

Revisiting the College-Based Retention Policy for Pre-Service Teachers

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Abstract: A study that dwells as to whether the presence of a retention policy gives advantageous effects onto students or not, on the basis of the students' personal perception, deems necessary. Hence, this study determined the perception towards the retention policy of pre-service teachers of Batangas State University-JPLPC Malvar. Specifically this study sought answers to the following questions: What is the perception of the respondents towards retention policy? What is the implication of the findings of this study to teacher education instruction? It utilized a descriptive method of research by correlation analysis type that made use of a questionnaire.

Results showed that the students perceived the retention policy as advantageous. The presence of a sternly implemented retention policy contributes to more scholastically responsible students.

Based on the conclusions drawn from the study, the researchers suggested the following recommendations. Students may be given symposia about the implemented retention policy in the department for them to remember significance of passing the standards of the college. The school through its administrators may promote information dissemination so as to keep the students, more especially the freshmen, aware of the existing retention policies. With the help of the guidance office, the members of the peer facilitators may be assigned in counseling students with scholastic problems to help them do better academically.

Keywords: Retention Policy, Pre-service Teachers.

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Introduction

Education guarantees success in life. It has always been a cliché in a way that people have been trying to prove it a lot of times, generations through generations. Formal education then should never be taken lightly by the students, whether it really is the way to a better life or not.

Educational institutions should provide strict guidelines and standards so as to make the learners motivated and, in a way, ensure quality students. Retention policies, for instance, serve as the beacon that leads students onto the right path—the path to excellence. Retention policy refers to the process of having student repeat a course, usually one previously failed

(www.hamilton.edu, 2009). Universities and colleges alike seem to set these scholastic standards to promote quality education by screening out quality students.

Moreover, it has been declared a basic state policy that the educational system make minimum contribution to the attainment of national development goals; that among others the state promotes and maintains equality of access to education, of enjoyment of the benefits of education system which reaches out to serve educationally deprived communities to enrich their participation in the community and national life, and to unify all Filipinos into a free and just nation. (Educational Act of 1982).

The role of educators is to inspire students to take part in the improvement of the country by guiding their students in acquiring knowledge and skills. These students are the one who will shape the future. Each child should be encouraged in learning all that is needed in the competitive world and aspire for a better life regardless of their social status. Teachers cannot just shake their heads and turn their backs, and put the blame to hold responsible on the previous elementary, high school, and college teachers of those students who are having difficulties in their subjects. Since the molding and shaping of future teachers is one of the most important factors that we need to give attention, it should not be taken for granted if any of the teacher education students are showing low performance academically.

Demands for improving teacher and for holding teacher accountable for student's achievement have increased over the recent years. Some educators and policy makers claim that there is a need to identify indicators of effectiveness and to evaluate schools and teachers on the basis of these indicators. A growing number of educator and policy makers believed that there is a need to raise school standard for teacher certification and performance.

On the contrary, some stand opposed to the idea of setting strict retention policies. Retention is not good for children, as asserted by some authors; it has a negative effect on achievement and adjustment. They suggest a number of alternatives that better address the needs of the students. This is basically the reason why this research was conceived. The researcher, being a faculty from the College of Teacher Education, determined the perception towards retention policy of teacher education freshmen with the end goal of determining its implication to Teacher Education instruction. First Year students from the College of Teacher Education of Batangas State University, JPLPC-Malvar were likewise chosen as respondents because they are the ones who are directly involved in the implementation of the said policy.

In a study of Collinares (2002), he stated that the pros and cons on the issue of selective admission and selective retention are easily delineated. Proponents of open admissions, for instance, speak of the need for equalizing educational opportunities and aiding the economically disadvantaged whereas opponents usually argue on the grounds of the need to maintain academic standards and to conserve dwindling institutional resources.

Still, promulgating policies on the admission and retention of students has been a hot and cold issue in the management of schools and will remain the same unless a profound study on this matter is conducted.

Hence, a study that will dwell as to whether the presence of a retention policy gives advantageous effects onto students or not, on the basis of the students' personal perception, deems necessary.

Objective of the Study

The main purpose of this study was to determine the perception towards retention policy of Teacher Education freshmen of Batangas State University, JPLPC-Malvar during the First Semester of Academic Year 2018-2019. Specifically, this study sought answers to the following questions: What is the perception of the respondents towards retention policy?; and, What is the implication of the findings of this study to Teacher Education instruction?

Methodology

The main purpose of this study was to assess the 80 Teacher Education freshmen’s perception towards the retention policy and determine its implication to Teacher Education instruction. For this reason, this study made use of the descriptive method of research, a fact-finding method, through the use of researcher-made questionnaire. Using the questionnaire, the researcher determined the perception of the students towards the retention policy with the following interpretation:

Numerical Figures	Range	Verbal Interpretation
4	3.51 – 4.00	Strongly Agree/Highly Advantageous
3	2.51 – 3.50	Agree/Advantageous
2	1.51 – 2.50	Disagree/Disadvantageous
1	1.00 – 1.50	Strongly Disagree/Highly Disadvantageous

Results and Discussion

This presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner, following the order of the specific problems posed at the beginning of the study.

Perception of the Respondents towards Retention Policy

Table 1. Perception towards the Retention Policy of the Respondents

Statements	Mean	Interpretation
The retention policy of teacher education department...		
1. stimulates my interest to have better grades.	3.38	Agree
2. motivates me to study harder.	3.52	Strongly Agree
3. serves as my guide to perform better in my subject.	3.55	Strongly Agree
4. encourages me to be more serious with my studies.	3.34	Agree
5. challenges me to get high grades in my examinations.	3.55	Strongly Agree
6. helps me develop a study habit.	3.48	Agree
7. makes me become a more responsible student.	3.57	Strongly Agree
8. increases my consciousness in my grades.	3.52	Strongly Agree
9. makes me decide to lessen the time I devote for non-academic activities.	3.53	Strongly Agree

10. assures me that I am getting quality education.	3.36	Agree
11. guarantees that I really deserve my grades.	3.57	Agree
12. makes me proud about having passed the standards of the department.	3.59	Strongly Agree
13. makes me comfortable of the course I have taken.	3.55	Strongly Agree
14. builds a sense of self-confidence in me.	3.45	Agree
15. pushes me to be more active during class discussions and other activities.	3.51	Strongly Agree
Composite Mean	3.49	Advantageous

It can be observed in Table 1 that the respondents generally agreed to all items. The highest mean of 3.59 was obtained by the item makes me proud about having passed the standards of the department which somehow depicts the students' personal trust on the university's standards. It was followed by the item makes me become a more responsible student and guarantees that I really deserve my grades with the same mean of 3.57. The table also revealed that the statement which garnered the least rank was encourages me to be more serious with my studies with a mean of 3.34 and the item assures me that I am getting quality education got the mean of 3.36 respectively. The former may be attributed to the students' individual personal motivation for pursuing their studies while the latter proves the students' firm reliance on the university's quality of education.

All in all, the items garnered a composite mean of 3.49 which was interpreted as advantageous. This may be justified by Thompson and Cunningham, (2000). He summarized in his study that neither social promotion nor retention leads to high performance. If their goal is to bring low performing students up to the higher standards now being asserted across the nation, neither retention nor social promotion is effective. In different studies one or the other has been found to offer an advantage, but neither has been found a large lasting advantage, and neither leads to high performance.

Implication to Teacher Education Instruction

This study was conducted to determine the perception towards retention policy of Teacher Education freshmen of BSU JPLPC-Malvar. Knowing the students' perception towards retention policy gives concrete idea, at the very least, as to how students acknowledge its presence in the college and whether or not it affects their scholastic performance.

Retention policy, based on the findings of this study, is actually beneficial to the students and the institution alike. Not only does it empower academic standards which will consequently help in attaining the general objectives of the department, it also pushes the students, in a way, to study better and develop in them a sense of responsibility. Hence, a concrete and rigorously followed retention policy is necessary.

In the same way, universities and colleges in pursuit of quality education must provide properly-polished retention policies and standards to promote better education and provide better graduates. These are essential shall these institutions strive for recognition as nationally-accredited schools.

Moreover, retention policies, for such to be truly effective, should be strictly implemented.

Conclusion and Recommendation

This study revealed that the students' perception towards the retention policy was advantageous and that the presence of a sternly implemented retention policy contributes to more scholastically responsible students.

Based on the conclusion drawn from the study, the researchers suggested the following recommendations: Students may be given symposia about the implemented retention policy in the department for them to remember significance of passing the standards of the college.

Second, the school through its administrators may promote information dissemination so as to keep the students, more especially the freshmen, aware of the existing retention policies.

Lastly, with the help of the guidance office, the members of the peer facilitators may be assigned in counseling students with scholastic problems to help them do better academically.

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