

Persons with Disability of the College of Education: Their Engagement and Academic Performance

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Abstract: This study described the engagement and academic performance of persons with disability (PWD). Descriptive-correlational method was employed to describe and determine the relationship between student engagement and their academic performance. The data were treated using SPSS Software. The respondents of the study are the thirty (30) visually and physically impaired graduates who were selected purposively. The following findings were arrived at: The female respondents outnumbered the male in both BSEd and BEEd courses. Persons with sensory and physical disabilities constituted the PWD College of Education (COEd) graduates. There are more respondents who graduated in 2018 and 2019 for BSEd, and 2019 for BEED. Respondents often perform the activities listed along extracurricular and curricular activities. BEED were more engaged in extracurricular activities. The highest GPA of both BSEd and BEEd respondents' range between 2.01 – 1.50, i.e., 18 (85.71%) and 9 (100%), respectively for a total of 27 or 90 percent out of 30. Further, this disclosed that the academic performance of the respondents is above satisfactory. Twenty percent of the respondents got a Licensure Examination for Teachers (LET) rating ranging from 85.00 to 85.99. There is no significant difference in the participation or engagement of the respondents in both curricular and extracurricular activities. The respondents did not differ in their academic performance as well as in their licensure examination performance. T-test results revealed that the level of engagement of students with disabilities affect their academic performance.

Key Words: Education, Engagement, Student Performance, Visual Impairment, Physical Disability

I. INTRODUCTION

The right to education is now accepted as a fundamental human right for everyone and important developments have taken place which aim at addressing the educational needs of persons with disabilities. Students' academic performance plays a crucial role in producing the best quality leaders and manpower for the country (Ali et al, 2009). Higher education opens opportunities for career development, meaningful occupation and a chance for a dignified life for persons with disability. Access to higher levels of education for students with special needs means better chances for them to integrate into society in general and to employment in particular so that they might sustain themselves financially and with dignity. (Laron report, 2005)

People with disabilities face specific challenges in the pursuit of their right to education resulting in a reduced access to mainstream education, specific provisions guarantee their right to education and encourage countries to adopt an approach that

is inclusive to all, including those with disabilities. (UNESCO, 2015).

Prior to UNESCO statement on PWD, the Philippines already had an existing law RA 7277 – An Act Providing For The Rehabilitation, Self-Development And Self-Reliance Of Disabled Person And Their Integration Into The Mainstream Of Society And For Other Purposes.

RA 7277 is also known as the Magna Carta for Disabled Persons. This was enacted in the belief persons with disabilities have the same rights as other people in society. They have the right to live freely and independently as possible.

Chapter II of the Act ensures that disabled persons have access to quality education and be given all the possible opportunities to develop their skills. It is therefore, mandatory for any learning institutions to accept a disabled person seeking admission to any course such institution offers.

In striving to educate as many children as possible and with limited funds to build a separate special education infrastructure to cater to the needs of children with disabilities, inclusive education was officially adopted in 1997 by the Department of Education in the Philippines as a viable educational alternative. (Inciong and Quijano, 2013)

Section 8 of the implementing Rules and Regulations of the Enhanced Basic Education Act of 2013 (RA 10533) states that enhanced basic education shall “implement programs designed to address the physical, intellectual, psychological, and cultural needs of learners which shall include programs for learners with disabilities (8.2 of the IRR of the Act). Section 8.2 shall cater to these group of learners through programs designed for them which may be home-, school-, center- or community-based. (IRR, RA 10533, 2013).

Inclusive Education is a learning environment where children with and without disabilities are taught together, as equals. (open Society Foundations, May 2019). This approach is different to more traditional approaches to the education of children with disabilities, such as the SPED model used in the Philippines, that involve segregating CWDs into separate classes or even separate schools. (Inclusive Education, n.d.)

Students with disabilities face diverse challenges in institutions of higher learning which greatly affect their access and full participation in academic programs. Are they able to cope with these challenges? Can they actively participate in classroom and extra-curricular activities of the school? How is their academic performance? For graduates of education courses,

how did they fare in examinations like the Licensure Examination for Teachers (LET)?

For the last three years the national passing percentage in the LET are the following: 2019 - 31.34%, 2018 - 20.29, 2017 - 26.33% for elementary education graduates; 2019 – 39.68%, 2018 – 48.03% and 2017 – 46.37% for secondary education graduates. The CNSC – College of Education graduates had so far surpassed these national rating percentages. Are our education graduates with disability among the successful LET passers?

This paper, then, will explore the level of engagement and academic and LET performance of students with disability of the Camarines Norte State College - College of Education (CoEd).

II. SIGNIFICANCE OF THE STUDY

Student engagement in the college experience is a forecaster of student proficiency in success outcomes both within the classroom and off-campus domains. Although the literature encompasses numerous studies identifying the importance of formal education and its relation to academic performance, limited research has been conducted to examine the perceived effect of engagement to the academic performance of students with disability.

This research will contribute to the current literature on student engagement results adequately representing their need for increasing student engagement levels in sub-populations such as students with disability. The research findings can be utilized in proposing policy enhancements and recommendations to colleges not only those which are offering teacher education programs.

In order to be successful, students must demonstrate academic success; therefore, a supportive campus environment as it relates to quality of relationships, high level of academic challenge, supportive campus environment, institutional emphasis, and high student-faculty interaction are all critical for their academic success (Endo & Harpel, 1982; Korobova, 2012).

III. DEFINITION OF TERMS

Variables used are defined below:

Academic Performance. Student academic performance is defined as the extent to which students are achieving their education goals, and it is often measured by assessment (Korobova, 2012). Academic performance is a value that captures the quality of students' academic work such as course grades or GPA (York, Gibson, & Rankin, 2015). In this research, it will also include performances in curricular, extra-curricular and Licensure Examination for Teachers.

Nature of Disability. A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions) (CDC, 202). Disabilities can be considered

cognitive, developmental, intellectual, mental, physical, sensory or a combination of multiple factors. The nature of disability in this study was based on the International Classification of Functioning Disability and Health (ICF) (WHO, 2001).

Student engagement. In education, the term refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. (Glossary of Education Reforms, 2016). In this study, engagement covers participation in academic and extra-curricular activities.

Student Involvement. It is the process of engaging students as partners in every facet of school change for the purpose of strengthening their commitment to education, community, and democracy. (Soundout, 2020).

Students with disability. In this study, it refers to the difficulty in physical condition that limits a person's movement, senses, or activities. It is interchangeably used with differently-abled students.

IV. OBJECTIVES

The study aims to assess the performance of persons with disability graduates of the College of Education. Specifically, the study will determine the following:

1. nature of disability of the College of Education (CoEd) graduates (based on ICF);
2. level of engagement of the respondents in line with curricular and extra-curricular activities;
3. academic and LET performance of the respondents;
4. whether the respondents significantly differ in their level of engagement, academic and Licensure Examination for Teachers (LET) performance;
5. whether the level of engagement affect the respondents' academic performance; and

Null hypotheses:

1. The respondents do not significantly differ in their level of engagement, academic and Licensure Examination for Teachers (LET) performance.
2. The levels of engagement in curricular and extra-curricular activities do not affect the respondents' academic performance.

V. RELATED LITERATURE AND STUDIES

Several literatures have been conducted abroad with direct and indirect relation with the present study. A brief review of related literature and studies along student engagement and academic performance are presented hereunder:

Related Literature:

According to Child Right Network (2020), there are 1.4 million persons with disability (PWD) that comprise 1.57% of the 92.1 million Philippine population (2010 CPH). One of five (20%) PWDs are school-aged children and adolescents aged 5-19

years, of whom children aged 10-14 years (7.2%) constitute the largest proportion across the different age groups.

A study commissioned by the Disability Rights Promotion International (DRPI) and the National Federation of Organizations of People with Disabilities in the Philippines in 2008 showed that the rights of a disproportionate number of PWDs across the country were regularly violated. They face discrimination and other barriers that prevent them from full social participation, immediate access to health services, inclusion in the educational system, and gainful employment.

In education, the term *student engagement* has grown in popularity in recent decades, most likely resulting from an increased understanding of the role that certain intellectual, emotional, behavioral, physical, and social factors play in the learning process and social development (The Glossary of Education Reform, 2016). For example, a wide variety of research studies on learning have revealed connections between so-called “non-cognitive factors” or “non-cognitive skills” (e.g., motivation, interest, curiosity, responsibility, determination, perseverance, attitude, work habits, self-regulation, social skills, etc.) and “cognitive” learning results (e.g., improved academic performance, test scores, information recall, skill acquisition, etc.). (The Glossary of Education Reform, 2016). The concept of student engagement typically arises when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that either enhance or undermine learning for students. (The Glossary of Education Reform, 2016).

Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise

“disengaged.” *Stronger student engagement or improved student engagement* are common instructional objectives expressed by educators.

A post by Philippine Basic Education (2018) highlights the fact that in the United States, scores of students with disabilities in the national test are falling behind the scores of students with no disabilities. When a gap in academic achievement shows up between two groups of students, one cannot avoid but ask how and why. Students with disabilities are of course neither necessarily nor naturally less gifted academically than students with no disabilities. Students with disabilities may have special needs or require accommodations, but the lower scores do not automatically suggest that these needs are currently not being met inside the classroom. It is a possibility but there are certainly other reasons that may lead to poorer academic performance among students with disabilities.

One factor that strongly correlates with performance on these tests is attendance. A recent post also shares the fact that students with disabilities are more often suspended than students without disabilities. Therefore, all it takes is to connect

the dots. Students with disabilities are suspended more often. These students miss school and poor attendance correlates with poor academic performance.

Related Studies:

Labrague (2018) in his research, identified the kind of students with Special Education Needs (SEN) enrolled in Special Education (SpEd) centers or schools. He used secondary information from CSWD of Catbalogan and from SpEd delivering schools. His data showed that out of 471 persons with disabilities scattered in the 57 barangays of Catbalogan, only 86 were at school. The top SEN cases are speech hearing impairment, Down syndrome, autism, learning disability and ADHD. The rest has intellectual disability, cerebral palsy and visual impairment. Students with SEN are enrolled in four schools; one of which is the lone SpEd center in the second district of Samar. Other students with SEN cannot access SpEd classes due to distance. He pointed out that the greatest challenge to the Department of Education in attaining its goal to provide an inclusive education for all types of exceptional children are the special facilities and expertise needed to handle students with SEN.

Delfino (2019), in his research determined the extent of student engagement at Partido State University and analyzed the factors affecting student engagement. Moreover, it investigated the correlation between student engagement and academic performance. A total of three hundred and five students from the College of Education took part in the study.

The data gathered were described using mean and ranking while Pearson Moment correlation, and multiple regression were used to compare and analyze the result.

It was disclosed in the study that there is a high level of student engagement along behavioral, emotional and cognitive engagements. It was also found out that the respondents showed a very good performance. The result also showed that teacher, school, and family factors were positively related to student engagement. The study further revealed that there was relatively low percentage of variance but shows that the factors were significant predictors of student engagement. Finally, behavioral, emotional and cognitive engagements were found to be positively correlated to the academic performance of the students. The author recommended that in order to provide more opportunities for students to maximize their university engagement, the teacher, the school, and the parents should have strong collaboration.

The study of Vasquez (2018) examined the relationships between student engagement and academic performance. The study looked into student grade point average (GPA) data and tracked volunteer hours from classroom, campus and out-of-classroom engagement activities from a culinary arts program at a participating community college in Florida. Specifically, the research aimed at ascertaining the extent to which student engagement was a predictor of academic achievement. This quantitative research used a cross-sectional research design and the sample population of 1023 culinary arts students. This study

revealed that student engagement does have a significant influence on academic performance.

Lei, et al (2018) sought to resolve what researchers debated on whether student engagement positively predicts academic achievement, but some have challenged this view. They offered a conclusive evidence through a meta-analysis of 69 independent studies (196,473 participants). The results revealed that (a) there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an analysis of the domains of behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement; and (b) a moderator analysis revealed that the relationship between student engagement and academic achievement was influenced by the method of reporting engagement, cultural value, and gender. Furthermore, the relationships of behavioral, emotional, and cognitive engagement with academic achievement were influenced by reporting method for engagement, cultural value, or gender.

Drawing on these literatures and studies, we can identify central ideas that help to describe student engagement, academic performance and differently-abled individuals.

The study of Labrague (2018) is similar to this research, inasmuch as it identified various disabilities but did not dwell on academic performance and engagement. Delfino (2019), only determined the extent of student engagement and analyzed the factors affecting it. Vasquez (2018) only examined the relationships between student engagement and academic performance of culinary arts students but not of students with disability. Finally, Lei, et al (2018) tried to find out the relationship between student engagement and academic achievement through meta-analysis of 69 independent studies. The study did not deal on students with disability which this research will pursue. None of the reviewed studies is exactly similar to the present study.

VI. THEORETICAL AND CONCEPTUAL FRAMEWORK

This study is anchored on two theories - the theory of student Involvement by Alexander Astin and the theory of student engagement.

Alexander Astin's 1985 theory of Student Involvement explains how desirable outcome for institutions of higher education are viewed in relation to how students change and develop in result to being involved in co-curricular activities. The core concepts of the theory are composed of three elements. The first, a student's "inputs" such as their demographics, their background, and any previous experiences. The second is the student's "environment", which accounts for all of the experiences a student would have during college. Lastly, there are "outcomes" which cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college. (Student Development Theory, n.d.)

The theory of Student Involvement stressed that the greater the student's involvement in college, the greater will be the amount of student learning and personal development, (Astin, 1984).

The theory of engagement is based on motivation and the idea that when students find the lesson meaningful and have a high level of interest in the tasks, they learn more effectively, tend to retain the information and are able to transfer it to other contexts. Teachers who want to increase the chances that their students will have this level of engagement can do so when '...they provide those qualities that are most likely to appeal to the values, interests and needs of the students involved' (Schlecty Center for Leadership in School Reform, 2013).

Student engagement has three dimensions which are behavioral, emotional, and cognitive. Behavioral engagement refers to student's participation in academic and extracurricular activities. Emotional engagement refers to student's positive and negative reaction to peers, teachers and school. While cognitive engagement talks about student's thoughtfulness and willingness to master difficult skills (Fredericks, et al., 2004).

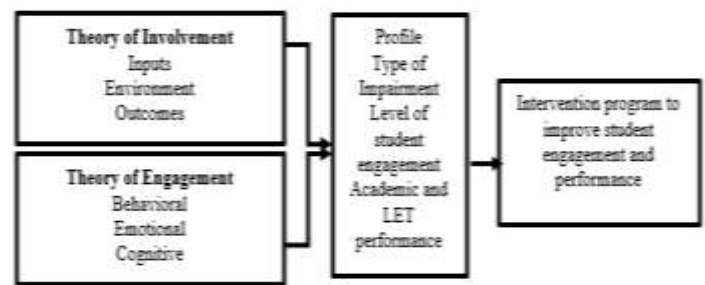


Fig. 1. Research Paradigm

VII. METHODOLOGY

This research is a combination of qualitative and quantitative study. It determined the number of disabilities of students with disability in terms of the vision and mobility impairments.

Research design. The study used descriptive-correlational study to describe and determine the relationship between student engagement and their academic performance.

Respondents. The researcher used a purposive sampling method. The respondents of the study are the thirty (30) visually and physically impaired graduates of the College of Education, Camarines Norte State College for the school year 2016-2017 to 2018-2019. The respondents were identified with the help of the guidance councilor. These identified respondents were invited to participate in the survey by responding to the questionnaire sent to them online. If they respond, it follows that they have consented to give their personal information. The data of which are reflected in the table that follows.

Table 1. Distribution Of Respondents By Schoolyear And By Course

School Year	Respondents	
	BSEd	BEEd
2016 – 2017	4	3
2017 – 2018	9	5
2018 – 2019	8	1
Total	21	9

Instrument. A teacher made questionnaire was used to gather data from the respondents on the level of engagement and the factors affecting their engagement. The questionnaire was validity through a dry-run conducted to non-participants in the CoEd. The General Weighted Average for two semesters for three consecutive school years (SY 2016-2017 to SY 2018-2019) were used to determine the academic performance of the respondents. The LET ratings were supplied by the respondents.

Procedure. The researcher created an Facebook messenger for communication purposes and for the distribution of the questionnaire. A letter was given to the dean, and school registrar to access the official grades and other pertinent information of the respondents for this research.

Data Analysis. The data were treated using Simplified Statistics for Researchers (SSR) and SPSS software. Specifically, the following statistical tools were used: frequency count, percentage, median, correlation and t-test statistics.

VIII. RESULTS AND DISCUSSION

Data for this study were collected through a survey questionnaire formulated for the purpose stated in previous sections. A number of appropriate questions were immediately apparent in variables required to answer the research questions posed.

Respondents' Profile

Univariate data is presented in this section, contextualizing the study and providing a detailed profile of respondents. The population surveyed in this study are the College of Education graduates from 2016 to 2019. Respondents comprise BSEd and BEEd graduates with physical and visual impairments.

Sex Profile

The table that follows reflects the Sex profile of respondents from both BSEd and BEEd Courses. The data show that female respondents outnumbered the male in both BSEd and BEEd courses, i.e. 12 and 5, respectively. It is not surprising that these numbers surfaced inasmuch as the teaching profession is said to be a feminine work as affirmed by numerous studies.

Perceptions of teaching as “women’s work” (Kelleher et al., 2011; Martino W. J., 2008) are very much evident in the feminization of teaching. This is especially true at the elementary level where 65.73% of teachers are females as of 2017 according to World Bank data. The same is true in the Philippines where 87.54% of teachers at the primary level are females, as of 2016 (World Bank Data, retrieved August 2019).

Table 2.1. Distribution Of respondents By Sex

Course	Sex		Total
	Male	Female	
BSEd	9	12	21
BEEd	4	5	9
Total	13	17	30

Year Graduated Profile

Table 2.2 reflects the data on the distribution of respondents as to the year they graduated from college. It could be observed that there are more respondents who graduated in 2018 and 2019 for BSEd, eight and eight, respectively, and three in 2019 for BEEd. As there are more than a hundred graduates for the said courses, reaching to them is hard specially during this pandemic. In addition, not all graduates maintain a Facebook account and not all can access the internet.

Table 2.2. Distribution Of Respondents By Year Graduated

Course	Year Graduated					Total
	2016	2017	2018	2019	2020	
BSEd	2	2	8	8	1	21
BEEd	2	2	1	3	1	9
Total	4	4	9	11	2	30

Age Profile

Table 2.3 shows the distribution of respondents as to their age on graduation day. It could be noted that most of the BSEd respondents were 23 years old, 10 or 33.33 percent out of 30. For BEEd graduates, 22, 24 and 25 years old tied at two or 6.67 percent. On the whole, 11 or 36.67 percent graduated at the age of 23 while six or 20 percent graduated at the age of 22.

Bawden, (2015) said that as a general rule, most students graduate from high school when they are 18 years of age. If they proceed directly into college, and complete the curriculum requirements, in the normal four years allotment of time, they will graduate from college at the age of 22.

Table 2.3. Distribution of Respondents by Age

Course	Age										T
	22	23	24	25	26	27	28	29	30	31	
BSEd	4	10	1	2	1	1	0	0	0	2	21
BEEd	2	1	2	2	1	1	0	0	0	0	9
Total	6	11	3	4	2	2	0	0	0	2	30

According to Berlin (2020), it is becoming more normalized that being the expected ‘average’ college student is actually not the case for many, many students. People who go to school part time, and generally, people who cannot put their everything into their education due to obligations are really not that rare. People are completing their educations these days at any age.

Nature of disability of the College of Education graduates

Persons with sensory and physical disabilities would constitute the disability group of CoEd graduates. As shown in Table 3, 27 or 90 percent of 30 respondents have visual disability and only three or 10 percent have physical impairment.

The preceding data is supported by the statement made by an unknown author. According to the article, “Approximately two-thirds of students with specific learning disabilities (72 percent), visual impairments (68 percent), other health impairments (67 percent), developmental delays (66 percent),

and hearing impairments (63 percent) spent most of the school day inside general classes.” (Prevalence of Learning Disability in the Philippines, 2021)

Visual impairments then, is among the major disabilities of students, higher in number than all other disabilities.

Table 3. Data On Sensory And Physical Disabilities Of Coed Students

Course	Impairment		Total
	Physical	Visual	
BSEd	3	18	21
BEEd	0	9	9
Total	3	27	30

Level of engagement of the respondents in line with curricular and extra-curricular activities

Bachelor of Secondary Education (BSEd)

Table 4 presents the responses of the BSEd respondents on their level of engagement along curricular activities before they graduated from college. It could be observed that eight of the activities listed got a median rating of 3 which means that they often perform the activities. Only two items got a median rating of 2, which means that they seldom do them. On the average, their level of engagement is still a rating of 3 which means often.

Table 4. Level Of Engagement Of Bsed Graduates Along Curricular Activities

Curricular Activities	Median
1. Asked questions in class or contributed to class discussion	3
2. Made a class presentation.	3
3. Worked on a paper or project that required interpreting ideas or information from various sources.	3
4. Came to class without completing readings or assignments.	2
5. Worked with other students on projects during class.	3
6. Worked with classmates outside of class to prepare class assignments.	3
7. Tutored or taught other students (voluntary or not)	2
8. Took good notes in class.	3
9. Worked harder than you thought you could do to meet an instructor’s standards or expectations.	3
10. Participated in a community-based project as part of a regular course.	3
Overall Median	3

Legend: VO= Very Often - 4 S= Sometimes - 2
 O= Often - 3 N= Never - 1

In an article authored by Self (2018), there are three levels of student engagement identified as below – passive, mixed, and highly engaged. He further said that at the lowest level, students are primarily not engaged in the learning process. Classrooms are almost exclusively teacher-centered. Students are usually passive or compliant.

Based on the foregoing, it is evident that the respondents are not just passive nor compliant but moderately engaged in curricular activities.

Bachelor of Elementary Education (BEEd)

Table 4.1 shows the responses of the BEEd respondents on their level of engagement along curricular activities before they graduated from college. Take note that six of the activities listed got a median rating of 3 which means that they often perform the activities. Four items got a median rating of 2, which means that they seldom do them. The average level of engagement of their curricular activities is still obtained a rating of 3 which means often.

Table 4.1. Level Of Engagement Of Beed Graduates Along Curricular Activities

Curricular Activities	Median
1. Asked questions in class or contributed to class discussion	3
2. Made a class presentation.	3
3. Worked on a paper or project that required interpreting ideas or information from various sources.	3
4. Came to class without completing readings or assignments.	2
5. Worked with other students on projects during class.	3
6. Worked with classmates outside of class to prepare class assignments.	2
7. Tutored or taught other students (voluntary or not)	3
8. Took good notes in class.	3
9. Worked harder than you thought you could do to meet an instructor’s standards or expectations.	2
10. Participated in a community-based project as part of a regular course.	2
Overall Median	3

Legend: VO= Very Often - 4 S= Sometimes - 2
 O= Often - 3 N= Never - 1

It seems that BEEd respondents were more concerned with improving their academic performance by participating more on what they think will contribute to their goal of getting a better grade.

Bachelor of Secondary Education (BSEd)

The table that follows, reflects the data on the level of engagement of the respondents along extra-curricular activities. It could be gleaned from the data that five of the items got a median rating of 3 which means that they often do the activities. Four items were rated 2 which means seldom done by the respondents while only one item, i.e. “became a member of student government, fraternity or sorority” was rated 1 (never). The overall median rating is 2 (sometimes).

It could be observed that the student respondents sometimes participate or engage in extracurricular activities.

It is true that extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education (NCES, 1995). This is supported by Lamborn et al, (1992) research suggests that participation in extracurricular activities may increase students' sense of engagement or

attachment to their school, and thereby decrease the likelihood of school failure and dropping out.

Table 4.2. Level Of Engagement Of Bsed Graduates Along Extra-Curricular Activities

Curricular Activities	Median
1. Attended an art exhibit, play, dance, music, theater, or other performance.	3
2. Participated in physical fitness activities.	3
3. Participated in activities to enhance your spirituality.	3
4. Became a member of organizations, campus publications.	3
5. Participated in intercollegiate or intramural sports.	2
6. Became a member of student government, fraternity or sorority.	1
7. Participated in school play or musical.	3
8. Participated in clubs or youth groups outside the school.	2
9. Joined religious or civic organization in the community.	2
10. Participated in community service or voluntary work.	2
Overall Median	2

Legend: VO= Very Often - 4 S= Sometimes - 2
 O= Often - 3 N= Never - 1

Bachelor of Elementary Education (BEEd)

Table 4.3 presents the data on the level of engagement of the BEEd respondents along extra-curricular activities. It could be observed one item, i.e. “became a member of organizations, campus publications” was rated 4 which means that they very often do such activity. Four of the items got a median rating of 3 which means that they often do the activities. Four items were rated 2 which means seldom done by the respondents while only one item, i.e. “participated in intercollegiate or intramural sports” was rated 1 (never). The overall median rating is 3 (often). Unlike the BSEd respondents, the BEEd were more engaged in extracurricular activities.

Table 4.3. Level Of Engagement Of Beed Graduates Along Extra-Curricular Activities

Curricular Activities	Median
1. Attended an art exhibit, play, dance, music, theater, or other performance.	3
2. Participated in physical fitness activities.	2
3. Participated in activities to enhance your spirituality.	3
4. Became a member of organizations, campus publications.	4
5. Participated in intercollegiate or intramural sports.	1
6. Became a member of student government, fraternity or sorority.	3
7. Participated in school play or musical.	3
8. Participated in clubs or youth groups outside the school.	2
9. Joined religious or civic organization in the community.	2
10. Participated in community service or voluntary work.	2
Overall Median	3

Legend: VO= Very Often - 4 S= Sometimes - 2
 O= Often - 3 N= Never - 1

According to Christison (2013), students’ academic achievements are the basis of most of the curricular outcomes that teachers use to evaluate students’ success. However, it is becoming increasingly important that students have opportunities to learn much more than just the curricular outcomes.

Academic Performance

Table 5 shows the academic performance of the respondents in terms of General Grade Point Average (GPA) during their 4th year in College. It could be noted that the highest GPA of both BSEd and BEEd respondents ranges between 2.01 – 1.50, i.e., 18 (85.71%) and 9 (100%), respectively for a total of 27 or 90 percent out of 30. One respondent got the lowest rating within the 2.51 – 2.00 for BSEd but none for BEEd respondents. On the whole, the academic performance of the respondents is above satisfactory.

Table 5. Academic Performance Of Respondents

Rating	Course				Total	
	BSEd		BEEd			
	f	%	f	%	f	%
1.51 – 1.00	2	9.52	0	0.00	2	6.67
2.01 – 1.50	18	85.71	9	100.00	27	90.00
2.51 – 2.00	1	4.76	0	0.00	1	3.33
3.01 – 2.50	0	0.00	0	0.00	0	0.00
Below - 3.00	0	0.00	0	0.00	0	0.00
Total	21	100.00	9	100.00	30	100.00

The figures indicate that participating in extracurricular activities could help attain better academic performance as supported by the findings of Christison (2013). She said that “participating in extracurricular activities benefits students’ personal and academic success.”

LET Performance

The following table reflects the performance of the respondents in the Licensure Examination for Teachers (LET).

It could be gleaned from the table that the highest rating that one BSEd graduates got was within the range of 87.00 – 87.99, while one from the BEEd group got a LET within range of 86.00 – 86.99.

Table 5.1. Let Performance Of Respondents

Rating	Course				Total	
	BSEd		BEEd			
	f	%	f	%	f	%
76.00 – 76.99	3	14.29	1	11.11	4	13.33
77.00 – 77.99	2	9.52	0	0.00	2	6.67
78.00 – 78.99	1	4.76	0	0.00	1	3.33
79.00 – 79.99	3	14.29	1	11.11	4	13.33
80.00 – 80.99	1	4.76	0	0.00	1	3.33

81.00 – 81.99	1	4.76	1	11.11	2	6.67
82.00 – 82.99	2	9.52	1	11.11	3	10.00
83.00 – 83.99	0	0.00	0	0.00	0	0.00
84.00 – 84.99	3	14.29	1	11.11	4	13.33
85.00 – 85.99	3	14.29	3	33.33	6	20.00
86.00 – 86.99	1	4.76	1	11.11	2	6.67
87.00 – 87.99	1	4.76	0	0.00	1	3.33
Total	21	100.00	9	100.00	30	100.00

The lowest rating for BSEd and BEEd respondents was within the range of 76.00 – 76.99. Three BSEd graduates got a rating each within the range 76.00 – 76.99, 84.00 -84.99 and 85.00 – 85.99 while three BEEd got a LET rating between the range 85.00 – 85.99. It is worthy to mention that twenty percent of the respondents got a LET rating ranging from 85.00 to 85.99.

It is evident the respondents performed well in the Licensure Examination for Teachers. It could be recalled that same respondents’ academic performance was also above satisfactory. This indicates that good academic performance relates also to high licensure examination result. This premise is supported by the findings of Aman once and Maramag (2020) which revealed a significant and strong correlation between the graduates’ grade weighted average in college and LET performance.

Comparison in the Level of Engagement of the Respondents

Table 6 shows the t-test result for four variables: curricular and extracurricular engagement, academic performance and Licensure Examination rating. It could be observed that all t-test results did not reject the null hypothesis. This means that there is no significant difference in the participation or engagement of the respondents in both curricular and extracurricular activities. The respondents did not differ in their academic performance as well as in their licensure examination performance.

The following data indicate that when disabilities of students do not vary, it implies that their engagement in school activities, academic performance and licensure examinations do not also vary.

Table 6. One Sample T-Test Result For Level Of Engagement, Academic And Let Performance

Variable	n	df	u	Computed t	Critical t	Conclusion
Engagement						
Curricular	30	29	2.89	-0.050	2.045	Do not reject Ho
Extra-curricular	30	29	2.49	0.027	2.045	Do not reject Ho
Academic Performance	30	29	1.72	0.056	2.045	Do not reject Ho
LET Performance	30	29	82.05	0.005	2.045	Do not reject Ho

Comparison between Level of Engagement and Academic Performance

Table 7 reflects the t-test result between level of engagement and academic performance of the respondents. It could be gleaned from the table that the computed t = 14.98 when the level of curricular engagement is compared with academic performance is greater than the tabular t value = 2.000. The hypothesis that the level of engagement does not affect the respondents’ academic performance is rejected.

Meanwhile, when the level of extracurricular engagement was compared with academic performance, the t-test result arrived at is 5.92 which is greater than the tabular t value of 2.000. Therefore, the hypothesis that the level of engagement does not affect the respondents’ academic performance is also rejected.

The data mentioned indicate that the level of engagement of students with disabilities really affect the academic performance of the respondents. As support to this statement, Gerber et al (2013) argued that student engagement enhances academic performance. Their study led to their conclusion that higher levels of engagement enhance the learning experience and subsequent performance. High levels of student engagement may even lead to higher, than would otherwise be expected, academic performance.

Table 7. Test Of Independence Result For Level Of Engagement And Academic Performance

Variables Compared	n1	n2	df	Computed t	Critical t	Conclusion
Academic Perf and Level of Engagement (Curricular)	30	30	58	14.96	2.000	Reject Ho
Academic Perf. and Level of Engagement (Extra-Curricular)	30	30	58	5.92	2.000	Reject Ho

n1 = 30 n2 = 30

Intervention Program to Improve Engagement and Academic Performance of Students

Teachers have long realized that student engagement is absolutely essential for student learning; if students are not engaged with the content to be mastered, they will not learn it. (Bender, 2017) Gerber, et al (2013) concluded in their study that higher levels of engagement enhance the learning experience ... that high levels of student engagement may even lead to higher, than would otherwise be expected, academic performance.

In a classroom where engagement is emphasized, students are asked to participate more rigorously in the learning process and sometimes even in course design. Lectures still exist, but they now incorporate multimedia, technology and class participation. (Top Hat Staff, 2021)

High student engagement is a critical pillar of a successful higher-education class, not only for the students but for your well-being and professional success as an educator. So, it’s essential to implement strategies that maintain the level of focus required for optimal learning. (DEDL, 2021)

There are key factors (DEDL, 2021), that cause low engagement which can be classified into internal and external factors. The internal factors are typically classroom-based issues that includes: 1) Lack of engaging activities; 2) Misuse of phones and technology in the classroom; 3) Use of subject matter that is too easy or too difficult; 4) Challenging or problem students that lead to the distraction of others; and, 5) Lack of sufficient break time.

External factors are problems that are from outside the class but impact the in-class performance of students. These are: 1) Lack of sleep and poor diet; 2) Issues at home; 3) Overactive social life and too many extracurricular activities; and, 4) Mental health issues or personal matters.

Not all problems then, related to student engagement stems from in-class circumstances. There are suggested strategies that can be adopted to increase engagement relative to internal factors. However, during this pandemic, it is hard to ensure student engagement. To mitigate or combat the low engagement of students during online sessions, a Two-day Training Seminar is hereby suggested.

XI. CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations arrived at in the study are the following:

Female respondents outnumbered the male in both Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) courses, i.e. 12 and 5, respectively. It is not surprising that these numbers surfaced inasmuch as the teaching profession is said to be a feminine work as affirmed by numerous studies.

There are more respondents who graduated in 2018 and 2019 for BSEd, eight and eight, respectively, and three in 2019 for BEEd. As there are more than a hundred graduates for the said courses, reaching to them is hard specially during this pandemic. In addition, not all graduates maintain a Facebook account and not all can access the internet.

Most of the BSEd respondents were 23 years old, 10 or 33.33 percent out of 30. For BEEd graduates, 22, 24 and 25 years old tied at two or 6.67 percent. On the whole, 11 or 36.67 percent graduated at the age of 23 while six or 20 percent graduated at the age of 22.

Persons with sensory and physical disabilities constituted the disability group of College of Education (COEd) graduates. Findings reveal that 27 or 90 percent of 30 respondents have visual disability and only three or 10 percent have physical impairment.

As to the level of engagement of BSEd respondents along curricular activities before they graduated from college, eight of the activities listed got a median rating of 3 which means that they often perform the activities. Only two items got a median rating of 2, which means that they seldom do them. On the average, their level of engagement is still a rating of 3 which means often. Meanwhile, for BEEd respondents, six of the

activities listed got a median rating of 3 which means that they often perform the activities; four items got a median rating of 2, which means that they seldom do them. The average level of engagement of their curricular activities is still obtained a rating of 3 which means often.

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