA rating and the off – campus performance among the student teachers in terms of lesson planning, organising and presenting instruction, questioning skills, managing and motivating the class, assessing the students' performance, displaying professionalism, and personality.

## Results and Discussion

The socio-economic profile of the respondents showed the majority age belonged 31-40 with the least 51 years old and above, female, Taosug with monthly income bracket of Php 21,000-25,000, master's degree holders, in the service for 10 years and below, with 62.9% fathers' college graduates, or least number or 2.9% engaged in farming. While respondents' mother were college graduates (holders of high School diploma) with academic units in college. In terms of occupation there were plain housewives or non – working mothers, with 8.6% Sidewalk Vendors. The analysis of data Suggest respondents' families were dependents on Salary of the fathers and few mothers as government employees.

The level of academic achievement was described as “satisfactory” with a maximum GPA of 1.25 (excellent) and the minimum GPA of 2.35 was described as moderate satisfactory.

The academic achievement among the pre-service teachers manifested by the low *SD* value statistically disclosed homogeneous performance.

The level of Off-Campus Performance among Pre-Service Teachers of Agricultural Education in Tawi-Tawi Regional Agricultural College reflected moderately was demonstrated with three statements.

The influence of the socio-economic profile on the academic achievement among the pre-service teachers at the Tawi-Tawi Regional Agricultural College reflected a coefficient  $r$  ( $r=0.44$ ) indicated that a moderate relationship exists between the socio-economic profile and the academic achievement among the pre-service teachers. Likewise, the coefficient of determination ( $R^2 = 0.1974$ ) revealed that 19.74% variance of academic achievement among the pre-service teachers was explained by the socio-economic profile taken collectively. It implied further that 80.26% of the factors contributed to the variance of academic achievement which was not covered in this study.

The overall F-value = 0.7996 with a probability value greater than the alpha level of significance ( $P\text{-value} = 0.6084 > 0.05$ ) confirmed that the relationship between the former and the later variables was not significant. Analysis suggests that the socio-economic profile taken collectively did not significantly influence the academic achievement among the pre-service teachers of Tawi-Tawi Regional Agricultural College.

The significant influence of the socio-economic profile on the off-campus performance among the pre-service teachers revealed the coefficient  $r$  ( $r = 0.35$ ), which indicated a slight/low relationship existed between the socio-economic profile taken collectively and off-campus performance among the pre-service Teachers at Tawi-Tawi Regional Agricultural

College. The coefficient of determination ( $R^2 = 0.1290$ ) attested 12.90% variance of off-campus performance accounted for by the socio-economic profile taken collectively. It further implied 87.10% of the factors which contributed to the variance of off-campus performance which were not discussed in this study.

The overall F-value = 0.4814 with a probability value greater than the alpha level of significance ( $P\text{-value}=0.8581>0.05$ ) revealed that the relationship between the socio-economic profile was taken collectively and the off-campus performance among the pre-service teachers was not significant. Analysis suggests the socio-economic profile taken collectively did not significantly influence the off-campus performances among the pre-service teachers at Tawi-Tawi Regional Agricultural College. Taken individually, based on student's t-values with a probability value greater than the alpha level of significance ( $P\text{-value}>0.05$ ) revealed that the socio-economic profile, taken individually, did not significantly influence the off-campus performance among the pre-service teachers at Tawi-Tawi Regional Agricultural College. Null hypothesis which stated, "there is no significant influence of the socio-economic profile on the off-campus performance among the pre-service teachers at Tawi-Tawi Regional Agricultural College" was accepted at a 5% level of significant confidence. There was no sufficient evidence to claim that there is a significant influence of the former on the later construct variables among the pre-service teachers at Tawi-Tawi Regional Agricultural College.

## Conclusions

Based on the results, it is claimed that the level of academic achievement is described as "satisfactory" with a maximum GPA of 1.25 (excellent) and minimum GPA of 2.35 is described as moderate satisfactory. The academic achievement among the Pre-service teachers manifested by the low *SD* value statistically disclosed a homogeneous performance. The level of off-Campus performance among Pre-Service Teachers of Agricultural Education in Tawi-Tawi Regional Agricultural College reflected moderately as demonstrated with three statements.

Furthermore, the socio-economic profile taken collectively did not significantly influence the academic achievement among the pre-service teachers. There was no sufficient evidence to claim that there is a significant influence of the former on the later construct variables among the pre-service teachers at Tawi-Tawi Regional Agricultural College.



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