The Competence Disparity of Elementary and Secondary Teacher-Education Graduates

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ABSTRACT. There has been substantial research undertaken on teacher-education graduates' competence, but disparities in terms of demographic profile, school of origin, and program of study are yet to be explored. Thus, this paper sets out to characterize the competence of elementary and secondary teacher-education graduates as perceived by themselves and their immediate supervisors, using two sets of survey questionnaires adopting the statements from the CHED Memoranda No. 30, s. 2004 and 59, s. 1996. This study was designed following the cross-sectional procedure for the graduates (elementary = 9; secondary = 6) and their immediate supervisors (N = 15). It utilized mean, standard deviation, the independent sample T-test, the Mann-Whitney U, and the Kruskal-Wallis tests to analyze and present the data. Disparities in critical thinking, creativity, communication, and awareness of relevant issues were evident among BEEd and BSED graduates. Whereas their demographic profile, such as gender, age, and school of origin, have not influenced their competence. It conveys that the graduates did significant difference in their acquisition of competencies. Thus, TEIs should exert an effort to enhance the readiness of their pre-service teachers, the BEEd students, to meet the industry's demands.

1.0. Introduction

Studying the competence of teachers has been a major area of interest among scientists within the field of education and educational pedagogy since the early 1920s (Liakopoulou, 2011). Considerable works of literature have grown around the concept that "teachers contribute to students' achievement (Omar et al., 2018) and affect their outcomes (Kunter et al., 2013). Indeed, exploring the teachers' competence rigorously is a subject that is worth discussing.

A teacher's ability to be a reflexive practitioner is both competence and a tool for advancing all other competencies (Marinković et al., 2012). According to Liakopoulou (2011), an educator is a "good teacher" if he possesses pedagogical skills and knowledge that can facilitate learning. However, many certified educators are less competent in teaching their field of study. Many teachers are capable of mastering the subject but struggle to present it (Saidah et al., 2018). Syamsinar (2015) identified that such struggles have roots in the difficulty of understanding the curriculum, mastering and developing materials creatively, developing the teacher's professionalism continuously, using information technology, and problems in classroom management. The lack of commitment, strict supervision, training, facilities, and rewards have caused the competence deficiency (Saidah et al., 2018). As such, the competency issue reflects one's ability to solve professional problems in a variety of situations effectively and independently (Yakhshieva & Sidiqova, 2020).

Many studies have been published to characterize the competence of local and global elementary and secondary teachers. Hence, the debating results of scientific papers across the country were flaunted. An example is a serious decline in elementary teachers' competence in implementing the curriculum (from designing, implementing, and assessing) that was found by some researchers (Maba & Mantra, 2018), while other results, like from the studies of Wachidi et al. (2020) and Rinantanti et al. (2017), reveal that teachers demonstrate good competence in implementing it. Certainly, a teacher's expertise impact students' academic performance. This presumption was supported by the findings of Nbina (2012) that students taught by qualified teachers outperformed those taught by inexperienced teachers.

Meanwhile, a rich body of literature has already explored concepts on the importance of teachers' competence in the promotion of inclusive education (Zulfija et al., 2013), in the global dimension (Orazbayeva, 2016), and including the ways of developing and equipping them with skills (Mantra, 2017). On the other hand, there were teachers classified as moderately competent in aspects of instructional, management, personal and social, guidance, and evaluation skills (Queroda & Nama, 2018), and even highly competent and outstanding in terms of pedagogical content knowledge (Gamayao & Bias, 2021). The relationships suggest that strong levels of knowledge and skills are required for high instructional quality but that learning beliefs are less relevant due to the dynamic nature of teaching (Blömeke et al., 2020).

However, the instruments used in most studies in measuring, categorizing, and determining the extent of competence of education graduates from various undergraduate programs in the Philippines are different from the mandate of the CHED Memorandum Order (CMO) 30, s. 2004 and CMO No. 59, s. 1996. The two orders are considered the "blueprint" of all universities wherein they stipulate the set of competencies a teacher-education graduate must acquire after four years of education. Therefore, it is only fitting that the indicators used in shaping elementary and secondary teacher-graduates should also be the instruments that measure their capability as professionals. Furthermore, no existing literature has attempted to measure the extent of competence disparity among them using the same aforementioned instrument.

Hence, along with the rapid expansion and growth of the population of state universities, the number of their extension campuses is also increasing. This has paved the way for establishing either new or identical programs (courses) across the campuses. Thus, speculations regarding the quality and unequal competence of the graduates who annually complete their degrees from the extension campuses have become a big question for most. Thus, this study has propelled discussing, clarifying, providing preliminary information, or refuting this issue. Specifically, it aims to determine the competence disparity of teacher-education graduates in terms of self and immediate supervisor's perceptions, the program graduated, and their campus of origin.

2.0. Methodology

Research Design. This quantitative research was carried out as a cross-sectional study to explicitly describe and compare the competence of graduates of two programs with separate groups of respondents. The nature of the design and method used in this study provided an essential rationale that fit the objective and projected outcome. Among the numerous designs of quantitative research, cross-sectional is one of the designs used by a researcher if he aims to find out the prevalence of a phenomenon, problem, attitude, or issue. This is done by taking a snapshot or cross-section of the population (Pelham & Blanton, 2006). Contextually, the two sections being studied refer to the group of teachers who were education graduates of the state university under study. In contrast, the other section consists of their immediate supervisors. Indeed, the design used in this study was appropriate as it allowed the researcher to gather and cross-validate information in a short period.

Respondents of the Study. This study was responded to by graduates (N = 15) of BEED and BSED programs from the three extension campuses of a state university. Furthermore, the campuses from which the respondents came were selected randomly from nine external campuses of this state university. Moreover, the immediate supervisors (N = 15) of these graduates were also among the respondents. In sum, 30 people responded to the survey. Their characterization and classification are herein presented.

Respondents were identified through a non-probability sampling procedure, specifically, the purposive sampling technique. This technique is used when the researcher intentionally selects the informants based on their ability to reveal a specific concept (Robinson, 2014). This sampling procedure enabled the researcher to minimize sampling biases prior to the conduct of the study. Minimizing biases is expected to yield the right picture of the conditions of graduates in their current occupation.

Table 1. Demographic Profile of Respondents

Variables	f	%
Classification		
Graduates	15	50.00
School Heads	15	50.00
Total	30	100.00
Sex		
Male	11	36.70
Female	19	63.30
Total	30	100.00
Age		
24 and below	9	30.00
25 - 31	7	23.30
32 - 38	3	10.00
39 - 45	5	16.70
46 and above	6	20.00
Total	30	100.00
Programs (Graduates)		
BEED	9	60.00
BSED	6	40.00
Total	15	100.00
Campus Graduated		
Campus A	3	20.00
Campus B	7	46.70
Campus C	5	33.30
Total	15	100.00
Position (Immediate Supervisor)		
Head Teacher I-IV	2	13.30
Teacher-in-Charge	6	40.00
Principal I-IV	7	46.70

Data Gathering Instruments. To obtain the needed information, the researcher used the CHED Memorandum Order (CMO) No. 30 s. 2004 and CMO No. 59, s. 1996, as the basis of competence of the respondents. These memoranda are the standards that a graduate of a specific program must learn and obtain before graduating. CMO No. 59 s. 1996 is a memorandum that requires SUCs to "retain and offer nine (9) units of Filipino in the General Education (GE) curriculum for fields of study related to the Humanities, Social Sciences, and Communication." Whereas CMO No. 59, s. 2004, or the Revised Policies and Standards for Undergraduate Teacher Education Curriculum, rationalizes undergraduate teacher education in the country to keep abreast of the demands of global competitiveness. Thus, the number of competencies mentioned in the two CMOs was consolidated and formed into a survey questionnaire integrating the 7-point Likert Scale, where 1 is very poor, and 7 is exceptional.

Data Gathering Procedure. This study underwent three basic phases: the conceptualization phase, the collection of data phase, and the data analysis phase.

Phase 1: Concept and instrument development; preparation of data collection. At this early stage, the key objectives, the target population (the employed 2018 graduates), and the questionnaires to be used were decided, prepared, and tested by the researcher. Asking for approval from different offices and concerned people was already included in this phase.

Phase 2: Data Collection. In this phase, the researcher has already conducted the actual research activities using the instrument. The conduct was a combination of online surveys and traditional face-to-face surveys to lower the cost of conduct and observe the health and safety protocols brought about by the surge of the COVID-19 pandemic.

Phase 3: Data Analysis and Dissemination. In this phase, the researcher has already forwarded the encoded raw data to the statistician for data treatment, analysis, and interpretation. Hence, discussion of the significant findings, summarizing them, and crafting recommendations happened in this phase.

For ethical considerations, participation in this study was voluntary. To protect the respondents' identities, the researcher also assured the nondisclosure of their names or any sensitive details that

could potentially identify them. Furthermore, the researcher also guaranteed that the responses and information they shared remained confidential and for research use only.

Data Analysis. This study used the mean and standard deviation, the T-test, the Mann-Whitney U, and the Kruskal-Wallis tests to analyze and present the data. Moreover, all assumptions were met, and a number of normality tests were executed before considering these tools. This data was analyzed using the computer package, Statistical Package for Social Sciences (SPSS), and Excel spreadsheets.

3.0. Results and Discussion

Extent of Graduates' Competence as Perceived by Themselves

Tables 2.1A and 2.1B show the mean and verbal description of the extent of teacher-education graduates' competence in 15 indicators as perceived by the graduates themselves. It reveals that both elementary and secondary teacher-education graduates perceived themselves as exceptional (8 out of 15 indicators) at competencies in having a higher level of literacy, a deep understanding of the learning processes, educational processes, creative practices and innovations, a willingness to continue learning, effectiveness in communication skills in both English and Filipino, and science literate. Hence, they perceived themselves as excellent (6 out of 15 indicators) in understanding the educational processes, having comprehensive knowledge of the subject matter, applying a wide range of teaching process skills, having direct experience in the field or classroom, facilitating learning diversity, and being aware of the general problems and issues of Philippine society.

Correct facilitation stimulates intellectual development, which leads to competency development (Chen, 2016). Regardless of how knowledgeable a teacher is about the subject, he cannot succeed if he is unable to communicate his knowledge to his learners. Teachers exert control over the learning and teaching processes through the correct facilitation by planning and executing the lessons, evaluating them, and keeping the classroom in order (Hotaman, 2010). However, both the BEEd and BSEd graduates perceived themselves as good (one out of 15 indicators) at observing and performing the professional and ethical requirements of the teaching professions.

While the competence to demonstrate and practice the professional and ethical requirements of the teaching profession is perhaps one of the most salient competencies an immediate supervisor is always looking for in a teacher. A code of ethics governs an individual's reaction to a particular situation and accounts for the differences in reactions displayed by different people in the same situation. They are intangible moral principles developed by individuals on their initiative (Lynch, 2016).

Table 2.1A. Extent of Graduates' Competence as Perceived by Themselves

No.	Indicators	Mean	Description
1	Basic and higher-level literacy, communication, numeracy, critical thinking, and learning skills are needed for higher learning.	6.47	Exceptional
2	Deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes to students.	6.80	Exceptional
3	Deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes.	6.00	Excellent
4	Having a meaningful and comprehensive knowledge of the subject matter they will teach.	5.40	Excellent
5	Can apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches).	6.07	Excellent
6	Have direct experience in the field/classroom (e.g., classroom observations, teaching assistance, practice teaching).	6.07	Excellent

Legend: 1.0 – 1.85 (Very Poor); 1.86 – 2.71 (Poor); 2.72 – 3.57 (Fair); 3.58 – 4.43 (Good); 4.44- 5.29 (Very Good); 5.30 – 6.15 (Excellent); 6.16- 7.00 (Exceptional)

Table 2.1B. Extent of Graduates' Competence as Perceived by Themselves

No.	Indicators	Mean	Description
7	Can demonstrate and practice the professional and ethical requirements of the teaching profession.	5.20	Very Good
8	Can facilitate learning of diverse types of learners in diverse learning environments, using a wide range of teaching knowledge and skills.	6.07	Excellent
9	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 and skills.	6.33	Exceptional
10	Can be creative practices and innovative in thinking of alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning.	6.60	Exceptional
11	Are willing and capable to continue learning to better fulfill their mission as teachers.	6.13	Exceptional
12	Have effective communication skills in English and Filipino and foster critical understanding and appreciation of how people react to their experience in the world.	6.47	Exceptional
13	Have a scientific literacy and capacity to approach scientific materials intelligently.	6.33	Exceptional
14	Can reflect on the totality of human experience and formulates for themselves a human perspective that integrates all branches of knowledge in a profound understanding of the individual as well as society.	6.20	Exceptional
15	Awareness of the general problems and issues, especially those relevant to the Philippine Society.	6.07	Excellent
	Overall	5.87	Excellent

Legend: 1.0 – 1.85 (Very Poor); 1.86 – 2.71 (Poor); 2.72 – 3.57 (Fair); 3.58 – 4.43 (Good); 4.44- 5.29 (Very Good); 5.30 – 6.15 (Excellent); 6.16- 7.00 (Exceptional)

Extent of Graduates' Competence as Perceived by their Immediate Supervisors

Table 2.2 provides an overview of the extent of elementary and secondary teacher-education graduates' competence in 15 indicators as perceived by their immediate supervisors. Closer inspection of the table shows that their immediate supervisors do commend the graduates' level of basic and higher literacy, teaching process skills, direct experience in the field/classroom, facilitating learning of diverse types of learners, willingness to continue learning, communication skills in both English and Filipino, and scientific literacy, as most of them received an exceptional rating (9 out of 15 indicators).

From the same table, it can be seen that graduates were further perceived as excellent (4 out of 15 indicators) for having a deep and principled understanding of the teaching, learning, and educational processes, the ability to reflect, creativity, and innovativeness. However, they were viewed as very good (1 out of 15 indicators) in demonstrating and practicing the professional and ethical requirements of the teaching professions and good (1 out of 15 indicators) at having a meaningful and comprehensive knowledge of the subject matter they will teach.

As mentioned in the literature review, valuing the perceptions of a teacher's immediate supervisor helps teachers develop new skills and learn new research-based best practices (Hopkins, 2006). Thus, it is interesting to learn that the perceptions of the immediate supervisors and the graduates do vary at some points based on the empirical findings of the study.

Table 2.2. Extent of Graduates' Competence as Perceived by their Immediate Supervisors

No.	Indicators	Mean	Description
1	Basic and higher-level literacy, communication, numeracy, critical thinking, and learning skills are needed for higher learning.	7.00	Exceptional
2	Deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes to students.	6.07	Excellent
3	Deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes.	6.00	Excellent
4	Having a meaningful and comprehensive knowledge of the subject matter they will teach.	4.27	Good
5	Can apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches).	7.00	Exceptional
6	Have direct experience in the field/classroom (e.g., classroom observations, teaching assistance, practice teaching).	6.20	Exceptional
7	Can demonstrate and practice the professional and ethical requirements of the teaching profession.	5.27	Very Good
8	Can facilitate learning of diverse types of learners in diverse learning environments, using a wide range of teaching knowledge and skills.	6.33	Exceptional
9	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	6.13	Excellent
10	Can be creative practices and innovative in thinking of alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning.	5.40	Excellent
11	Are willing and capable to continue learning to better fulfill their mission as teachers.	6.20	Exceptional
12	Have effective communication skills in English and Filipino and foster critical understanding and appreciation of how people react to their experience in the world.	6.07	Exceptional
13	Have a scientific literacy and capacity to approach scientific materials intelligently.	6.40	Exceptional
14	Can reflect on the totality of human experience and formulates for themselves a human perspective that integrates all branches of knowledge in a profound understanding of the individual as well as society.	6.27	Exceptional
15	Awareness of the general problems and issues, especially those relevant to the Philippine Society.	6.20	Exceptional
	Overall	6.13	Exceptional

Legend: 1.0 – 1.85 (Very Poor); 1.86 – 2.71 (Poor); 2.72 – 3.57 (Fair); 3.58 – 4.43 (Good); 4.44- 5.29 (Very Good); 5.30 – 6.15 (Excellent); 6.16- 7.00 (Exceptional)

Extent of Graduate's Competence According to Program

Tables 2.3A and 2.3B show the mean and standard deviation of elementary and secondary teacher-education graduates' competence in 15 indicators. It reveals that secondary education graduates demonstrated exceptional competence in almost all indicators except on having a

scientific literacy and capacity to approach scientific materials intelligently and the ability to reflect on the totality of human experience and formulates for themselves a human perspective that integrates all branches of knowledge in a profound understanding of the individual as well as the society than BEED (very good and excellent rating). It shows that despite receiving the same training, there is still a disparity in how they have learned such competence at various indicators. Looking into the result, secondary education graduates are excellent in almost all competence indicators than their elementary education graduates correspondent.

Table 2.3A. Extent of Graduate's Competence According to Program

	Indicators	Program	Mean	SD	Description
1.	Basic and higher-level literacy, communication, numeracy, critical thinking, and learning skills are needed for higher learning.	BEED	5.22	0.97	Very Good
		BSED	6.33	0.52	Exceptional
		Total	5.67	0.98	Excellent
2.	Deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes to students.	BEED	5.67	1	Excellent
		BSED	6.33	0.82	Exceptional
		Total	5.93	0.96	Excellent
3.	Deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes.	BEED	5.56	1.24	Excellent
		BSED	6.33	0.52	Exceptional
		Total	5.87	1.06	Excellent
4.	Having a meaningful and comprehensive knowledge of the subject matter they will teach.	BEED	6.11	0.78	Excellent
		BSED	6.5	0.55	Exceptional
		Total	6.27	0.7	Very Good
5.	Can apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches).	BEED	6.11	0.78	Excellent
		BSED	6.17	0.41	Exceptional
		Total	6.13	0.64	Excellent
6.	Have direct experience in the field/classroom (e.g., classroom observations, teaching assistance, practice teaching).	BEED	6.11	1.27	Excellent
		BSED	6.67	0.52	Exceptional
		Total	6.33	1.05	Exceptional
7.	Can demonstrate and practice the professional and ethical requirements of the teaching professions.	BEED	6.11	1.05	Excellent
		BSED	6.33	0.82	Exceptional
		Total	6.2	0.94	Exceptional
8.	Can facilitate learning of diverse types of learners in diverse learning environments, using a wide range of teaching knowledge and skills.	BEED	5.89	0.93	Excellent
		BSED	6.5	0.84	Exceptional
		Total	6.13	0.92	Excellent
9.	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	BEED	5.89	0.78	Excellent
		BSED	6.5	0.55	Exceptional
		Total	6.13	0.74	Excellent

Legend: 1.0 – 1.85 (Very Poor); 1.86 – 2.71 (Poor); 2.72 – 3.57 (Fair); 3.58 – 4.43 (Good); 4.44- 5.29 (Very Good); 5.30 – 6.15 (Excellent); 6.16- 7.00 (Exceptional)

Table 2.3B. Extent of Graduate's Competence According to Program

Indicators	Program	Mean	SD	Description
10. Can be creative practices and innovative in thinking of alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning.	BEED	5.89	0.6	Excellent
	BSED	6.33	0.82	Exceptional
	Total	6.07	0.7	Excellent
11. Are willing and capable to continue learning to better fulfill their mission as teachers.	BEED	6.44	0.88	Exceptional
	BSED	6.33	0.82	Exceptional
	Total	6.4	0.83	Exceptional
12. Have effective communication skills in English and Filipino and foster critical understanding and appreciation of how people react to their experience in the world.	BEED	5.67	0.87	Excellent
	BSED	6.33	0.52	Exceptional
	Total	5.93	0.8	Excellent
13. Have a scientific literacy and capacity to approach scientific materials intelligently.	BEED	5.44	1.13	Excellent
	BSED	6	0.63	Excellent
	Total	5.67	0.98	Excellent
14. Can reflect on the totality of human experience and formulates for themselves a human perspective that integrates all branches of knowledge in a profound understanding of the individual as well as society.	BEED	5.78	0.97	Excellent
	BSED	6.5	0.84	Excellent
	Total	6.07	0.96	Excellent
15. Awareness of the general problems and issues, especially those relevant to the Philippine Society.	BEED	5.67	0.87	Excellent
	BSED	6.5	0.55	Exceptional
	Total	6	0.85	Excellent

Legend: 1.0 – 1.85 (Very Poor); 1.86 – 2.71 (Poor); 2.72 – 3.57 (Fair); 3.58 – 4.43 (Good); 4.44- 5.29 (Very Good); 5.30 – 6.15 (Excellent); 6.16- 7.00 (Exceptional)

Extent of Graduate's Competence According to Campus of Origin

Tables 2.4A and 2.4B show the compared mean and standard deviation of competence of three external campuses graduates in 15 indicators. It reveals that education graduates of both Campus A (Indicator 7, 8, 10, 11, 14, 15) and Campus B (Indicator 4, 5, 6, 9, 10, 11) have a much higher number of "exceptional" competence ratings than Campus C (Indicator 4, 6, 11) as perceived by their graduates and immediate supervisors. Indeed, all graduates from the three campuses have equal "excellent" competence on indicators 1, 2, 3, 12, and 13.

While disparities on the competency level on items 4, 5, 6,7,8,9,10,14,15 can be observed on the graduates of three campuses. More so, the competence of graduates from the three campuses ranges from excellent to exceptional. The quality in terms of training, inculcation of knowledge, and translation of competence from curriculum to instruction can be elucidated based on these findings.

Table 2.4A. Extent of Graduate's Competence According to Campus Graduated

Indicators	Campus	Mean	SD	Description
1. Basic and higher-level literacy, communication, numeracy, critical thinking, and learning skills are needed for higher learning.	A	6.00	1.00	Excellent
	B	5.57	0.98	Excellent
	C	5.60	1.14	Excellent
	Total	5.67	0.98	Excellent
2. Deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes to students.	A	6.00	1.00	Excellent
	B	6.14	0.90	Excellent
	C	5.60	1.14	Excellent
	Total	5.93	0.96	Excellent
3. Deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes.	A	6.00	1.00	Excellent
	B	6.14	0.69	Excellent
	C	5.40	1.52	Excellent
	Total	5.87	1.06	Excellent

Legend: 1.0 – 1.85 (Very Poor); 1.86 – 2.71 (Poor); 2.72 – 3.57 (Fair); 3.58 – 4.43 (Good); 4.44- 5.29 (Very Good); 5.30 – 6.15 (Excellent); 6.16- 7.00 (Exceptional)

Table 2.4B. Extent of Graduate's Competence According to Campus Graduated

	Indicators	Campus	Mean	SD	Description
4.	Having a meaningful and comprehensive knowledge of the subject matter they will teach.	A	6.00	1.00	Excellent
		B	6.43	0.54	Exceptional
		C	6.20	0.84	Exceptional
		Total	6.27	0.70	Exceptional
5.	Can apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches).	A	6.33	0.58	Exceptional
		B	6.29	0.49	Exceptional
		C	5.80	0.84	Excellent
		Total	6.13	0.64	Excellent
6.	Have direct experience in the field/classroom (e.g., classroom observations, teaching assistance, practice teaching).	A	6.00	1.73	Excellent
		B	6.57	0.54	Exceptional
		C	6.20	1.30	Exceptional
		Total	6.33	1.05	Exceptional
7.	Can demonstrate and practice the professional and ethical requirements of the teaching profession.	A	6.67	0.58	Exceptional
		B	6.14	0.69	Excellent
		C	6.00	1.41	Excellent
		Total	6.20	0.94	Exceptional
8.	Can facilitate learning of diverse types of learners in diverse learning environments, using a wide range of teaching knowledge and skills.	A	6.67	0.58	Exceptional
		B	6.14	0.69	Excellent
		C	5.80	1.30	Excellent
		Total	6.13	0.92	Excellent
9.	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	A	6.00	1.00	Excellent
		B	6.43	0.54	Exceptional
		C	5.80	0.84	Excellent
		Total	6.13	0.74	Excellent
10.	Can be creative practices and innovative in thinking of alternative teaching approaches, take informed risks in trying out these innovative approaches, and evaluate the effectiveness of such approaches in improving student learning.	A	6.33	0.58	Exceptional
		B	6.29	0.49	Exceptional
		C	5.60	0.89	Excellent
		Total	6.07	0.70	Excellent
11.	Are willing and capable to continue learning to better fulfill their mission as teachers.	A	6.33	1.16	Exceptional
		B	6.43	0.79	Exceptional
		C	6.40	0.89	Exceptional
		Total	6.40	0.83	Exceptional
12.	Have effective communication skills in English and Filipino and foster critical understanding and appreciation of how people react to their experience in the world.	A	6.00	1.00	Excellent
		B	6.00	0.58	Excellent
		C	5.80	1.10	Excellent
		Total	5.93	0.80	Excellent
13.	Have a scientific literacy and capacity to approach scientific materials intelligently.	A	5.67	1.53	Excellent
		B	5.71	0.76	Excellent
		C	5.60	1.14	Excellent
		Total	5.67	0.98	Excellent
14.	Can reflect on the totality of human experience and formulates for themselves a human perspective that integrates all branches of knowledge in a profound understanding of the individual as well as society.	A	6.67	0.58	Exceptional
		B	6.14	0.90	Excellent
		C	5.60	1.14	Excellent
		Total	6.07	0.96	Excellent
15.	Awareness of the general problems and issues, especially those relevant to the Philippine Society.	A	6.33	1.16	Exceptional
		B	6.00	0.58	Excellent
		C	5.80	1.10	Excellent
		Total	6.00	0.85	Excellent

Legend: 1.0 – 1.85 (Very Poor); 1.86 – 2.71 (Poor); 2.72 – 3.57 (Fair); 3.58 – 4.43 (Good); 4.44- 5.29 (Very Good); 5.30 – 6.15 (Excellent); 6.16- 7.00 (Exceptional)

Difference in the Self and Immediate Supervisor's Perceptions on Graduates' Competence

Table 3 shows the difference in perceptions between education graduates and their immediate supervisors. The independent sample t-test revealed that there is no statistical difference between graduates' (M = 6.15, SD = 0.41) and immediate supervisors' (M = 6.05, SD = 0.67) perceptions of their competencies (t (28) =.457, p =.651).Therefore, the result failed to reject the null hypothesis, stating that there is no statistical difference in the competence of teacher-education graduates and graduates as perceived by themselves and their immediate supervisors.

It implies that their immediate supervisors agree with the self-perceived rating of teacher-education graduates towards their competence in reference to the standards of CMO No. 30, s. 2004 and CMO No. 59, s. 1996. Even though teacher-education graduates perceived themselves higher (.10) than their immediate supervisors, the difference in the mean did not make it statistically significant. The findings of this study are congruent with the findings of a study by Cheng and Cheung (2004) 17 years ago. According to the findings, both school principals and novices had similar perceptions of the novice's satisfactory performance. The novices tended to be more satisfied with their performance than the principals.

Table 3. Difference in the Self and Immediate Supervisor's Perceptions on Graduates' Competence

Classification	N	M	SD	T	df	p
Graduates	15	6.15	.41494	.457	28	.651
Immediate Supervisor	15	6.05	.67245			

Note: .05 level of significance

Difference in the Extent of Graduates' Competence According to Sex

Table 4.1 shows the difference in the competence of graduates grouped according to their sex. It reveals that the perceived competence of male respondents (Mdn=6.33) was higher than those of females (Mdn= 6.17). However, the Mann-Whitney U Test results elucidated that the difference was not statistically significant (U= 10.000, z = -1.161, p = .246). Therefore, this study failed the reject the null hypothesis stating that there is no statistical difference in the competency skills of graduates in terms of sex.

It implies that the male and female teacher education graduates are equally competent and are not gender-biased. Additionally, the result means that the two groups of respondents have equal views on the competence of elementary and secondary teacher-education graduates. Thus, the findings of this study agree with Islahi and Nasreen (2013)'s and Shah and Udgaonkar (2018)'s results, stating that gender does not influence the effectiveness of a teacher. This also accords with our earlier observations, which showed that the sex of teachers did not influence their competence to teach (Jorilla and Bual, 2021).

Table 4.1. Difference in the Extent of Graduates' Competence According to Sex

Sex	N	Rank Average	Rank Total	U	p
Male	3	10.67	32.00	10.00	.246
Female	12	7.33	88.00		

Note: .05 level of Significance

Difference in the Graduates' Competence According to Age

Table 4.2 shows the difference in the competency skills of graduates according to their age group. Using the Kruskal-Wallis test at a .05 level of significance elucidates that age does not significantly affect the perceived competence of the respondents (df (2) = .054, p = .973). Therefore, the study failed the reject the null hypothesis stating that there is no significant difference in the competence of graduates when grouped according to age.

It implies that graduates are equally competent regardless of age group. Thus, the student who graduated at a young age perceived themselves as equally proficient with their older peers and vice-versa. However, the result of this study contradicts the findings of Rajammal and Muthumanickam (2012) that older teachers are more effective than younger teachers (teachers below 30 years of age). Hence, the difference of findings is explainable because their study focused only on those in-service teachers while this study focuses on a batch of graduates in different age groups.

Table 4.2. Difference in Graduates' Competence According to Age

Age	N	Mean Rank	df	X^2	p
24 and below	9	7.94	2	.054	.973
25 – 31	5	7.90			
32 – 38	1	9.00			

Note: .05 level of Significance

Difference in the Graduates' Competence According to Program

Table 4.3 shows the difference in the competence of graduates grouped according to the program. Using the Kruskal-Wallis test at a .05 level of significance elucidated that the perceived competence among graduates of the two education programs has no significant difference on 13 indicators except indicators 1 (U= 9.000, p= .03) and 15 (U= 12.000, p= .05). Therefore, the study failed the reject the null hypothesis stating that there is no significant difference between the competences of elementary and secondary teacher education graduates.

Table 4.3. Difference in the Graduates' Competence According to Program

Indicator	Program	Rank Average	Rank Total	U	p
1	BEED	6.00	54.00	9.000	.03
	BSED	11.00	66.00		
2	BEED	6.83	61.50	16.500	.19
	BSED	9.75	58.50		
3	BEED	6.78	61.00	16.000	.17
	BSED	9.83	59.00		
4	BEED	7.17	64.50	19.500	.33
	BSED	9.25	55.50		
5	BEED	7.94	71.50	26.500	.95
	BSED	8.08	48.50		
6	BEED	7.44	67.00	22.000	.50
	BSED	8.83	53.00		
7	BEED	7.72	69.50	24.500	.75
	BSED	8.42	50.50		
8	BEED	6.78	61.00	16.000	.17
	BSED	9.83	59.00		
9	BEED	6.67	60.00	15.000	.13
	BSED	10.00	60.00		
10	BEED	6.94	62.50	17.500	.22
	BSED	9.58	57.50		
11	BEED	8.33	75.00	24.000	.69
	BSED	7.50	45.00		
12	BEED	6.67	60.00	15.000	.11
	BSED	10.00	60.00		
13	BEED	7.06	63.50	18.500	.29
	BSED	9.42	56.50		
14	BEED	6.67	60.00	15.000	.13
	BSED	10.00	60.00		
15	BEED	6.33	57.00	12.000	.05
	BSED	10.50	63.00		

Note: .05 level of Significance

It implies that BEED and BSED graduates almost have equal competence (13 out of 15) required by CMO No. 30, s. 2004 and CMO No. 59, s. 1996. However, evidence of disparities between elementary and secondary education teacher-education graduates in displaying basic and higher-level literacy, communication, numeracy skills, critical thinking skills, and awareness of general problems and issues, especially those with relevance to Philippine society was surprising. BSED graduates were perceived as more competent than BEED among those indicators (1 and 15). Thus, the difference is trivial because Kunter et al. (2013) explain that the pedagogical content knowledge, enthusiasm

to teach, and self-regulating skills among teachers affect learners' outcomes. Thus, despite the differences in program outcomes, the field's nature best explains the similarity of competence among BEEd and BSEd graduates. Both are teacher education programs that train future elementary and secondary education teachers. BEEd graduates are generalists who teach a variety of subject areas. While the BSEd intends to meet the needs of professional teachers who can teach in one of the various secondary learning areas (CHED, 2017a; 2017b).

Difference in the extent of graduates' competence according to Campus of Origin

Table 4.4 shows the difference in the competence of graduates grouped according to campus graduated. The Kruskal-Wallis test, at a .05 level of significance, elucidated that the perceived competency skills of the respondents from three campuses of a state university that offer various educational programs are not significant (df (2) = .472, p = .790). Therefore, the study failed to reject the null hypothesis stating that there is no difference in the competence of graduates of three campuses.

It implies that the education graduates are equally competent regardless of campus. The findings also infer that teachers on the external campuses have effectively taught the required competencies of the said commission to their graduates. This result may be explained by the fact that the primary mission of public colleges in establishing external campuses is to become a learning hub that offers relevant, flexible, and responsive education that serves their communities' economic and social needs (Asian Development Bank, 2015).

Table 4.4. Difference in the Extent of Graduates' Competence According to Campus of Origin

Campus Graduated	N	Mean Rank	df	X^2	p
A	3	9.50			
B	7	7.86	2	.472	.790
C	5	7.30			

Note: .05 level of Significance

5.0. Conclusion

This study explored the competence of elementary and secondary teacher-education graduates as perceived by themselves and their immediate supervisors, adjacent to the standards of CMO No. 30, s. 2004 and 59, s. 1996. The findings clearly indicate a disparity in their critical thinking, creativity, communication, and awareness of relevant issues. Their demographic profile, such as gender, age, and school of origin, did not influence their competence. An implication of this variance in such competencies as aforementioned is the possibility that it could lead to observable problems, especially among elementary teacher-education graduates, in terms of their capability to express new ideas in their work environment in relation to and in the context of the issue. The use of logical argument when verifying or refuting ideas is also at stake. This may perhaps lead to their weak conviction in the instructional delivery of their learners. It further conveys that graduates did significantly differ in their acquisition of competencies. Students graduating year after year on different campuses were seen to almost have the same competence and quality. However, due to the limited number of samples, the researcher recommends replicating the study by conducting it on a much larger population to validate the results following the same conditions.

The empirical findings in this study could further provide a new valuable understanding to the universities offering teacher-education programs to sustain standards of producing competent teachers to uphold employers' confidence and meet the high expectations of the industry among their graduates. The TEIs should further exert an effort to enhance the readiness of their pre-service teachers, in particular the BEEd students, in lieu of the disparity found by this study. This is done by constantly finding and integrating innovative instructional strategies that have been proven effective by early researchers to improve pre-service teachers' fundamental and literacy, communication, numeracy, critical thinking, and learning skills needed for higher learning. Also, the researcher recommends researching graduates of the new curriculum utilizing the enhanced indicators stipulated in CMO No. 74 and CMO No. 75.

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