

SUC'S College of Teacher Education Performance in Calabarzon Region

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ABSTRACT

Quality in general education has been defined through aims, key qualifications, organizational standards, didactic requirements, and also by learning outcomes which depend on students' proficiency in the language of schooling and their cognitive academic skills. New challenges bring about changes in responsibilities of schools and teachers and have a strong impact on approaches to quality assurance in teacher education, a complex process not devoid of controversies, the most important of which will be identified in the present text. Implications for the curricular content of pre- and in-service language teacher education will also be sought. Komorowska, H. (2014)

It is pointed also that the quality does not end on efficiency of education to a large extent depending on teachers' professionalism among teachers as supported by the study of Abbott, (1988); Darling-Hammond, (1999); Hattie (2003) stating that teachers' work is recognized as the most important factor influencing the quality of education at school. At the same rate, it is stressed out that the quality of teachers depends on the education reflected in recent European policy documents published by the European Commission (European Commission and Council, 2005; 2007).

Thus the issues of improving the quality of teachers' education is a priority and one of the main goals of the process of reforming educational systems in European countries. The attention to the quality of teachers' work and education are reflected in research priorities concerning teaching, learning and development, exemplified by the project entitled Teaching and Learning International Survey, published at 2006. In this dissertation the researcher wishes to focus considerations on – in general terms – the issue on the quality of teachers' education, which is one of the key subjects that appears on the current controversies of educational policy in the Philippines.

This research focused on the special attention to opportunities and limitations which the latest proposals of the government concerning improvement of the quality of higher education may create. The central point of this discussion is on the context of improving the quality of education at the higher educational level.

The participants of the study was composed of deans and associate deans, directors, academic chairpersons and faculty of the college of teacher education of Cavite State University (CavSU), Province of Cavite, Laguna State Polytechnic University (LSPU), Province of Laguna; Batangas State University (BatSU), Province of Batangas; University of Rizal System (URS), Province of Rizal and Southern Luzon State University (SLSU) in Province of Quezon, and two hundred and forty-five (245) were included as participants

Introduction

The social context of quality is doing the right thing, on time and every time, seeking zero defects and conformance to requirements, structuring features or characteristics of a product or service to satisfy stated and implied needs and build and sustain relationships.

Article II, section 1 of the policies and standards for teacher education, MECS Order N. 26 series of 1983 stipulates: The main concern of teacher education is to prepare teachers imbued with the ideals, aspirations and traditions of Philippine life and culture and sufficiently equipped with knowledge of an effective delivery system.

In support of the aims of the national government to achieve quality and excellence in higher education institutions, this study was pursued to determine the status, conditions, and trends of the teacher education program of state universities. The teacher education of the institutions involved in the study has been awarded accreditation status by the Accrediting Agencies of Chartered Colleges and Universities of the Philippines (AACCUP).

Thus, this research sought to find out the implementers perceptions between the implementers and the performance of the College of Teacher Education of State Universities and Colleges in CALABARZON. In

addition, the researcher sought to find out the significant effect of respondents' profile on the quality processes of the same institutions.

Methodology

A descriptive study as described by Best (1989) is the type of research concerned with describing existing conditions and relations, clear effects, opinions held and developing trends. It is concerned with the present although not disconnecting both the events and influences of the past in relation to the present.

The participants of the study was composed of deans and associate deans, directors, academic chairpersons and faculty of the college of teacher education of Cavite State University (CavSU), Province of Cavite, Laguna State Polytechnic University (LSPU), Province of Laguna; Batangas State University (BatSU), Province of Batangas; University of Rizal System (URS), Province of Rizal and Southern Luzon State University (SLSU) in Province of Quezon, and two hundred and forty-five (245) were included as participants.

Purposive sampling technique was used because all the administrators and faculty of the college of teacher education were taken as participants.

The instrument used to gather data was a survey questionnaire checklist. Employing the descriptive – survey method of research, the findings will reveal the level of quality processes of the teacher education program and the level of performance and the college of teacher education program in terms of number of graduates, student achievement in the LET, accreditation level, ISO status, off-campus abroad, and board topnotchers.

Discussion and Findings

Figure 1. Profile of the Implementers in Terms of Age

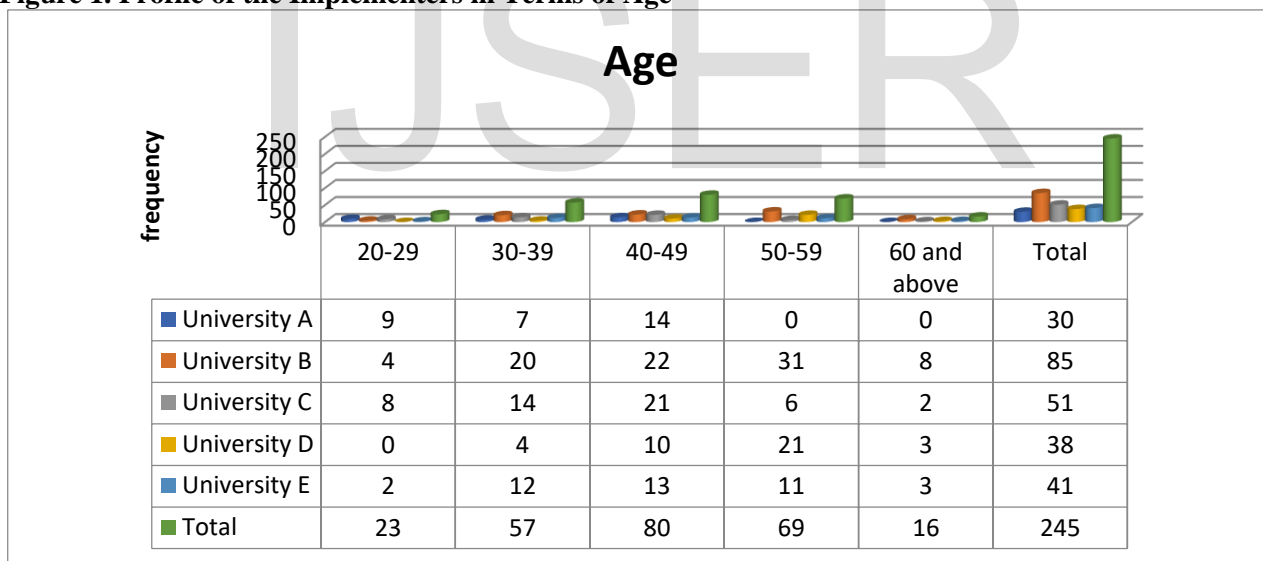


Figure 2 shows the profile of the implementers in terms of age, out of 245 respondents within CALABARZON region, the ages “40 to 49 years old” got the highest frequency of eighty (80) or 32.65% of the total population. Followed by the ages “50 to 59 years old” and have a frequency of sixty-nine (69) or 28.16% of the total population. While the ages “60 years old and above” got the lowest frequency of sixteen (16) or 6.53% of the total population. This means that the ages of the implementers belong to middle age.

Figure 2. Profile of the implementers in terms of Gender

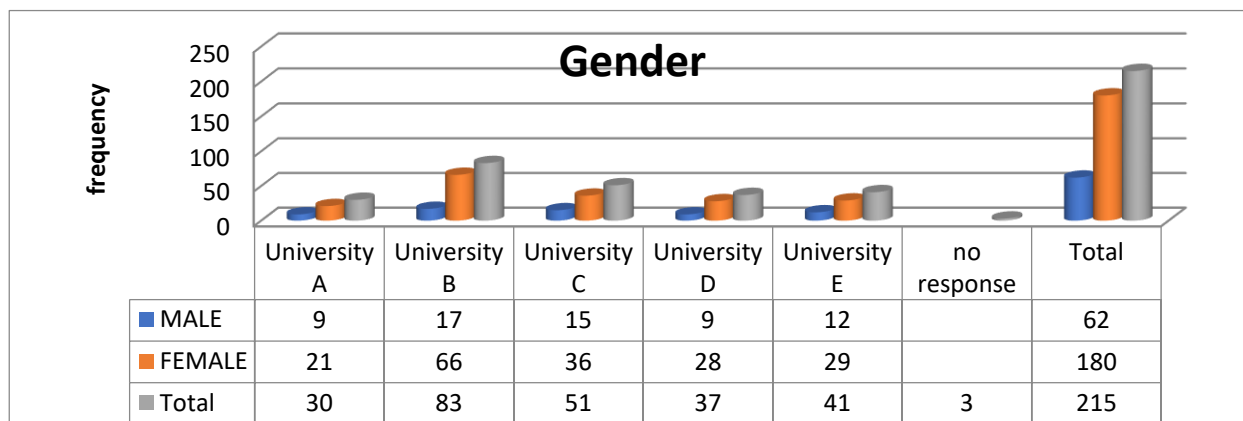


Figure 2 presents the implementers in terms of gender, out of 245 respondents within CALABARZON region, the gender “female” got the highest frequency of one hundred and eighty (180) or 73.47% of the total population. Followed by the gender “male” and have a frequency of sixty-two (62) or 25.31% of the total population. While there are three (3) or 1.22% of the total population forgot or did not answer the questionnaire regarding their gender. This means that the gender of the implementers are majority female.

Figure 3. Profile of the implementers in terms of Civil Status

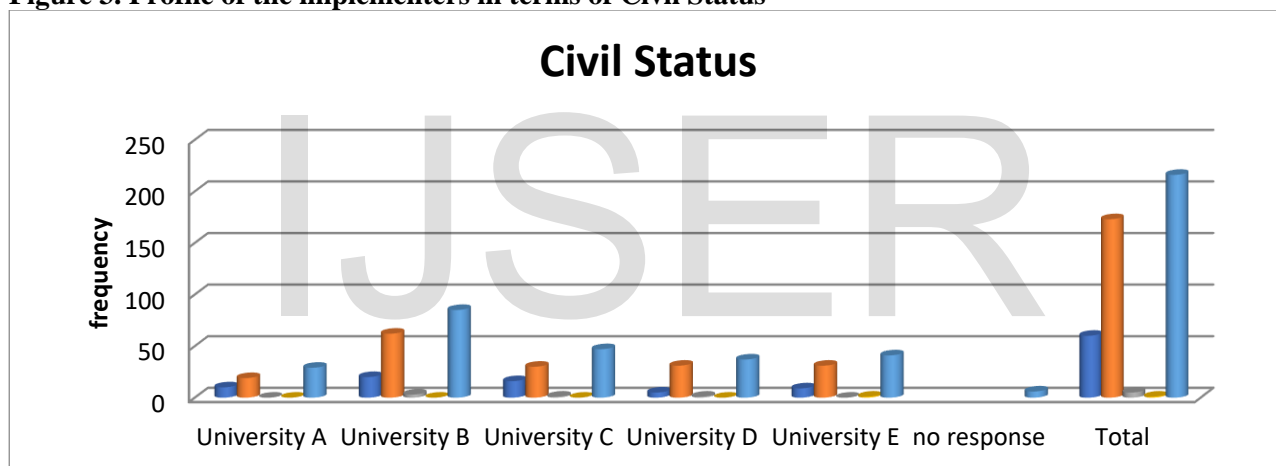


Figure 3 reveals the profile of the implementers in terms of civil Status, out of 245 respondents within CALABARZON region, the status “married” got the highest frequency of one hundred and seventy-three (173) or 70.61% of the total population. Followed by the status “single” and have a frequency of sixty (60) or 24.49% of the total population. While there are six (6) or 2.45% of the total population forgot or did not answer the questionnaire regarding their civil status. This means that the civil status of the implementers are majority married.

Figure 4. Profile of the implementers in terms of Length of Teaching Experience

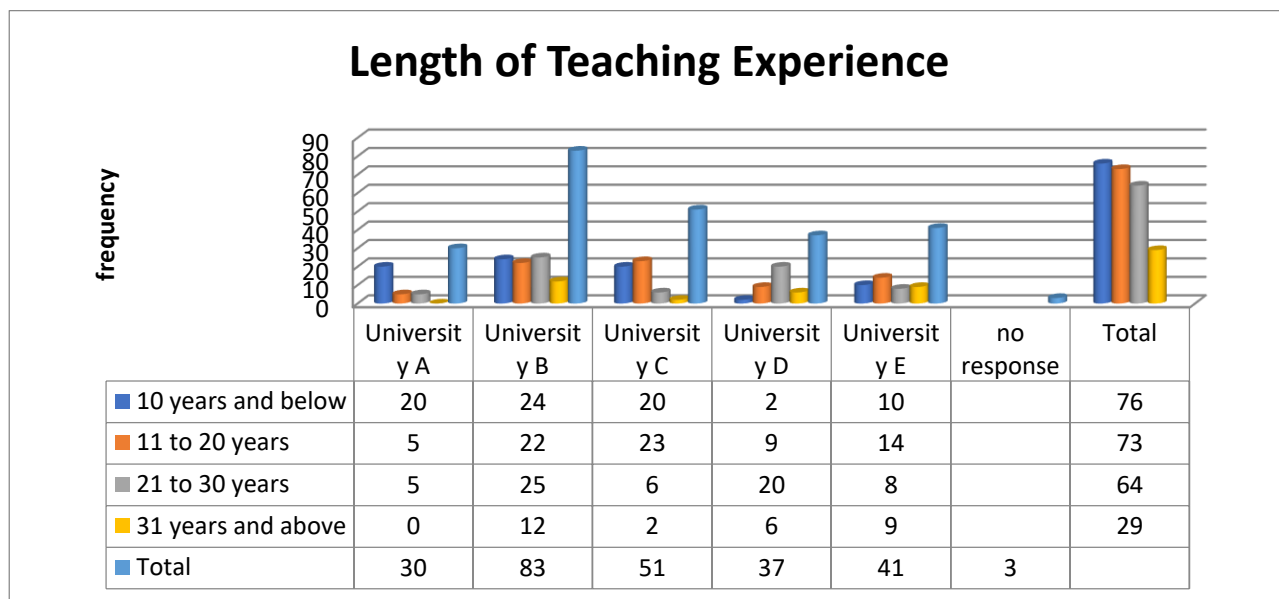


Figure 4 tells the profile of the implementers in terms of length of teaching experience, out of 245 respondents within CALABARZON region, the number of years “10 years and below” got the highest frequency of seventy-six (76) or 31.02% of the total population followed by the number of years “11 to 20 years” and have a frequency of seventy-three (73) or 29.80% of the total population. While there are three (3) or 1.22% of the total population forgot or did not answer the questionnaire regarding their length of teaching experience. This means that the length of teaching experience of the implementers are majority young in their teaching career.



Figure 5: Profile of the implementers in terms of Highest Educational Qualification

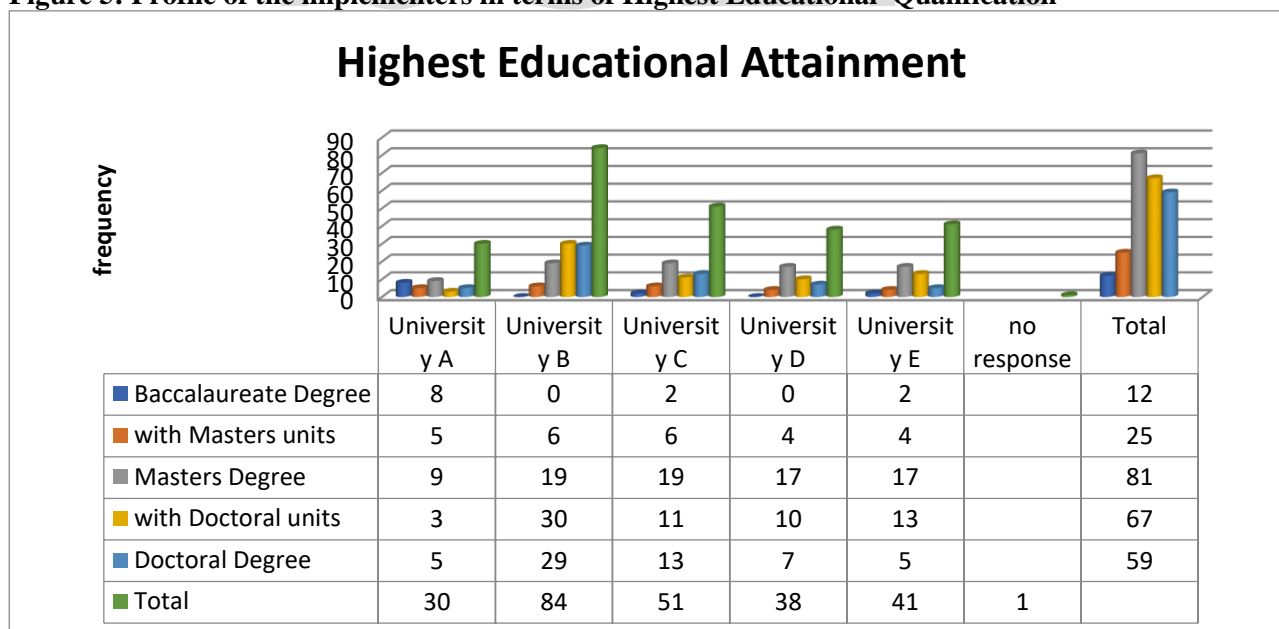


Figure 5 shows the lists of the profile of the implementers in terms of Highest Educational Qualification, out of 245 respondents within CALABARZON Region, the qualification “Master’s Degree” got the highest frequency of eighty-one (81) or 33.06% of the total population. Followed by the qualification “with Doctoral units” and have a frequency of sixty-seven (67) or 27.35% of the total population. While there is one (1) or 0.41% of the total population forgot or did not answer the questionnaire regarding their Highest

Educational Qualification. This means that the highest educational qualification of the implementers are majority pursuing their professional development.

Figure 6: Profile of the Implementers in Terms of Present Position/Rank

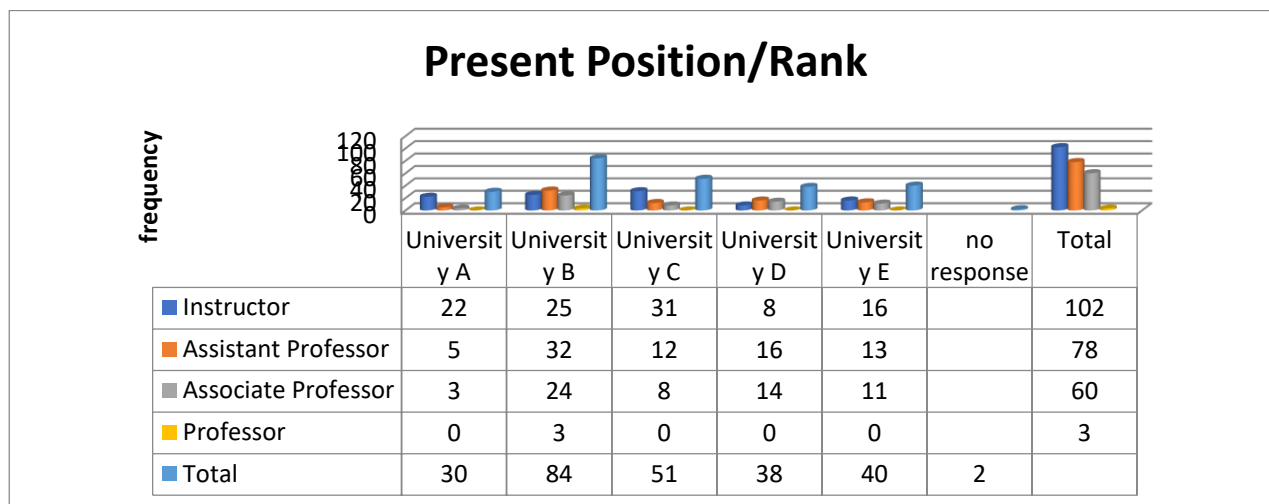


Figure 6 shows the Profile of the implementers in terms of present position/rank, out of 245 respondents within CALABARZON region, the academic rank “*Instructor*” got the highest frequency of one hundred and two (102) or 41.63% of the total population. Followed by the academic rank “*Assistant Professor*” and have a frequency of seventy-eight (78) or 31.84% of the total population. While there are two (1) or 0.82% of the total population forgot or did not answer the questionnaire regarding their present position/rank. This means that the present position/rank of the implementers are majority are not yet member of the administrative council.

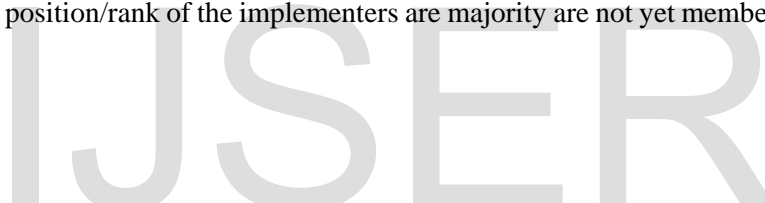


Figure 7: Profile of the Implementers in Terms of Performance Rating

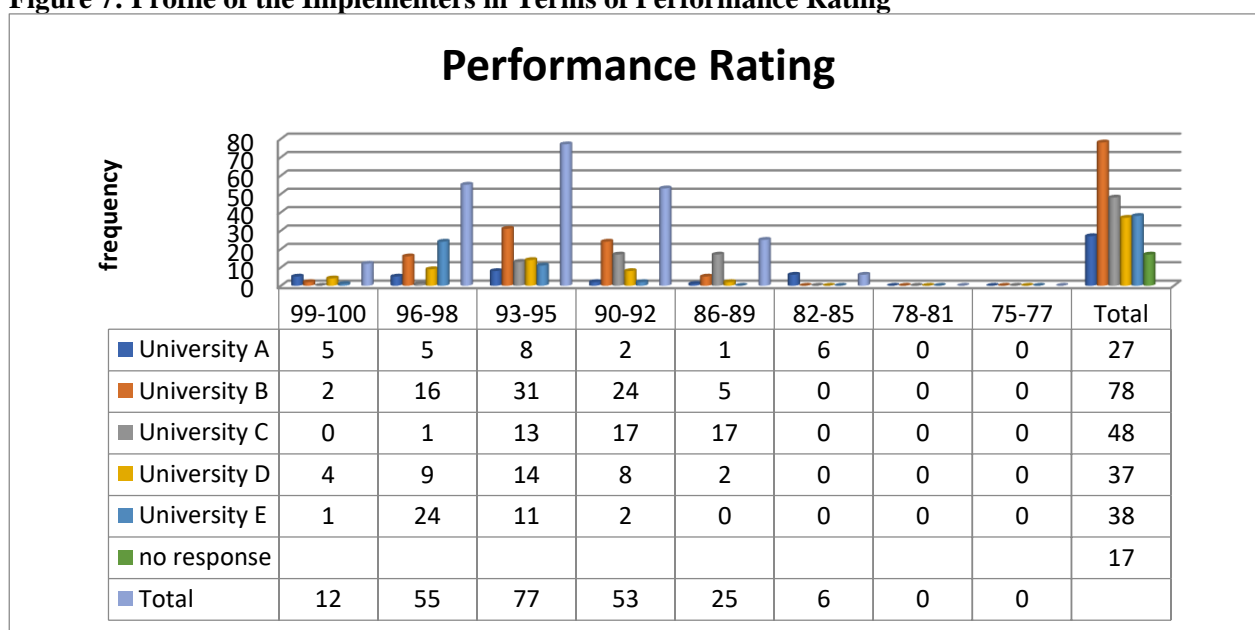


Figure 7 presents the Profile of the implementers in terms of performance rating, out of 245 respondents within CALABARZON region, the rating “93-95” got the highest frequency of seventy-seven

(77) or 31.43% of the total population. Followed by the rating “96-98” and have a frequency of fifty-five (55) or 22.45% of the total population. While there are seventeen (17) or 6.94% of the total population forgot or did not answer the questionnaire regarding their performance rating. This means that the performance rating of the implementers are majority are very satisfactory.

Figure 8: Profile of the Implementers in Terms of Teaching Effectiveness

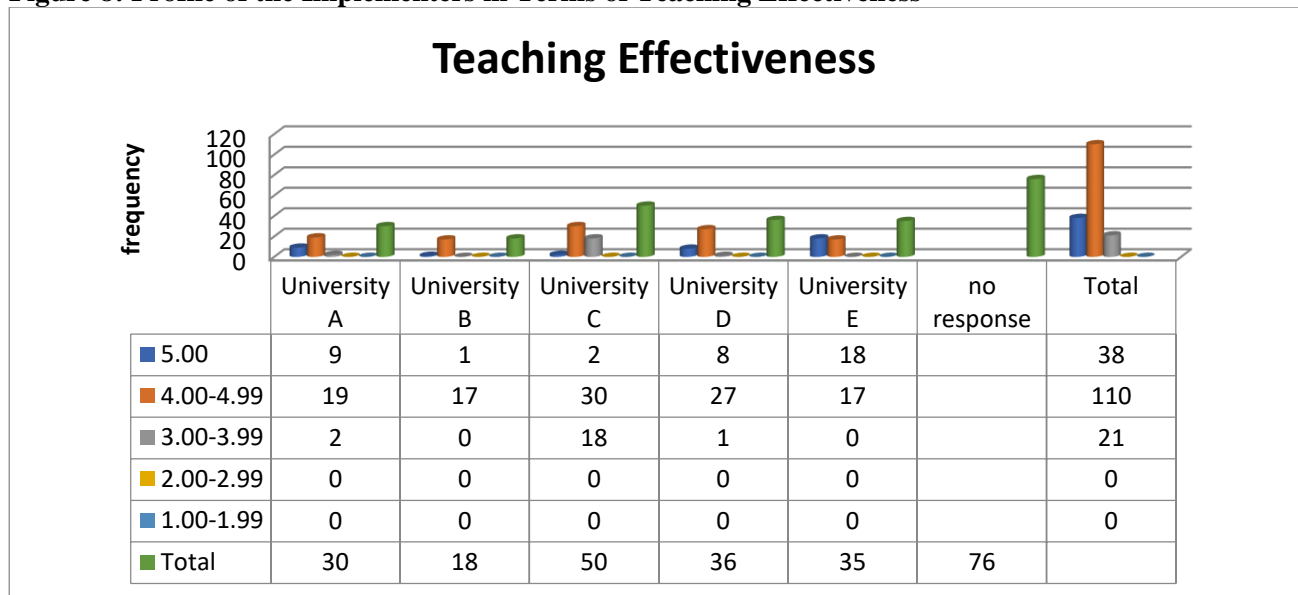


Figure 8 reveals the profile of the implementers in terms of teaching effectiveness, out of 245 respondents within CALABARZON region, the rating “4.00-4.99” got the highest frequency of one hundred and ten (110) or 44.90% of the total population. Followed by the rating “5.00” and have a frequency of thirty-eight (38) or 15.51% of the total population. While there are seventy-six (76) or 31.02% of the total population don’t know or did not answer the questionnaire regarding their teaching effectiveness. This means that the teaching effectiveness of the implementers are majority are very satisfactory.

Figure 9. Profile of the Implementers in Terms of Leadership Style

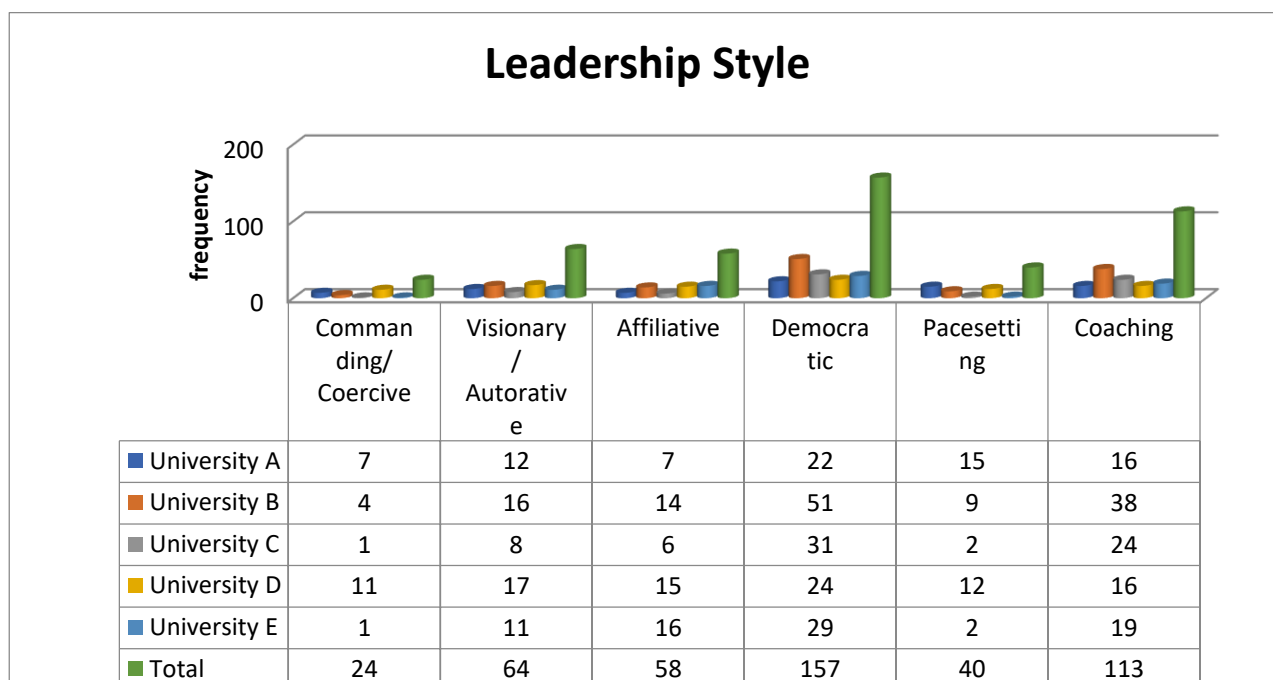


Figure 9 shows the profile of the implementers in terms of leadership style, out of 245 respondents within CALABARZON region, the style “*democratic*” got the highest frequency of one hundred and fifty-seven (157) or 64.08% of the total population. Followed by the style “*coaching*” and have a frequency of one hundred and thirteen (113) or 46.12% of the total population. While the style “*commanding/coercive*” got the lowest frequency of twenty-four (24) or 9.80% of the total population. This means that the leadership style of the implementers are more on democratic way.

Table 1. Profile of the implementers in terms of Managerial Competencies

Statements	Weighted Mean	SD	Remarks
1. I have effective transfer and exchange of information that leads to a better understanding between me and others	4.35	0.66	Strongly Agree
2. I understand the needs of the different generations and adapt accordingly.	4.37	0.67	Strongly Agree
3. I help my worker develop their full potential and provide frequent positive and constructive feedback that motivates both underperforming and high performing employees.	4.31	0.72	Strongly Agree
4. I prepare career development plans with my worker and follow up to ensure the plans are implemented	4.25	0.76	Strongly Agree
5. I am aware of my workers strengths and create development opportunities that maximize their strengths	4.31	0.73	Strongly Agree
Grand Mean = 4.31 Population Standard Deviation = 0.629 Verbal Interpretation = Highly Evident			

Table 1 presents the profile of the implementers in terms of managerial competencies, the second statement got the highest (WM = 4.37, SD = 0.67) and with remark of strongly agree. Followed by the first statement with a (WM = 4.35, SD = 0.66) and with remark of strongly agree. While the fourth statement “i prepare career development plans with my worker and follow up to ensure the plans are implemented” receive the lowest (WM = 4.25, SD = 0.76) and with remark of strongly agree. With a (GM = 4.31, SD = 0.629) the profile of the implementers in terms of managerial competencies is highly evident.

Level of college performance of state universities and colleges (SUC’s)

Table 2. Level of college performance of state universities and colleges (SUC’s) in terms of Number of graduates

Program	School Year	University A	University B	University C	University D	University E	Total
	2015-2016	87	198	67	18	150	520

BSED	2016-2017	154	331	90	46	148	769
	2017-2018	221	357	86	57	119	840
BEED	2015-2016	23	40	21	18	98	200
	2016-2017	54	63	18	26	155	316
	2017-2018	45	87	19	27	167	345
Total		584	1076	301	192	837	2990

Table 2 reveals the level of college performance of state universities and colleges (SUC's) in terms of number of graduates. Based from the data gathered *University B* had the most number of graduates from school year 2015-2016 to school year 2017-2018 with 1076 graduates both from secondary and elementary levels. Next is *University E* with 837 graduates from school year 2015-2016 to school year 2017-2018 both from secondary and elementary levels. Lastly, *University D* have the least number of graduates from school year 2015-2016 to school year 2017-2018 with only 192 graduates in both from secondary and elementary levels. The table shows that the level of college performance of state universities and colleges (SUC's) in terms of number of graduates from school year 2015-2016 to school year 2017-2018 is increasing.

Table 3. Level of college performance of state universities and colleges (SUC's) in terms of Achievement in LET

Program	Date of Exam	University A	University B	University C	University D	University E	National Passing Rate
BSED	Mar-15	26.95	24.06	33.94		50.00	31.64
	Sep-15	48.25	31.10			74.74	41.75
	Mar-16	31.52	23.86	32.91		66.67	35.43
	Sep-16	39.44	20.99	43.08	25.00	78.92	33.78
	Mar-17	27.96	16.05	25.61		10.52	25.46
	Sep-17	56.51	29.32	63.61	45.45	79.01	46.37
	Mar-18	33.47	26.40		48.03	60.92	29.91
BEED	Mar-15	15.38	n/a	40.48		49.67	27.42
	Sep-15	73.08	n/a			68.94	31.36
	Mar-16	21.43	45.00	54.55		51.61	28.39
	Sep-16	42.86	30.99	54.22	50.00	65.84	30.18
	Mar-17	20.00	3.92	10.71		39.89	10.39
	Sep-17	55.56	23.53	35.71	46.15	70.93	26.33
	Mar-18	48.39	19.7		14.29	69.06	23.62

Table 3 shows the level of college performance of state universities and colleges (SUC's) in terms of achievement in LET. Based from the data gathered *University E* had the most number of times surpassing the national passing rate from March 2015 to March 2018 schedule of examination with 13 records or 92.86% passing rate in both secondary and elementary levels. Next is *University C* with 9 records or 90.00% passing rate from school year 2015-2016 to school year 2017-2018 both from secondary and elementary levels. Lastly, *University B* have the least number of times surpass the National Passing Rate from March 2015 to March 2018 schedule of examination with only 2 records or 16.67% passing rate both secondary and elementary levels. The table shows that the level of college performance of state universities and colleges (SUC's) in terms of achievement in LET from March 2015 to March 2018 schedule of examination 3 out of 5 schools exceed the national passing rate in Licensure Examination for Teachers.

Table 4. Level of college performance of state universities and colleges (SUC's) in terms of Accreditation Level

University	BSED	BEED
University A	Level II Re-accredited	Level II Re-accredited
University B	Level III Re-accredited	Level III Re-accredited
University C	Level IV Phase 2	Level IV Phase 2
University D	Level III Assessment	Level III Assessment

University E	Level III	Level III
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Table 4 lists the level of college performance of state universities and colleges (SUC's) in terms of accreditation level. Based from the data gathered *University C* had the highest accreditation level for both secondary and elementary levels of Level IV Phase 2 status. Next is *University B* with accreditation level for both secondary and elementary levels of Level III re-accredited status. Lastly, *University A* had the lowest accreditation level for both secondary and elementary levels of Level III re-accredited status. The table shows that the level of college performance of state universities and colleges (SUC's) in terms of accreditation level from March 2015 to March 2018 the university is working to uplift the quality of education.

Table 5. Level of college performance of state universities and colleges (SUC's) in terms of ISO Status

University	Status
University A	ISO 9001:2015
University B	ISO 9001:2015
University C	ISO 9001:2015
University D	ISO 9001:2015
University E	ISO 9001:2015

Table 5 shows the level of college performance of state universities and colleges (SUC's) in terms of ISO status. Based from the data gathered all university respondents have a status of ISO 9001:2015.

The table presents that the level of college performance of state universities and colleges (SUC's) in terms of ISO status from March 2015 to March 2018 the university is working to uplift the quality of education internationally.

Table 6. Level of college performance of state universities and colleges (SUC's) in terms of Off-Campus Abroad

Program	School Year	University A	University B	University C	University D	University E	Total
BSED	2015-2016	0	16	9	0	0	25
	2016-2017	0	41	6	0	0	47
	2017-2018	18	21	16	0	0	55
Total		18	78	31	0	0	118

Table 6 presents the level of college performance of state universities and colleges (SUC's) in terms of off campus abroad. Based from the data gathered *University B* had the highest number of student teacher sent to other country from March 2015 to March 2018 with 78 from secondary level. Next is *University C* with 31 student teacher sent to other country from March 2015 to March 2018 from secondary level. Lastly, *University A* had the lowest number of student teacher sent to other country from March 2015 to March 2018 with 18 from secondary level. While the *University D* and *University E* have no student teacher sent to other country. The table reveals that the level of college performance of state universities and colleges (SUC's) in terms of off campus abroad from March 2015 to March 2018 three out of five schools are sending their student teacher to other country for their practicum.

Table 7. Level of college performance of state universities and colleges (SUC's) in terms of Board Topnotchers

School Year	University A	University B	University C	University D	University E
2015-2016	None	none	Top 4	none	Top 8 Top 9
2016-2017	None	none	Top 2	none	Top 4
2017-2018	None	Top 10	none	none	Top 9 Top 10

Table 7 reveals the level of college performance of state universities and colleges (SUC's) in terms of board topnotchers. Based from the data gathered *University E* had the most number of graduates who made it to the top from March 2015 to March 2018 with 5 records from secondary and elementary level. Next is *University C* with 2 records of graduates who made it to the top from March 2015 to March 2018 from secondary and elementary level. Lastly, *University B* had the least number of graduates who made it to the top from March 2015 to March 2018 with 1 record from secondary level. While *University A* and *University D*

had no graduates who made it to the top from March 2015 to March 2018. The table tells that the Level of college performance of state universities and colleges (SUC's) in terms of board topnotchers from March 2015 to March 2018 *University E* are very competitive in terms of their graduates making to the top.

Table 8. Significant differences in the perceptions between implementers to the performance of the College of Teacher Education

Quality Assurance	College Performance	Mean	t-value	Df	p-value	Analysis
	Accreditation Level	1.065	17.062	244	.000	Significant
	ISO Status	1.497	39.931	244	.000	
	Board Topnotchers	2.865	24.909	244	.000	
	Achievement in LET	2.477	12.642	244	.000	
	Off Campus Abroad	2.542	22.985	244	.000	

Table 8 presents the significant differences in the perceptions between the administrators, faculty and Dean/Associate Dean/ Coordinator to the performance of the college of teacher education

In determining the difference in the college performance of the state universities in terms of achievement in LET, accreditation level, ISO status, off campus abroad and board topnotchers the data showed that it is statistically treated using the t-test of unequal variances. Based on the summarized table it is treated statistically between two variables which is the quality assurance in terms of vision, mission, goals and objectives, faculty and staffs, curriculum and instruction, support to students, research, extension and community involvement, library, physical plant and facilities, laboratories and administration to the college performance of the state universities and colleges (SUC's).

The data were statistically treated between the two variables that which arrived to the computed value t-test for the indicators of quality assurance and indicators of college performance. It shows that all the computed value were greater than the critical value, with the supported computed p-value. Based on the data, it is shown that there is a “significant difference in the perceptions between the administrators, faculty and Dean/Associate Dean/ Coordinator to the performance of the college of teacher education at 0.05 level of significance. It shows that the null hypothesis stating that “*There is no significant differences in the perceptions between the administrators, faculty and Dean/Associate Dean/ Coordinator to the performance of the college of teacher education*” is rejected thus the alternative hypothesis is accepted, it can inferred that there is a “significant” difference between them.

Table 9. Significant effect in the respondents profile and quality processes of the implementers to the performance of the College of Teacher Education of the state universities and colleges (SUC's)

College Performance	F-value	p-value	Analysis
Accreditation Level	2.007	0.039	Significant
Achievement in LET	4.707	0.000	Significant
Off Campus Abroad	4.418	0.000	Significant
Board Topnotchers	1.965	0.044	Significant

Table 9 shows the significant effect in the respondents' profile and quality processes of the administrators, faculty and Dean/Associate Dean/ Coordinator to the performance of the college of teacher education of the state universities and colleges (SUC's).

In determining the effect in the respondents' profile and quality processes, the data showed that it is statistically treated using the f-test.

In respondents profile and quality processes of the respondents in terms of accreditation Level , the computed value of 2.007 is greater than the critical value with p-value of 0.039, it can be inferred that there is “*significant effect*” between the two. In terms of achievement in LET, the computed value of 4.707 is greater than the critical value with p-value of 0.000, it can be inferred that there is “*significant effect*” between the two. Also, in terms of off campus abroad the computed value of 4.418 is greater than the critical value with p-value of 0.000, it can be inferred that there is “*significant effect*” between the two. Lastly in terms of board topnotchers the computed value of 1.965 is greater than the critical value with p-value of 0.044, it can be inferred that there is “*significant effect*” between the two.

Based on the table, it has shown what respondents profile does help the increase in quality processes and what respondents profile does not help them as an individual.

Conclusions and Recommendations

It is revealed that all the computed values were greater than the critical value, with the supported computed p-value. Based on the data, it is shown that there is a “significant difference in the perceptions between the implementers to the performance of the college of teacher education at 0.05 level of significance. Thus, the null hypothesis stating that “*There is no significant difference in the perceptions between the implementers to the performance of the college of teacher education*” is rejected thus the alternative hypothesis is accepted, it can be inferred that there is a “significant” difference between them.

In respondent’s profile and quality processes of the respondents in terms of accreditation level, the computed value of 2.007 is greater than the critical value with p-value of 0.039, it can be inferred that there is a “*significant effect*” between the two. In terms of achievement in LET, the computed value of 4.707 is greater than the critical value with p-value of 0.000, it can be inferred that there is a “*significant effect*” between the two. Also, in terms of off campus abroad the computed value of 4.418 is greater than the critical value with p-value of 0.000, it can be inferred that there is “*significant effect*” between the two. Lastly in terms of board topnotchers the computed value of 1.965 is greater than the critical value with p-value of 0.044, it can be inferred that there is a “*significant effect*” between the two. Thus, the null hypothesis that there is no significant effect in the respondent’s profile and quality processes of the implementers to the performance of the college of teacher education of the state universities is rejected.

Based on the drawn conclusions, these are highly recommended.

Administrators may develop, a career development plan and follow-up activities should be made to ensure the plan are implemented. The administrators, faculty and Dean/Associate Dean/ Coordinator should be motivated to do research works that are published in professional and referred journals. The University may offer incentives to the members of the publication’s editorial board, to inspire them to write more, thus their writing skills are further enhanced. Research office may be responsive to the financial needs and resources required to complete the research projects of the faculty. The University may provide, external training and seminars/workshops on best research practices such as peer review management and processes and productive transfer of research results. Technology in the community should be adequately provided by the university to make research outputs into productive and sound resource materials for instructions and technology for community development. Universities may have an integrated library system that is functional, operational and accessible to all members of the organization. There is still a need to strengthen the security system to ensure safety of the academic community. In addition, classroom laboratories may need improvement as to equipment and supplies. Intervention strategies in teaching and conduct of trainings, in house reviews may be implemented both by high and low performing universities. Related studies relative to performance may be conducted to increase the level of performance and qualify for center excellence in the coming years.