TEACHER EDUCATION PROGRAM OF SELECTED UNIVERSITIES AND COLLEGES IN THE ISLAND OF SAMAR: STATUS AND PROSPECTS

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ERMELINDA C. FLORETES

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **DOCTOR OF PHILOSOPHY**, this dissertation entitled **"TEACHER EDUCATION PROGRAM OF SELECTED UNIVERSITIES AND COLLEGES IN THE ISLAND OF SAMAR: STATUS AND PROSPECTS"** has been prepared and submitted by **ERMELINDA C. FLORETES** who, having passed the comprehensive examination and pre-oral defense, is hereby recommended for final oral examination.

EUSEBIO T. PACOLOR, Ph.D.
University President
Adviser

March 5, 2015
Date

Approved by the Committee on Oral Examination on **March 5, 2015** with a rating of **PASSED**.

MARILYN D. CARDOSO, Ph.D.
Vice President for Academic Affairs/
Dean, College of Graduate Studies
Chairperson

SIMON P. BABALCON, JR., Ph.D.
President Emeritus
Member

ALFREDO D. DACURO, Ph.D.
Faculty, Graduate School
Member

DEBORAH T. MARCO, Ph.D.
Faculty, Graduate School
Member

Accepted and approved in partial fulfillment of the requirements for the degree, **Doctor of Philosophy (Ph.D.)**, major in **Educational Management**.

ESTEBAN A. MALINDOG, JR., Ph.D.
Dean, College of Graduate Studies

July 29, 2019
Date

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ECF

ABSTRACT

This study was conducted to evaluate the teacher education program of the colleges and universities in the Island of Samar, in the school year 2003-2013 and their prospects development. The descriptive-developmental method of research design was employed in this investigation to describe and analyse the data. On the effectiveness of human resource development, Findings of the study supported the acceptance of the null hypothesis for all the graduate-related-variables. There was no computed result that could be considered between the different variates for the graduate related-variates in the aforesaid area. Thus, the acceptance of the hypothesis indicated that the different variates were definitely key factors in realizing effective human resource development in TEIs. The relevance of the curriculum as perceived by the deans, the faculty and the graduate-respondents. The three groups of respondents consistently rated the relevance of the curriculum as "Very Relevant", confirming that the status of the teacher-education program in the teacher education institution on the Island of Samar was "Very Relevant". The perceptions of the deans, the faculty and the graduate-respondents on the competence of instructional staff. The overall rating on the competence of instructional staff. The overall rating on the competence of instructional staff in the teacher education institution in the Island of Samar was rated "Very Good" by the three groups of respondents. The perception of the effectiveness of student support and services. Eight indicators had been rated by the deans, the faculty and the graduate-respondents as "Very Good".

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THE PROBLEM AND ITS SETTING

Introduction

Every educational system in any identified human society requires highly skilled teaching staff to raise the standard of education (Khan, 2009:83). Teacher education has to be envisioned as a fundamental element of educational and social system and must principally respond to the needs of the school system. It can no longer hang about conventional and static, but should transform itself to a progressive, dynamic and responsive system. National values and goals need to be significantly reflected and their inculcation attempted with concern and caution. The theoretical and realistic components need to be balanced properly. The theory and practice of education has to be enhanced with the latest research findings not only in the field of education, but also in the related disciplines and areas. While it is indispensable to widen identified competencies to position effective teachers, it is evenly necessary to develop commitment and build faculty to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialization, but also in the areas of educational developments and social and cultural issues through incessant in-service orientation. Highlighting on continuing lifelong learning has to become a crucial concern of teacher education.

The effectiveness of any educational programme is assessed in numerous ways. Cao and Nietfeld (2005:8) investigated that the effectiveness of instructional programme increases when teachers include reflection on instructional goals, students' characteristics and needs, content level and sequences, teaching strategies, materials, and other issues related to curriculum, instruction, and assessment *before, during, and after lessons. Systematic follow up with* teachers after trainings is central to their professional development. Their performance in the classroom should be regularly assessed by the principal and other senior teachers to evaluate the quality of their training, their subject knowledge as well as their classroom delivery and management skills (UNESCO, 2006).

In order to enhance the quality of teacher education programmes, their continuous evaluation is essential due to two main reasons. Firstly, teacher education programmes are being challenged to undergo major changes that will ensure that all beginning teachers are prepared to teach all the students. Secondly, global developments are asking for a rapid change in the attitudes and practices *without* reshaping or restructuring the current teacher educational programs (Khan, 2005:85).

The study takes place in a context where institutions of higher education are struggling to use outcomes assessments for the improvement of student learning, faculty development, and institutional growth (Benson & Dresdow, 1998:301-307).

Furthermore, the processes of the evaluation will provide the intended users with evaluative information and/or experiences that can potentially lead to a better understanding of the program in which they are involved thus resulting in development of new knowledge that can then be utilized by intended users to design the best solutions based on the context of their program (Patton, 1997:141, 2008:197; Shulha & Cousins, 1997:195). This definition of evaluation utilization applies primarily to program and policy contexts.

This study answers the call by Banta (2002:261) and Gray (2002:49) for research to identify quality, characteristics or circumstances that inhibit facilitate the use of assessment information. It has shed light on how use occurs in outcomes assessment in teacher education. It has also provided evidence of the connection between the purposes of a review and its use (Nevo, 2009:291). It has demonstrated how the purposes of the review guide the process and impact the interpretation of use (Wineburg, 2006:51). It addressed the call for clarifying what constitutes useful information in the context of higher education (Shavelson & Huang, 2003:11). It has demonstrated that when processes and findings use are joint, they can increase improvement and accountability in accreditation. It has provided a foundation for assessment theory development based on evaluation use constructs and has documented the importance of the use factors in developing a theory of assessment.

The goal of any teacher training institutions is to give sufficient preparation and training to future teachers who will help prepare the youth for a productive

and lucrative life in a self-governing society. The teacher as the avenue in the realization of the national development objectives should be given and provided the best possible training available. For it cannot be argued that a country's educational system can only be effective and excellent as its teachers, and that, what transpires in the classroom is greatly influenced by them. For this reason, the role of teachers is imperative in nation building and what they bring into the teaching learning situation could spell the difference between relevant and irrelevant education.

In education, the central factor is the competence of teachers to address the needs of society, for without them there would be no substantial impact on the lives of the young. Providing teachers with the necessary knowledge, skills and tools to address competence can result to an effective program. High quality programs, with well trained teachers, are crucial in restructuring the effects of poor performance. The Philippine Business for Education (PBEd, 2013) released a result of Teacher Education Institutions (TEIs) all over the country which have test-takers passing rates ranging from 20.00 percent to 30.00 percent on the Licensure Examination for Teachers (LET). Following the previously released results of TEIs ratings of below 10.00 percent and 10.00 percent to 20.00 percent. It covered nine instances of the LET from October 2009 to September 2013.

For the Elementary Licensure Examination (LET) there are a total of 95 schools that are offering Bachelor of Elementary Education whose students' LET passing rates were beyond 20.00 percent, but fewer than 30.00 percent on their first

attempt. Fifty from these schools can be found in Luzon, 11 are from the Visayas, and 34 are located in Mindanao. Of these schools, 75 are private institutions while 20 are owned by the government. For the Secondary Licensure Examination for teachers, there are 99 schools offering Bachelor of Secondary Education for which LET passing rates ranged from 20.00 percent to 30.00 percent for first time takers. Out of all these schools, 51 are located in Luzon, 14 are found in the Visayas, and 34 are in Mindanao. When it comes to the schools' ownership, 63 of these schools are privately-owned while 36 are sustained by people's taxes.

There are 20 schools offering both the Bachelor of Elementary Education and the Bachelor of Secondary Education whose students had passing rates that ranged from 20.00 percent to 30.00 percent on their first take. Of the 20 schools, nine are found in Luzon, one in Visayas, and 10 in Mindanao. From these schools, 15 are private, while five are government-owned. The result was based on an analysis, which was publicly presented by PBEd on March 17, 2014. The data aimed to provide detailed information to parents and prospective teacher education students regarding the quality of education being offered by TEIs in the country. It also aimed to provide sound and grounded research to help policymakers in their reform efforts.

Finally, institutions interested in making outcomes assessment/evaluation as a useful tool for improvement should provide administrative support to their teacher education programs. Support should be provided early in the review process at the pre-planning stage and should continue throughout the process.

Teacher education programs interested in making their program review as a useful tool for improvement and accreditation should cultivate a culture of collaborative support. Those who lead the program review at the program level need to involve the department faculty in an active and interactive role in the planning, implementing and reporting of the program review. Faculty interested in promoting quality teacher education should seek opportunities to be actively involved in the program review process. They should act as contributors, collaborators and users of the process and the findings in their effort to improve their program and the quality of the education provided to their pre-service teachers.

Statement of the Problem

This study was conducted to evaluate the teacher education program of the colleges and universities in the Island of Samar, in school year 2003-2013 and their prospects for development.

Specifically, this study answered the following questions:

1. What is the profile of the teacher education institutions in the Island of Samar, in terms of:

    1.1 specializations offered along teacher education;

    1.2 graduates, and

    1.3 performance in the licensure examination?

2. What is the profile of the dean-respondents of teacher education institutions in the Island of Samar, in terms of:

2.1 age and sex;

2.2 civil status;

2.3 position;

2.4 educational qualification;

2.5 administrative experience;

2.6 in-service trainings, and

2.7 average family income per month?

3. What is the profile of the faculty-respondents in the Island of Samar, in terms of:

3.1 classification;

3.2 age and sex;

3.3 civil status;

3.4 position;

3.5 *educational qualification;*

3.6 teaching experience;

3.7 in-service trainings, and

3.8 average family income per month?

4. What is the profile of the graduate-respondents in the Island of Samar, in terms of:

4.1 age and sex;

4.2 civil status;

4.3 degree earned;

4.4 school graduated from;

4.5 eligibility;

4.6 current employment;

4.7 *status of employment, and*

4.8 employer?

5. What is the status of the teacher education programs of teacher education institutions in the Island of Samar as perceived by the dean, the faculty and the graduate-respondents in terms of the following:

5.1 relevance of goals and objectives;

5.2 relevance of the curriculum;

5.3 competence of instructional staff;

5.4 effectiveness of student support and services;

5.5 adequacy of physical facilities and other support services;

5.6 adequacy of fiscal resources, and

5.7 effectiveness of human resource development?

6. Are there significant differences in the perceptions of the dean, faculty, and graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar along the following:

6.1 relevance of goals and objectives;

6.2 relevance of the curriculum;

6.3 competence of instructional staff;

6.4 effectiveness of student support and services;

6.5 adequacy of physical facilities and other support services;

6.6 adequacy of fiscal resources, and

6.7 effectiveness of human resource development?

7. Is there a significant relationship between the status of the teacher education programs and the following:

7.1 dean-related variates;

7.2 faculty-related variates, and

7.3 graduate-related variates?

8. What development proposal may be formulated based from the findings of the study?

Hypotheses

The following are the null hypotheses that were tested and validated to compare the perceptions of the different groups of respondents:

1. *There are no significant differences between the perceptions* of the dean, the faculty and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to:

1.1 attainment of goals and objectives;

1.2 relevance of the curriculum;

1.3 competence of instructional staff;

1.4 effectiveness of student support and services;

1.5 adequacy of physical facilities and other support services;

1.6 adequacy of fiscal resources, and

1.7 effectiveness of human resource development.

2. There are no significant relationship between the status of the *teacher education programs with respect to:*

2.1 administrator-related variates;

2.2 faculty-related variates, and

2.3 graduate-related variates

Theoretical Framework

This study adheres on the theory of Popham which shows a paradigm for systematizing comparative evaluation (Andres & Francisco, *1989:159*). The most significant thing in this theory is to identify the specific instructional objectives. The objectives must be grouped according to their individuality. Test items must be developed for each category of objective.

This study also provides evidence of the application of the types of use to guide assessment research as suggested by Gray (2002:66). It has expanded the understanding of use in a different evaluative setting. It has demonstrated the application of evaluation theory in teacher education program review by applying the factors affecting the use to the components of a complete theory of evaluation. It has provided further an evidence of the importance of the human factor and the

personal factor in promoting use. This study contributes to research on accreditation from a theoretical perspective as reported by Wilson and Young (2005:592) and Cochran-Smith and Fries (2008:1083) to be an important need, and provides implications for theory and practice that will strengthen accreditation efforts and assists in improving teacher education programs. The study contributes to the knowledge base about evaluation utilization by documenting evaluative use in the context of teacher education program review. It provides supporting evidence of the value of distinguishing process and findings use from the paper presented in 2006 at the American Evaluation Association by Fleischer. Findings from this study also demonstrated how information from types of and factors affecting use can provide the necessary foundational information for developing a complete evaluative theory as proposed by Shadish et al., (1991) in the context of outcomes assessment in teacher education.

If competent, teachers can then utilize "assessment-gathered evidence" (Popham, 2008: 7) A fuller development of outcomes assessment theory in support of teacher education program review might need to include more thorough attention to the other sub-dimensions identified by Shadish et al., (1991). Program review factors and types of use can be applied to evaluative theory in the following ways:

1. Social programming in evaluation theory describes the internal and external structure of how change and improvement occur. Context factors from this study documented how the internal structures of program dynamics and

organization and external structures such as fiscal constraints and institutional administrative support and responsiveness influence the use of information for change and improvement in teacher education.

2. Knowledge construction in evaluation theory describes what is considered acceptable knowledge, the methods for constructing it and assumptions of worth of certain types of knowledge. Context factors from this study documented that knowledge is constructed by using program goals and educational standards and that the methods selected for gathering information are based on assumptions about the worth of the information for accountability and improvement.

3. Valuing in evaluation theory describes the values that guide the evaluation. Context factors from the study documented that the values undergirding program reviews come from two sources: the values expressed in the state's educational standards and the values of the program's stakeholders.

4. A theory of evaluation practice describes decisions evaluators make, purposes, roles of evaluators and stakeholders, questions, design, and strategies used to facilitate use. Findings from this study documented that one human factor, leadership, often determines how decisions will occur in the review. Other findings from this study documented that accountability combined with improvement purposes often guide how the review will be conducted and how use will occur. In addition, the roles assumed by the evaluators and key stakeholders often determine how use will be promoted and the selection of

practice strategies that promote stakeholder's interaction and collaboration resulting in higher levels of use.

5. Use in evaluation theory describes the types of use, time-frames, and evaluator roles in facilitating use. Findings from this study indicated that six types of use occur in program review. The study documented that use can occur in the process of completing the review and/or following the reporting of formal findings. Some use is delayed due to the timing of the review in relationship to the academic calendar. The evaluator has the greatest impact on facilitating use, however, those who are actively involved also impact use. Use can be increased by recognizing the types of potential use during each phase of the review process and by planning for the human, context and procedural factors that affect use, so that use can be maximized.

The challenge for all evaluators, including those in teacher education, is to design an evaluation that will be useful to stakeholders. Evaluators have struggled with the quantitative paradigm focusing on a singular reality and the qualitative paradigm focusing on multiple realities. A mixed method approach results in an evaluation using both paradigms, thus providing a more complete picture of the unit of interest (Caracelli & Green, 1997:19-32; Greene, & Caracelli, 1997:5-17; Riggin, 1997:87-94). In the higher education accreditation context, much of what is considered program review is determined by the criteria set by external governing bodies and most often relies on the quantitative paradigm. The use of academic program reviews may potentially be enhanced by mixed methods that gather

information in ways that are valuable to multiple stakeholders, including intended local users.

Increasingly, use is defined by the purposes and context of the evaluative situation (Patton, 2008:197). Use and the theories of use have provided the catalyst for the development of various models and/or approaches to evaluation in an attempt to meet the information needs of intended users in differing contexts (Alkin & Christie, 2004:12). Investigating use within their unique settings can assist teacher education programs to take full advantage of their assessment efforts.

Evaluation utilization is only one dimension of evaluation quality. It has, however, emerged as a primary issue for many evaluators in the development of theory, research, and practice (Cousins & Shulha, 2006:266). Evaluators recognize that use plays a pivotal role in the process of validating the purposes of program evaluation (Alkin, 2005:434)

Thus, utilization in the evaluative context can best be described as a systematic, well organized useful process for gathering specific evaluative information for specific uses by intended users related to the program being evaluated.

Furthermore, the processes of the evaluation will provide the intended users with evaluative information and/or experiences that can potentially lead to a better understanding of the program in which they are involved, thus, resulting in the development of new knowledge that can then be utilized by intended users

to design the best solutions based on the context of their program (Shulha & Cousins, 1997:195).

Teacher education remains a challenge to HEIs in achieving quality education. There are many contributing factors to high quality education, but teacher education institution performance is perhaps the central factor. Evaluation/assessment practices will help strengthen the program to achieve the goal in realizing competence.

Conceptual Framework

The conceptual paradigm of the study showed that universities and colleges in the Island of Samar are used as research environment. The schools in this study were: Samar State University, Samar College, Northwest Samar State University, Christ the King College, University of Eastern Philippines, Northern Samar Colleges, Colegio de San Lorenzo Ruiz de Manila of Catarman, Eastern Samar State University and Saint Mary's College of Borongan.

Teacher education programs were assessed in the abovementioned institutions. The school administrators, fulltime faculty, and the graduates of the institutions characterized the grouping of the respondents. Survey questionnaires were administered to these groups of respondents. The first part of the questionnaire provided data on their personal profile. All groups of respondents assessed the status of the teacher-education programs of teacher education

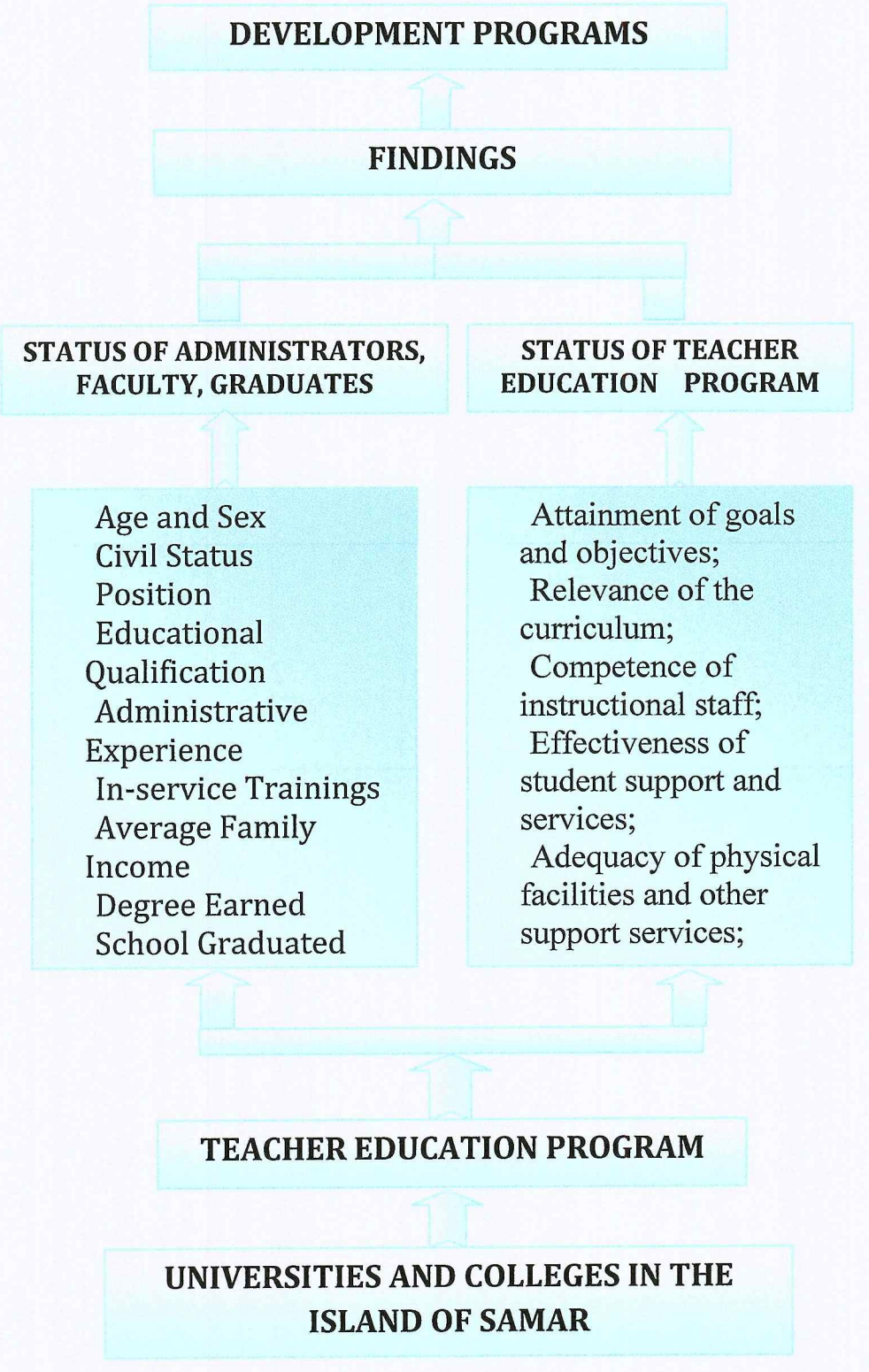

Figure 1. Conceptual Framework of the Study

institutions in the Island of Samar in terms of: attainment of goals and objectives; relevance of the curriculum; competence of instructional staff; effectiveness of student support and services; adequacy of physical facilities and other support services; adequacy of fiscal resources, and effectiveness of human resource development.

Furthermore, the task of carrying out the mission and vision of education lies heavily in the hands of school teachers. But, the extent to which they can be great highly depends on the quality of the pre-service as well as in-service education that they were exposed to. Effective teachers can never be expected unless the inexperienced and beginning teachers are provided with necessary assistance and are well equipped in terms of the appropriate things to do in their actual teaching assignment when confronted with difficult situations.

Anchored on these concepts, quality education connotes that teacher training institutions, specifically, should make available the required facilities, both instructional and physical; should meet the standards of quality in terms of knowledge and skills acquired, and above all, should provide an assured future for employment. On the other hand, quality connotes relevance in such aspects in curriculum, and the different approaches to instruction. For whatever knowledge and skills gained in these institutions will greatly influence if the school could produce quality graduates.

In addition, this study evolved from the concept of quality and relevance by considering the perceptions of the administrators, the faculty, the facilities and

the curriculum of these teacher training institutions; the graduates' perception of the knowledge and skills they have gained and most especially their employment status as indicated by their status of appointment, eligibility, and their kind of job.

The findings based on the perceptions of the groups of respondents presented a comprehensible perspective towards program development and will in turn provide an avenue of better and quality teacher education program.

Significance of the Study

The result of this study was found to be beneficial and significant to many individuals, the administrators, the faculty, the students, the parents, the guidance counsellors, the curriculum planners and the future researchers.

School Administrators/Deans. Information on the status of teacher-education programs will encourage them to adopt strategies for improvement. It also offers an avenue to determine the strength and weaknesses of the program in terms of curriculum enhancement or development. Likewise, it also supplements needed information necessary for curricular development and gains awareness of context variables to provide appropriate instructional input to foster effective training.

Faculty. It helps the university professors and the Department of Education and Higher Education Institutions in long term perspective the demands and divisions referring to the interrelated role as the responsible authority. The data that may be derived from the study will motivate them to aid the students develop

their full potential through direct and indirect instructions. This will help them also to identify their strengths and weaknesses.

Students. This study sheds light on an innovative new program designed to equip more teachers with credentials to help public school students reach their academic potential and to provide high-quality education to every student.

Parents. The findings of this study provide detailed information to parents regarding the quality of education being offered by TEIs in the Island of Samar.

Guidance Counsellors. The findings of the study situate innovative objectives, goals and purposes of the curriculum. This will furnish a track to establish the strengths and weaknesses of the programme for curriculum enhancement. In the end, it will confer the substance of the teacher education program for the students.

Curriculum Planners. The present study can facilitate the information to the decision-makers of the challenges and opportunities that are being addressed in the TEIs. It may reveal the extent of correlated plans between the TEIs in terms of design, implementation and evaluation of teacher preparation and training programmes. This will urge the Higher Education to build up a clear strategic plan correlated with the faculties of Education and Teacher Preparation Programmes in terms of qualification, training and professional development, and it identifies areas through which the current TEIs Programmes can be developed and improved.

Future Researchers. The findings of the study will propose new ideas for future researchers to carry out comparable undertakings or assessment of other programs. This study will also offer information as bases for related studies.

Scope and Delimitation

The study assessed the teacher education program offered by colleges and universities in the Island of Samar relative to the seven parameters, namely: 1) attainment of goals and objectives; 2) relevance of the curriculum; 3) competence of instructional staff; 4) effectiveness of student support and services; 5) adequacy of physical facilities and other support services; 6) adequacy of fiscal resources, and 7) effectiveness of human resource development.

The TEIs that are involved in this study in the three provinces in the Island of Samar, are: University of Eastern Philippines, Northern Samar Colleges, San Lorenzo Ruiz De Manila, Northwest Samar State University, Christ the King College, Samar College, Samar State University, and the Eastern Samar State University (See Figure 2).

Furthermore, this study is also delimited to the graduates from 2003-2013 of the TEIs. In addition, this study is further delimited to those graduates in the Island of Samar, while the deans and the faculty could be a graduate from other colleges and universities, but currently working in the TEIs mentioned in the figure.

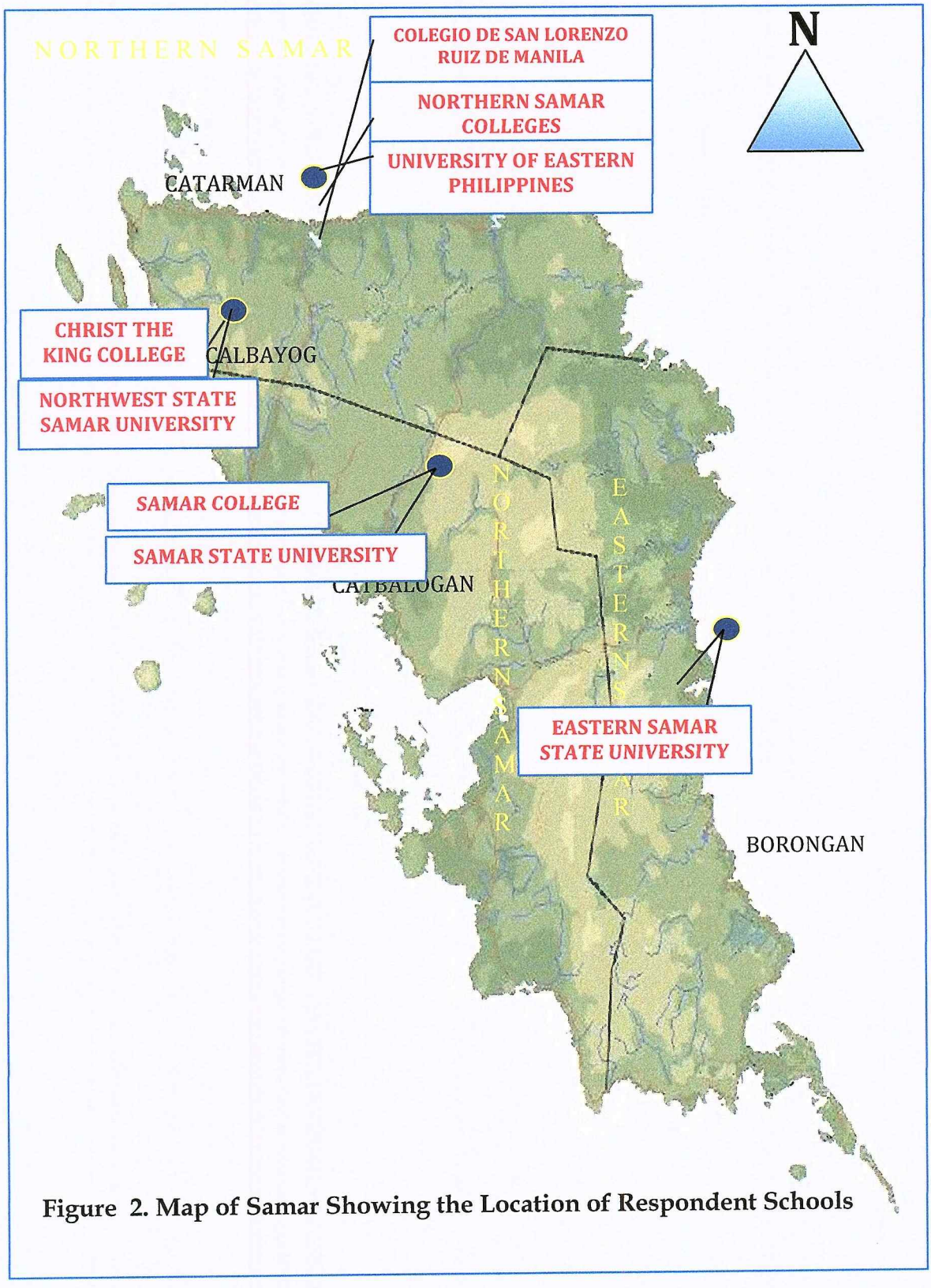

Figure 2. Map of Samar Showing the Location of Respondent Schools

Definition of Terms

The following definitions, conceptual and operational, will assist the reader in understanding the meaning of each term as the researcher intended them.

Assessment. Assessment is defined as —systematic collection, review, and use of information about educational programs undertaken for the purpose of *improving student learning and development* (Palomba & Banta, 1999: 4). In this study this refers to the process of obtaining information that is used to make educational decisions about the Teacher Education Program, to give feedback as to the status of the program, its strengths and weaknesses, to judge instructional effectiveness, and curricular adequacy, and to inform policy.

Average Family Income. It means the average salary as calculated based on reported salaries of the respondents. Average salary data can be for one occupation, industry, discipline, household, age, and education level or based on other statistics (http://work.chron.com/meaning-average-salary-19626.html). As used in the study, it means income of the respondents in a month.

Competence. It refers to the ability to do something well, measured against the standard, especially the ability acquired through experience and training. (Webster's Universal dictionary and Thesaurus, 2002:122). Operationally, this term means the knowledge, ability and skills of the graduates and faculty in an institution to perform well.

Curriculum. It is the knowledge, skills, performances, attitudes, and values students are expected to learn from the school (Airasian & Russell, 2008).

Operationally, it refers to the organized subjects of teacher education, general education subjects and major subjects required for graduation.

Educational qualification. It refers to the level of education, which represents a broad section of the education "ladder", that is, the progression from the very elementary to more complicated learning experience, embracing all fields and programme groups that may occur at that particular stage of the progression. (Studies in Methods, 1984: para. 15.40). Operationally, this refers to the highest educational attainment earned by the respondents.

Eligibility. This term refers to the quality of being eligible (Webster's Universal Dictionary, 2002:178). In this study, this refers those respondents who passed the Licensure Examination for Teachers (LET) or career professional examination.

Enrolment. It refers to the total number of students who are registered on a list, and admitted as member of the group (Microsoft ® Encarta ® 2009. © 1993-2008 Microsoft Corporation). Operationally this refers to the official number of students who entered in the teacher education program.

Evaluation. It is the act of considering or examining something in order to judge its value, quality, importance, extent or condition (Webster's Universal Dictionary, 2002:188). In this study, this means a systematic acquisition and assessment of information to provide useful feedback about teacher education programme.

Fiscal Resources. These are direct expenditures on educational institutions in purchases by a government agency of educational resources to be used by educational institutions and payments by a government agency to educational institutions that have the responsibility for purchasing educational resources themselves (http://stats.oecd.org/glossary/search.asp). As used in the study, this is an area of study that was evaluated by the respondents as to the status of teacher education program of the school.

Graduates. This term means those who have successfully completed a course of study or training, especially those who have been awarded an undergraduate academic degree(http://www.oxforddictionaries.com/us/definition/american_english/graduate). In this study, this means the respondents who graduated from the teacher education program in the Island of Samar from 2003-2013.

Human Resource Development. This is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. (http://humanresources.about.com/od/glossaryh/f/hr_development.htm).

Operationally, in this study the term means one of the parameters that was assessed by the respondents.

In-Service Trainings. This is a training that is given to employees during the course of employment (http://www.collinsdictionary.com/dictionary/english/in-service-training). In this study, it refers to training, as in special courses, workshops, etc., attended by respondents in connection with their work to help them develop skills.

Instructional Staff. This refers to the classroom teachers and academic staff who provide services to students to support their instructional program. In many cases, these personnel are licensed originally as teachers (http://stats.oecd.org/glossary/search.asp). In this study, it refers to the faculty of college and university who are in the actual teaching.

Licensure Examination. This is the national examination for teachers to strengthen the Regulation and Supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers and for other purposes (http://www.prc.gov.ph). As used in the study, the examination undertaken by the respondents.

Objectives. *Objectives are basic tools that underlie all planning* and strategic activities. They serve as the basis for creating policy and evaluating performance(http://www.businessdictionary.com/definition/objective.html).In this study, it is the purpose of how the study was undertaken.

Performance. This term refers to the way in which somebody does a job, judged by its effectiveness (Microsoft® Encarta® 2009. © 1993-2008 Microsoft

Corporation All rights reserved). As used in the study, this means teacher education accomplishments.

Physical facilities. It means the school plant and equipment used for school operation. (Encyclopedia of Educational Research, updated ed.:1008). As used in the study, this refers to the physical supplies of the school for the operation of teacher education program.

Professional development. It refers to the transformation of teachers' knowledge, skills, understandings and commitments in their practice, based on the pursuit of on-going learning and problem solving (Russell, 2009:228). Operationally, this means formal learning opportunities provided to teachers to improve their knowledge, skills, and classroom practices.

Program. This means an integrated course of academic study(http://www.thefreedictionary.com/programme). Operationally, it means the teacher education curriculum being evaluated.

Programme Evaluation. This type of evaluation refers to the systematic collecting, analyzing, and reporting of information that can then be used to change attitudes or to improve the operation of a program (Alkin, 1985:11-12). In this study, this refers to the systematic collection of information about the effectiveness of the various components of an educational programme.

Relevance. This means the fitting or suiting of given requirements or applying to the manner in hand, pertinent; to the point (Webster's Universal dictionary, 2002:438); Operationally, this means to the matching of teacher

education graduates with the needs of the schools in the service area as indicated by the extent of employment aspects of the graduates and the curriculum.

Specialization. This term refers to concentrating on a particular area of study or activity (Webster's Universal Dictionary, 2002:488). Operationally, this means the major subject or area being specialized by the respondents in the undergraduate course.

Status of Employment. This refers to the legal status and classification of someone in employment as either an employee or working on his own account (http://www.encyclopedia.com/doc/1O88employmentstatus.html). As used in the study, this term refers to the state of being permanent, temporary, casual, substitute of one's employment in the service.

Support Services. This means any activity or function required for successful completion of a process, program or project (http://www.businessdictionary.com/definition/support-service.html). In this study, it means a service that is important in the operation of the program in accomplishing its objectives.

Teacher Education Program. It is a program that seeks to account for four sets of curricular intentions: general education, specialized subject matter thought to be relevant to what teachers must teach, foundational studies in the field of education, and both observation of and participation in teaching" (Goodlad, 1994:160).

Teacher Education Institution. An institution that is providing necessary conditions to prepare pre-service teachers in the higher education institutions.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies that have similar bearing to the present study, which established the theoretical as well as conceptual foundation of the study. In gathering relevant information pertaining to the problem under study, the researcher exhaustively reviewed several books, theses, dissertations, journals, periodicals, and other library materials to clarify the concepts and substantiate the related data for better understanding of the research endeavour at hand.

Related Literature

Teaching and teacher education are at the center of the educational enterprise. The development of young people in our society depends on the skill, knowledge, and caring of practicing professionals. Attending to the quality of schooling is fundamental to concerns for equity, opportunity, and the growth of human potential.

Tankard (1986:136) teaches that education is quality education to the extent that it meets the needs of the students being served and to the extent that it helps solve their problems and foster their optimum growth and development. Within its broad standpoint, it is most likely to distinguish definite characteristic of quality education, certain supporting elements that are crucial to the characteristic

of an educational program achieving its desired goal. These include sufficient financial support, teachers trained to specific tasks, liberal allowances for teaching, supplies and materials, and modern or well-equipped building.

This means that quality teachers facilitate the attainment of quality education which will redound to produce the best in an individual, so that he realizes his full potentials; assist the learner in becoming a good citizen and a responsible adult to assume responsibility as a member of his community, and prepare a person to be a productive member of society.

Hence, there really is a need for teachers to make better of them, which can be done through attendance in other activities outside the four walls of the classroom, that is, co-curricular activities. This situation in the real world makes the necessary link between the theories taught in the classroom and their applications in real life situations.

In an article written by Erpelo (2001:146) entitled, "A Crucial Need for Teachers' Development", it was stated that all teachers should seek to develop a comprehensive understanding of the subjects, their interrelationship and their significance to everyday living. This is where seminars, workshops, in-service trainings, post-graduate studies come in. Through these activities, teachers can grow professionally. These will contribute greatly in enriching the different competencies of teachers and will likewise provide them the general knowledge in teaching, widen their horizons and strengthen the foundation of professionalism.

The researcher is guided with this belief that the teacher in our educational system holds the central position in the educative spectrum, and the systems purpose is to provide an individual with knowledge, skill, competence or generally enviable qualities of behaviour and character to provide him well for the duties of living. Through this enormous aim, much importance is given to effective teaching and/or classroom instructions. Michael Gove during the 2013 Policy Exchange Government Speech, spoke about the importance of teaching. To him, part of improving the quality of teaching, leadership and school's management puts the government's determination to do all it can to support the teaching profession because there can never have been a more important time to be a teacher. Teachers hold in their hands the success of the country and the wellbeing of its citizens; they are the key to helping every child in this country to realize his full potential. Teachers are the most important fighters in the battle to make opportunity more equal. Teachers are the critical guardians of the intellectual life of the nation. Teachers give children the tools by which they become authors of their own life story and builders of better world. It is the teachers, not poets, who are the acknowledged legislators of mankind.

One of the essential objectives of any academic program is to prepare a person to be a productive member of the society where he lives, but this objective is repeatedly taken for granted by educational leaders.

Andres et al. (1989:9,12) explain that this method, therefore, is to allow the learner to partake in this society, develop essential skills, compare the new and the

old, find out new truths, transform ideas, analyze them and try them. A current curricular emphasis is that of existing preference. The learner must learn skills, attain knowledge, and build decisions. He will work with problem, not to proliferate a tradition, not to pass on a common tradition, or to solve a communal problem, but to gain knowledge about him, to develop himself to his fullest potential because he wants to find out and to know. He must be personally involved. The curricular goals are personal knowledge, personal preference, personal accountability, and personal obligation.

The researcher was guided by the idea from this literature, which means that education must keep up with the changing world. There is an urgent need for the educational planners to make frequent redefinition of the goals and objectives of education and redirect the training of the youth to meet the socio-economic demands of the time. In like manner, the teachers must re-examine their role and consequently do the restructuring of their competencies.

According to Botor and Ortinero (1994:69-70) "...education is not only *shaping up of the individual, but also of the community.*" *Shaping would* be accomplished by preparing the foundation, and these foundations are to be shaped and re-shaped according to the structure they are to constitute.

In other words, there is an unambiguous outline of institution in any program. Enhancement and enrichment of the curriculum is therefore very significant given by an authority to consider the demands of society and the needs

of the time. With this, demands for improving teachers' quality and for holding teachers' accountability for student achievement have increased over recent years.

Aquino (2001:483) emphasized that, "There is an urgent need for education innovation. For one, education should be relevant. It should immerse itself in the dirt and filth society. The ivory tower mentally of our education is no longer relevant to a world tormented by hatred and avarice, besieged by hunger and want, threatened by pollution, overpopulation, fratricidal strife, and ideological convulsions. What is necessary is an innovation".

In order to enhance the quality of teacher education programmes, their continuous evaluation is essential. Evaluating the outcomes of teacher education programme requires firstly, a definition of what we expect teacher education to achieve and influence in terms of knowledge, skills, and character then the means for measuring these things.

Palma, (1992:29) said that school programs reflects the school purposes. These programs are means of carrying out the school's mission and vision. School programs are divided into two groups: the academic programs and the administrative programs. The academic program includes curriculum, instruction, the co-curricular, and the support services such as guidance and library. The non-academic or administrative programs are made up of school organization, personnel, finance, school plant and facilities, and school-community relations. All these programs exist only for one reason and that is: to contribute to the attainment of the school purposes.

Barzaq, (2007:3) added that reform of education can play a central role in economic development. Education is critical to a nation's growth because it develops the minds of the young to be useful citizens. It must include teaching the young how to think for themselves and to have confidence in their knowledge. This requires highly respected and motivated teachers who are well versed in communicating with their students. Teachers must be kept abreast of new teaching methodologies, scientific breakthroughs and literary masterpieces. They must also be motivated by awards and recognized for excellence. Thus, teacher preparation and continued training become integral parts of the necessary reforms. At higher education institutions, students should be taught how to acquire dynamic and renewable knowledge. Their minds must be challenged to achieve new heights and their energies directed to useful pathways. To do so, educators must be allowed a measure of autonomy. At the same time, they require systems of regular evaluation and monitoring and continued training. Other essential changes include upgrading the libraries and improving the information technology hardware and software to benefit from the vast resources that are now available on electronic media. Reform of education is a long-term process that requires focused objectives, perseverance in their implementation, and the application of the knowledge gained from the experiences of others.

The acquired knowledge from any learning institutions is to be treasured no matter where it originated, and it is considered the right of all individual. It is imperative for all to learn these significant lessons in order to pave the way for the

new generations to reach the vision of a better future and to contribute to current development.

The success of the educational system is fully reliant to the presence in our schools of high-quality teachers for all students according to the National Commission on Teaching and America's Future (NCTAF, 1996) as reported by Barzaq (2007:6). *The critical need for rigorous standards for teacher preparation* in general, leaves no doubt that quality teacher preparation and a systematic means for assessing preparation are priorities at the national and local levels. How teacher quality is assessed has a direct and lasting effect upon teacher preparation, licensing, performance, and student achievement.

Today teaching for language proficiency has recently assumed critical importance in the student teacher preparation and training programmes. This orientation has become a central part of the responsibilities of the teacher education programme (Murdoch, 1994: 253 -265; Cullen, 1994:162-172). Therefore, teacher education in particular should actively be engaged in research geared toward providing a wealth of knowledge contributing to the development of globally competent teachers.

Williams (2000:153) further stressed that teacher preparation institutions need to align their program to what is actually happening in public schools. Clear requirements and expectations must be agreed upon with fewer changes as the program progresses. It must provide insights into possible changes in

programmatic design, such as working with classroom teachers so that the interns are better prepared for the challenges of the public-school classroom.

It is important that educators, parents, policy makers and the general public should understand the new expectations of teachers, their new roles and responsibilities, and the current definitions of professional development. Recognition by the entire community of the complex nature of the changes needed is the first step in building the necessary support to ensure that teachers can fulfil their crucial role in systematic reform.

According to Gaies (1992:155), the principal method used is evaluation of a collection of trainee products that individually and collectively portray trainee attainment. Experience with this method of student outcomes assessment suggests these educational and administrative advantages: it uses student knowledge base, skills, values, and attitudes as a focal point for program evaluation; promotes a developmental view of teacher preparation and growth; encourages formative program evaluation; encourages a developmental view of teacher preparation; engages trainees as active agents in curriculum evaluation and development; builds habits of inquiry about student learning, and reveals the interaction between top-down and bottom-up processes of curriculum renewal.

A good teacher education programme, first of all, is coherent. That is, it has an idea about what good teaching is and then it organizes all of its course work, all of the scientific experiences, around that vision. So, it is not just a random assortment of courses and experiences for people. The courses are very much

connected to practice, as well as, to theory. They say in fact that there is nothing as practical as a good theory, and in fact, there is nothing as theoretical as good practice. Good teacher education programmes have students in the classroom working constantly with expert master teachers while they are also teaching students for a variety of ideas about how students learn; about how to assess their learning; about effective teaching strategies are that will allow them to build a repertoire.

James et al., (2006:141) say that high standards of quality for teacher preparation programmes are the key to preparing high quality teachers for school. Although teacher shortages require the implementation of a variety of recruiting strategies, it is essential that all teacher preparation programmes contain high entry standards, a combination of subject matter preparation and pedagogical training, and long term, supervised clinical practicum.

Additionally, more research is needed on efforts to combine subject matter and pedagogical preparation by having teachers in various university departments to work together to enhance teacher development. Quality teacher preparation is not a sole responsibility of Colleges of Education, faculty in a variety of departments throughout the university must be involved.

Hoban (2004:145-146) discussed in, "Seeking Quality in Teacher Education Design: A Four-Dimensional Approach," that if teaching is a complex profession, then a more integrated and dynamic approach to designing teacher education programs is needed. He proposes a four-dimensional approach for thinking about

a conceptual framework to guide teacher education design. The four dimensions include: (a) links across the university-based curriculum; (b) links between schools and university experiences; (c) socio-cultural links between participants, and (d) personal links that shape the identity of teacher educators. It is argued that a conceptual framework based upon the consideration of these four dimensions is likely to ensure quality in a teacher education program.

Hoban's purpose of discussing the nature of teaching was to highlight ways to think about a conceptual framework to promote quality in a teacher education program. It will not take a narrow viewpoint and declare what is the best way of educating teachers, because programs vary according to the goals, course content, and beliefs of the teacher educators, students and teachers, as well as the social-cultural contexts of schools involved. This concept therefore, does not propose a particular conceptual framework but, rather, proposes how to think about a conceptual framework to guide teacher education design. An assumption in so doing is that quality is based upon the existence of a coherent conceptual framework that helps students to make connections and to understand the complex nature of teaching.

Korthagen (2001:151) describes the basic principles of the "realistic approach to teacher education", which takes recent insights about teachers' functioning into account, especially the idea that much of a teacher's behavior is guided by non-rational and unconscious processes within the teacher. It also summarizes research findings concerning the effects of the realistic approach. It

also discusses experiences which are implementing the realistic approach in a variety of other institutions for teacher education. In conclusion, both in its approach of teacher education and in its psychological foundations, the realistic approach presents a perspective that is not so much at odds with more traditional approaches, but a new synthesis of many helpful theories and practices, developed in the past. However, by stating this conclusion in this way, the danger may be that the practical consequences for teacher educators of the realistic approach remain somewhat concealed. Experiences that seem prevalent now have to do with teacher education staff in many different institutions in a variety of countries showing that they often have to pass through an intensive change process to be able to work in a realistic way.

Most teacher educators are used to and satisfied with one particular view of teacher development, either a behavioristic, a cognitive psychological or yet another view. Over the years they have developed their personal way of working and feel comfortable with it.

Muraskin (1993) states that an evaluation can be an important tool in improving the quality of a prevention programme, if it is integrated into the fabric of a programme rather than added on after the fact. Programme personnel are more likely to use the results of an evaluation when they play a role in deciding what to examine, conducting the evaluation, and interpreting the results. Muraskin further adds four main reasons to conduct evaluations of the institution: 1) determine the effectiveness of programmes for participants; 2) document that

programme objectives have been met; 3) provide information about service delivery that will be useful to programme staff and other audiences, and 4) enable programme staff to make changes that improve programme effectiveness.

A large body of research underscores the importance of the teacher in helping students learn. Consistently indicate that the teacher is the most important educational factor affecting student learning and development. Teachers are expected to play new roles as part of the systematic reform efforts. Teacher professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. On the one hand, they need to think about how they can help prepare the students for the very different demands the future will make, and the need to make rapid decisions.

While assessment guides instruction, objectives form the basis of curriculum evaluation as prescribed by Ralph Taylor's model (Campbell et al., 1997). The 1999 MLA survey recommended that more attention should be paid to curriculum planning, teacher education and training and textbook development.

According to Poister (2004), one of the big issues in public and non-profit organizations is the question of how to measure program effectiveness. Program evaluation is a "systematic operation of varying complexity involving data collection, observations and analyses, and culminating in a value judgment with regard to the quality of the program being evaluated, considered in its entirety, or through one or more of its components".

Mizikaci (2006:38) pointed out that program evaluation is important in determining how, and to what extent, assessment systems are effective in educational practices and outcomes. Standards against which program outcomes will be assessed need to be established, and integrated into the evaluation system. Statistical analysis, review of program documents, and qualitative research methods should also be used in order to provide deeper analysis, and end up with valid and well-substantiated conclusions about the effectiveness of the program.

This same concern for use is echoed by D'Aniello (2008:311), who called for researchers to investigate teacher preparation programs to determine —how programs can —improve to produce highly qualified teachers. Their call for attention to use emphasizes the need for identification of the types of use and the factors affecting use within the unique context of higher education teacher preparation programs, so that the faculty and/or faculty as administrators can fully understand, support, and plan for use as part of the outcomes assessment process.

The literature on effective teaching made an invaluable contribution to education because it both confirms the essential role teachers play in student learning and provides "education with knowledge base capable of moving the field beyond testimonials and unsupported claims toward scientific statements based on credible data"(Brophy,1992,p.5).It provides ,however ,only a threshold or a base line for all teachers . This knowledge base is divided into four sections that are thematically conceptualized as follows: (1) The knowledge base of

second/foreign language teacher education; (2) The contexts of second /foreign language teacher education; (3) Collaborations in second language teacher education, and (4) Second / foreign language teacher education in practice.

The "knowledge base" refers to what it is that foreign language teachers need to know and understand to be effective teachers and how that knowledge is incorporated into foreign language teacher education. The knowledge base is a broad theme and encompasses research and perspectives on. For example, knowledge and experiences, beliefs and attitudes, teacher socialization and learning, teacher cognition, teacher identity, reflective teaching, and values and ethical dispositions. Quite recently, a number of professional organizations have attempted to define the knowledge base through the creation of standards for foreign language teacher education.

This perspective of teacher education as a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession has been welcomed by educators everywhere. This shift has been so dramatic that many have referred to it as a new image of teacher learning, a new model of teacher education, a revolution in education, and even a new paradigm of professional development.

This new paradigm of teacher education has several characteristics. First of all, it is based on constructivism rather than on a transmission-oriented model. As a consequence, teachers are treated as active learners who are engaged in the concrete tasks of teaching, assessment, observation, and reflection. Several

research studies have shown that when the constructivist method is used in the preparation of teachers, the results are quite positive: teachers who are engaged, reflective, thoughtful, and effective. A few new studies, however, have been critical of this method, as it appears to be most effective only with middle-class learners or only when used in very specific contexts and under certain conditions, *something that could potentially limit the effectiveness of its use in teacher* education. It is also conceived of as a long-term process, as it acknowledges that teachers learn over time. As a result, connected experiences (rather than one-shot presentations) are thought of as most effective as they allow teachers to relate prior knowledge with new experiences. Regular follow-up support is perceived as an "indispensable catalyst of the change process" as expressed by Schifter, Russell, and Bastable (1999:30).

This approach to teacher education is conceived as a process that takes place in a particular context. Contrary to the traditional staff development opportunities that did not connect the "training" with the actual experiences in the classroom, the most effective professional development is based in schools, connected to the daily activities of teachers and learners. Schools are transformed into communities of learners, communities of inquiry, professional communities, and caring communities because teachers are engaged in professional development activities. The most successful teacher development opportunities are "on the job learning" activities such as study groups, action research, and portfolios.

As cited by Barzaq (2007:115), in the first four years of the 21st century, there has been the intensification of the policy focus. There is no question that the "No Child Left Behind Act (2002)" and its agenda to provide "highly qualified teachers" depend on a view of teacher education as a policy problem. Increasingly, it is assumed that the right policies can simultaneously solve the problems of teacher retention, teacher quality, and pupil achievement. The "right" policies are supposedly those based on empirical evidence about the value teacher preparation adds to pupils' scores on tests and on cost-benefit analyses of how to invest finite human and fiscal resources. Also underlying the policy focus is the assumption that the overarching goal of education—and teacher education—is to produce the nation's workforce and maintain its position in the global economy. Folded into the current policy approach is also a return to the training view of teacher education. The argument is that subject matter, which can be assessed on a standardized teacher test, is what teachers need to know to teach well and whatever else there is to know such as the techniques, classroom strategies, and best practices which can be picked up on the job or in summer courses or school-based training sessions for teachers. Increasingly, then, the focus in discussions of teacher education is on training and testing to ensure that all teachers have basic knowledge on the subject matter and the technical skills to bring the pupils' test scores to minimum thresholds. There are many more concerns about the current policy approach to teacher education than can be included in a short editorial. First, teacher education is a political problem, not just a policy problem. Policies

regarding teacher preparation do not come about as a result of simple common sense or expediency alone, nor are they disconnected from values and ideology, from existing systems of power and privilege, or from assumptions about what is mainstream and what is marginal. Second, teaching has technical aspects to be sure, and teachers can be trained to perform these. But teaching is also and, more importantly, an intellectual, cultural, and contextual activity that requires skillful decisions about how to convey subject matter knowledge, apply pedagogical skills, develop human relationships, and both generate and utilize local knowledge. Finally, the purpose of education in a democratic society is not simply assimilating all schoolchildren into the mainstream or preparing the nation's workforce to preserve the place of the nation as the power worthy of getting a favorable attention in the global society. How to prepare teachers to foster democratic values and skills must be acknowledged as a major part of the "problem of teacher education" in order to maintain a healthy democracy.

Programme evaluation is an area that periodically flashes into prominence in discussions of language teaching and learning. From the much-discussed attempts of the 1960's and 1970's to evaluate the effectiveness of different language teaching methods to the sharp debate about particular programmes, evaluation has typically been recognized as a crucial area of second /foreign language education (Alderson & Bretta, 1992:14).

Moore & Markham (1983:20-31) disclosed that competencies assessed by programmes overlap considerably .Institutions that use the same evaluation

criteria often have different priorities claimed by McIntyre & Norris (1980:67-69).For example ,one teacher education programme may consider classroom management the most important area to be evaluated while another may place the highest priority on personal characteristics and personality.

Ashburn and Fisher (1984:255) added that the effectiveness of the evaluation process is based on the person assessing. A faculty supervisor from the teacher education programme and a "cooperating" teacher in whose classroom the student teacher is assigned serve as evaluators of student teaching. Research on the interaction of student teacher, cooperating teacher, and faculty supervisor indicates the cooperating teacher as having the predominant influence on the student.

Many evaluation tools used throughout the teacher education programmes have adequate reliability disclosed by Defino (1983:103). Validity, however, often has not been established.

Higher education institutions should focus on the competencies of teaching throughout the whole period of initial training. The progressive development of these competencies should be monitored regularly during the initial training. Their attainment at a level appropriate to newly qualified teachers should be objective of every student taking a course of initial training. Competency training is the latest flowering of a long -established tradition in teacher education which has attempted to develop a "technical rationalist" approach to training. Typically, such approaches attempted to combine utilitarianism with rationalist or even

scientific principles. Such models of training are certainly not new, neither is an interest in them confined with policy makers.

The need for systematic evaluation of the program is recognized, however, for a variety of reasons the issues surrounding evaluation of such programs have been less publicized, less controversial. One might speculate that this is the result of a tendency in our field to pay less attention to the teacher's contribution to classroom learning than to other elements: methodology, syllabus or programme model, to name a few.

In this section, the literature presented inspired this researcher to shed light on evaluating the Teacher Education Program in the Island of Samar and its prospects for development.

Related Studies

This section summarizes a review of related studies on teacher education. Several studies were reviewed, inquiry and thorough investigations were made to ascertain whether there were studies made on the present study. Literature search was conducted and there were studies found and cited herein which provided the needed background on the various aspects of the present study.

Uy's (2005) study was on the Assessment of BSC Curricular Programs of Private Colleges in Samar Island: Inputs to Program Redirection. This study aimed to assess the Bachelor of Science in Commerce major in Management

Curricular Program of Private Colleges in Samar Island, as inputs to Program Redirection.

Findings on the study of Uy revealed that, on the physical facilities and instructional materials, the administrators and full-time faculty observed that the schools' physical facilities and instructional materials were very adequate, while the opinion of the alumni with regard to this variable was just adequate. Still the perception of the two groups implies that the schools' physical resources were very adequate. As regards to the students' prior education, the assessment of the three groups of respondents revealed that the students' prior education was very adequate as marked in the computed grand means. This means that freshmen students entering college had sufficient knowledge and self-capability to pursue college education. On the teacher's professional qualification of the faculty in the BSC Management Program was very adequate. The combined mean indicated that the teachers' professional qualifications were very adequate to the program.

The researcher concluded that most of the private schools in Samar have adequate physical facilities that could possibly compete with some prestigious schools in urban localities, except for a few that still lack some physical facilities; that the school administrators and full-time faculty members were eligible in their particular fields of profession except for a few. The positions of administrator in private schools including teaching positions were open to eligible or non-eligible degree holders; that the perceptions of the three groups of respondents in relation

to the adequacy of the teachers' professional qualification were comparable. The conclusion was that the teachers' professional qualifications were very adequate.

This study of Uy is similar to the present study in the sense that the former study is an assessment/evaluation of a curricular program focused on the private institutions, while the present study delved on both public and private institutions.

Cameja's study, (2004) An Assessment of Career Progression Scheme for Master Teachers in Daram I and Daram II: Basis for Intervention Program evaluated the career progression scheme of DepEd as perceived by the administrators and the master teachers (MTs), and competency level of MT's with the end view of proposing an intervention program.

The findings of Cameja's study revealed that the perceptions of the two groups of respondents as to the extent of implementation of career progression scheme revealed that it was highly implemented. On the other hand, on the degree of satisfaction of the MT's in the Career Promotion Scheme (CPS), the administrator-respondents assessment on professional growth and promotion as highly satisfied, through promotion was moderately satisfied. In addition, the only problem highly felt by MT's was on being bypassed in the promotion despite their educational qualifications, thus both administrator-respondents and MT's agreed with the given solution.

The aforecited study is related to the present study, for the reason that both studies concerned on the assessment/evaluation using the perceptions of group

of respondents. They differed in that the present study is on the evaluation of Teacher Education Program and the research environment is much broader, which included Higher Education Institutions in the Island of Samar that are offering teacher education course. The study of Cameja was only focused on the assessment of CPS of the MT's in Daram I and Daram II Districts.

Another related study is that of Ellado (2005). His study aimed to assess the Teacher Education Curriculum among private Teacher Education Institutions (TEIs) in the Island of Samar in order to determine its responsiveness and relevance relative to the needs of teacher education students.

Ellado's study established findings as follows: 1) the administrators, faculty and graduates considered the TEIs as "extremely relevant" in terms of accessibility, while the personnel, the students and the parents considered accessibility as "highly relevant", 2) For faculty development, the administrators, the personnel, the students, the parents and the faculty-respondents gave an assessment of "extremely relevant"; meanwhile, the graduates considered faculty development as "highly relevant", 3)Along instructional strategies, the six groups of respondents considered all the indicators along this area as "extremely relevant", 4)Further for the perceptions of the four groups of respondents relative to the learning areas/competencies necessary for the enhancement of the TEC in the Island of Samar, the experts considered the identified areas/competencies in TEC as "much needed" in the Island of Samar, 5) from the point of view of the administrators and the faculty-respondents, the identified areas/competencies

were found to be "very much needed" in the enhancement of the TEC in the Island of Samar; 6)From the parents' group, they considered the identified areas/competencies as "much needed", 7) The administrators considered two out of the 11 identified problems as "often encountered" corresponding to: "Problems on honorarium/incentives to extra load and "Gossips/back fighting rampant among teachers and personnel, while the remaining nine problems were considered by them as "seldom encountered", and 8) From the point of view of the faculty, they considered the seven identified problems as "often encountered" corresponding to: "Difficulty in relating with peers/co-teachers/co-employees, school heads, parents and community"; "Unreasonable" work pay "relations", and "Problems on honorarium/incentives to extra load." As to the traditional teaching strategies/approaches used by teachers, identified were "Arrogant and sarcastic teachers to the students"; "Gossips/back fighting rampant among teachers and personnel", and "Autocratic managerial style". Four of the problems were considered by them as "sometimes encountered".

Ellado concluded that the private TEIs in the Island of Samar are potential training grounds for pre-service teachers as evidenced by a good number of enrollees among these institutions. The different identified areas were likewise assessed as "very much needed" in the enhancement of Teacher Education Curriculum (TEC) in the Island of Samar, thus, these identified areas are good inputs for enhancement proposals.

Ellado's study is related to the present study because both deal with teacher education curriculum in the island of Samar. The difference is that the present study involved both public and private Teacher Education Institutions (TEIs), while that of Ellado was an evaluation of the private TEIs.

Alandino's (2004) study aimed to assess the existing faculty development program for secondary school teachers in the Division of Calbayog City, where the results were used as basis or inputs for proposing an enhanced faculty development program for the division.

The study of Alandino revealed that the teachers involved in the study considered seven out of eight areas of the faculty development processes as "much important" where the first three areas were as follows: 1) selection, 2) recruitment, and 3) work orientation. One area, which is "career development", was considered by them as "moderately important". On the part of the administrators, two areas were assessed as "very much important", which were performance appraisal and promotion. Like the teachers' group, the administrators gave the lowest to "career development." The teachers involved in the study considered two out of the eight areas of the faculty development processes as "much implemented" namely: selection and work orientation. The rest of the areas were considered as "moderately implemented" where the highest mean was posted for recruitment and the least for separation/retirement. Finally, on the part of the administrators, one area was assessed by them as "very much important" which corresponded to performance appraisal. Six areas were assessed as "much implemented" where the

highest three were for work orientation, promotion, and separation/retirement. Moreover, the lowest mean was posted as "moderately implemented" for recruitment.

Most of the teachers in Calbayog City Division considered selection, recruitment as well as orientation of "great importance" in the faculty development program with the career development as the "least important." On the other hand, the administrators considered performance appraisal and promotion of great importance with career development as the least important. The teachers and administrators involved in the study differed in the perceptions relative to the level of importance of the following areas of faculty development: recruitment, work orientation, performance appraisal, promotion, labor-management provision as well as separation/retirement while they agreed on the level of importance of selection and career development.

The study of Alandino has similarity to the present study since they both focused on the assessment of faculty development program. They differ, however, in that the study of Alandino was concentrated in the Division of Catbalogan City while the researcher's study is on the whole Island of Samar.

Amparado's study, (2004) is also related to the present study since the former is an assessment of the aquaculture industry in the Province of Samar in order to obtain data and information vital to the effective implementation of the program for Samar State University.

Amparado's study findings were, on the extent of technology delivery system, the competence of extension workers was evaluated by the five groups of respondents as "satisfactory"; as to the attitude, all groups of respondents noted the area of concern as "very satisfactory". In terms of technology disseminated by the group of respondents, they rated as "satisfactory". On the adequacy of communication materials, the different groups of respondents rated the area as "unsatisfactory". On the area of extension methodology, the three groups of respondents rated it as "unsatisfactory", while the two groups of respondents considered this aspect as "satisfactory". Extension program administration was rated by the different groups of respondents as "satisfactory". Finally, all respondents considered the attitude of the clientele towards extension programs as "very satisfactory".

The researcher concluded that, in the technology delivery system, the attitude of extension workers was considered by the different groups of respondents as "very satisfactory" and the technology disseminated as "satisfactory". This could be due to lack of appropriate educational awareness among the clientele coupled with inadequate training and skills development activities; communication materials are considered inadequate; the extension methodologies adopted were claimed by the fish farmers as "unsatisfactory". However, the extension workers and heads of extension services described them as "satisfactory". The different groups of respondents were in concurrence on their perceptions that extension program administration is "satisfactory". Finally, it was

concluded that the clientele manifested a very positive attitude towards the extension program.

Amparado's study runs almost the same with the present study in the sense that both studies focus on the evaluation/assessment of the program. They differ, though, in terms of area and scope of study since the present study involved a wider scope of research environment.

Pino's study, (2002) was on, "Evaluation of Technology and Home Economics (THE) Program: A Basis for Policy Redirection." This study aimed to evaluate the THE Program in the Province of Samar as a basis for proposed policy redirection.

The study of Pino revealed that only very few of the 88 THE teachers had obtained the highest educational qualification of Master of Arts and most of them were with 82.95 percent as the obtained rating of the B.S. degree. Therefore, the educational qualification of the respondents affected the performance of the students. Those teachers who have the highest educational qualification can teach more than enough, than those with standard qualification of education. Meanwhile, there is a mismatch in assigning a teacher teaching THE subject. In the Samar and Calbayog City divisions, there were eight teachers who had academic preparation, but they were designated to teach THE subject.

The researcher recommended that the selection of teachers to teach THE should be with much care. Teachers must be fully equipped with knowledge and skills with an appropriate vocational preparations/training; that there should be

training institutions in Samar and Calbayog City divisions with adequate facilities and the most qualified faculty should: be those with major in the four component areas of the THE teaching, and that offer incentives such as scholarship should be offered to deserving students who will major in THE teaching.

The research of Pino bears semblance with the present study in the sense that both studies aimed to assess an academic program's performance through survey using questionnaires. The difference lies on the specific program and the locale of the study.

Shafqat & Saeed (2009) evaluated the Bachelor of Education (B.Ed.) programme of the University of Education (UE), Lahore, focusing on the five major content areas: lesson planning, presentation, use of audio-visual aids, teaching methods, and assessment skills. The study was conducted on 392 B.Ed. graduates and their 150 supervisors. Data were collected through two survey questionnaires: one for the B.Ed graduates and the other for their supervisors (heads of schools). The results revealed that the B.Ed programme was effective in terms of upgrading knowledge and skills in five curriculum areas. The performance of the graduates of UE as elementary school teachers was better in the areas of lesson planning, lesson presentation, and assessment, but the relatively less impact was seen in regard to their performance in the use of audio-visual aids and teaching techniques/methods. The female graduates were relatively more satisfied with the curriculum than the males. The UE constituent and affiliated colleges need to take measures to improve the areas of "teaching

methods" and the "use of audio-visual aids" such as projectors, multimedia and computer skills of prospective teachers during the B.Ed programme.

The findings of the study revealed two major conclusions: first, the B.Ed pre-service teacher education programme at UE is relatively better in the curriculum content areas of lesson planning, lesson presentation, and assessment skills, but the areas in the use of audio-visual aids and in teaching techniques/methods were weak, and second, the female graduates were relatively more satisfied than their male counterpart with regard to the relevance and effectiveness of B.Ed programme on their job performance as elementary school teachers.

On the basis of these conclusions, the following recommendations are put forward to the planners, policy makers, and academicians of teacher education institutions; the UE and concerned college staff should think ways to improve the ability of their prospective teachers in the use of overhead project, multimedia and computer for teaching-learning processes; there is a need to give special focus on development of achievement test and lesson presentation skills of prospective teachers, especially in the subject of mathematics; the heads of colleges may improve the performance of their prospective teachers by using effective techniques in establishing good relationships among teaching staff and engaging them in cooperative learning, and the frequency of the refresher courses designed for teachers of GCETs at the district or provincial levels should be increased. Moreover, in such training courses, emphasis may be given on activity-based and

problem solving 'teaching methods' and the 'use of audio-visual aids such as projectors, multimedia and computer for teaching-learning processes; for the directorate of staff development, Punjab suggested to provide professional support to the GCETs staff such as initial and ongoing training programmes, developing teacher guides, lesson plans and instructional materials to improve their performance and that more research is needed in this area to assess the effectiveness of B.Ed programmes offered in other higher level institutions.

The similarity of the researcher's present study is that it deals both on the assessment/evaluation of the same curricular program. The difference lies in the locale of the study.

Shah (2010) in her study entitled, "The Quality of Teacher Education and Alumni Satisfaction," was on a survey to teaching graduates of two institutions assessing the perceived quality of their college, as well as their preparation to teach.

The findings of the study of Shah revealed that the overall responses to the two main quality questions of the survey from both institutions were overwhelmingly positive. These results indicated that from the graduates' perspectives, they were quite pleased with the quality of their programs and the professional skills that they brought to the teaching force. In addition, nearly 90.00 percent of the respondents mentioned that in five years, they still planned to be working full-time in education. The literature on teacher shortages indicates that only 60.00 percent of teacher education graduates actually end up going directly

into teaching positions; about a third of the newly-hired teachers leave during their first three years, and only about half remain in teaching after the first five years. Therefore, the high ratings of the quality of the SPC teacher education programs and the high levels of satisfaction with the teaching careers of the SPC graduates of the present study do appear likely to help reduce the local teacher shortage by reducing the attrition rate. As explained, past studies cited two main reasons for high teacher attrition early in the graduate teaching careers. The first is a perceived lack of quality teacher preparation and the second is dissatisfaction once they are teaching. Therefore, it is important to note that SPC respondents who were teaching rated their career choices significantly higher than the USF respondents.

The abovementioned study is similar to the present study since both studies delved on the assessment of teacher education program, but differed on the locale of the study.

Another related study is that of Barzaq (2007). This study aimed at identifying the effectiveness of the Student-Teachers' Training Programs (STTP). It investigated prospective English as a Foreign Language (EFL) for teachers' perceptions concerning the necessary specialized competencies they had acquired during their study in the Teaching English as a Foreign Language (TEFL) program in the ELT Colleges of Education in Gaza universities (Islamic University, Azhar University and Aqsa University). The study was guided by a number of questions related to the Student-Teachers' Training Programmes (STTP). To fulfil the aims

of the study, the researcher followed the descriptive analytical approach. A questionnaire was instrumented to collect the needed information. The investigations were centered in the light of the prospective student-teacher's perceptions on the preparedness.

The main issue addressed by the study by Barzah was to evaluate the *student teacher training and preparation programmes in Gaza Universities* (The Islamic University, the Aqsa University and the Azhar University). Therefore, the goal of this study is to determine whether the teacher education programmes in Gaza universities is perceived adequate. The focus of the study was on how well ELT education students felt satisfactorily prepared to teach. Thus, the study aimed to evaluate and investigate prospective EFL teachers' perceptions concerning the necessary specialized competencies they had acquired during their study in the STTP in ELT Colleges in Gaza Universities. Feelings of teaching efficacy or preparedness to teach were conceptions that student-teachers had indicated about how well -prepared they were to perform a set of tasks central to teaching and applicable across grade levels and subject matter fields. Specifically, by applying a questionnaire of satisfaction to explore the basis for and development of feelings of preparedness to teach among student-teachers was mainly the fourth level during the second term of 2006-2007.

The findings of the Barsaq's study revealed as follows: the student teachers were mostly prepared to identify goals and targeted core content and relevant measurable outcomes, 73.76 percent and to match activities and learning

experiences to core content, 73.17 percent. This can be related to the training indicators, for instance, the student-teacher identified student performance outcomes for planned lessons, plans and conducted lessons with identified student performance and learning outcomes, and planned activities to promote high standards for students through a climate which enhanced and expected continuous improvement; to manage classroom environment and performance, to maintain positive student-teacher interaction. 73.47 percent was the highest percentage and reinforced acceptable student behaviors with genuine specific praise,73.07 percent. This can be related to most theoretical course that work within the training programme and the key indicators, to practices a variety of techniques for establishing smooth and efficient routines, applied the established rules and standards for behaviours consistently and equitably, involving students in the management of learning environments including establishing rules and standards for behavior, and recognized cognitive, linguistic, and affective needs of individual students and arranged learning environments and activities to meet these needs; acquired basic knowledge of subject matter to develop personal and professional goals relating to knowledge of subject matter. 75.25 percent was the highest ratio percentage within this domain and increased subject matter knowledge in order to integrate the learning activities, 74.06 percent.

This can be related to key indicators within the training programme which included: to communicates knowledge of subject matter in a manner that enabled the students to learn: to increase subject matter knowledge in order to integrate

the learning activities; to use the materials and technologies of the subject field in developing learning activities for students, to acquire currency in her/his subject field; had planned and conducted collaborative lessons with colleagues from other fields, and develops short and long term personal and professional goals relating to knowledge of subject matter.

Barzaq's study is related to the present study because both dealt with evaluating the teacher training programmes. The difference was the locale of the study.

Simpson's, (2004) study aimed to assess the student teacher portfolio, at the forefront of teacher education assessment issues during the past decade, was the topic of this study. The teacher education community had moved beyond the initial concerns about defining a teacher portfolio, identifying appropriate contents of a teacher portfolio, and determining the place of portfolios in a program's assessment system. The teacher education community was concerned about whether the student teacher exit portfolio was an appropriate measurement of all teacher candidates and contributed possibly unique information to the assessment of the competency of teacher candidates. This study also investigated the possible influence of the demographic factors of gender, age, and certification levels of the teacher candidates on the assessment outcomes of student teacher exit portfolios. It also compared the outcomes of traditionally accepted assessments with the outcomes of the exit portfolio assessment. This was an ex-post facto study, based upon existing data collected about each teacher candidate.

Findings of the Simpson's study were: First, the demographic factors of gender, age, and choice of certification level of the teacher candidates did not appear to influence the outcomes of the exit portfolio. The teacher candidates noted that they valued the portfolio process. Because of these two findings, the exit portfolio was deemed to be an appropriate assessment tool at this institution. Second, the exit portfolio results, compared with the four other assessments, did not indicate correlational statistics of a predictive quality. Therefore, the exit portfolio was considered to contribute information not offered by the other more traditional assessments of the competencies of teacher candidates.

Simpson recommended that to make the education of teachers intellectually more solid, teachers must have a greater command of the academic subjects and of the skills to teach them. They also needed to become more thoughtful students of teaching and its improvement, and to recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work. If teachers were to become more effective professionals, there must be distinction between novices, competent members of the profession, and higher-level professional leaders to create standards of entry to the professional – examinations and educational requirements that were professionally relevant and intellectually defensible. If university faculties were to become more expert educators of teachers, they must make better use of expert teachers in the education of other teachers, and in research on teaching. In addition, schools must become places where both teachers and university faculty can systematically inquire into practice

and improve it and to make schools conducive for teachers to work and learn. This will require less bureaucracy, more professional autonomy, and more leadership opportunities for teachers. In schools where teachers can learn from each other, and from other professionals, these traits will define the schools where good teachers will want to work. They also will be schools in which students will learn more.

The study of Simpson has similarity to the present study since both focused on the assessment of education program. They differ on the locale of the study and that the study of Simpson was concentrated on the portfolio of teacher education, while this researcher's study was on the teacher education program as a whole.

Calveric's study, (2010) on, "Elementary Teachers' Assessment Beliefs and Practices" aimed to elicit self-ratings from third through fifth grade elementary teachers regarding their assessment beliefs and importance of practices. Specifically explored were the teachers' perceptions related to the four main purposes of assessment: assessment makes schools accountable; assessment makes students accountable (student certification): assessment improves instruction and learning, and assessment is relevant to quality education.

The findings of the Calveric's study suggests that despite teachers' limited exposure to assessment training, four distinct assessment beliefs existed within the elementary classroom: assessment for school accountability, assessment for student certification, assessment for improvement of teaching and learning, and assessment as irrelevant. Assessment for the improvement of teaching and

learning yielded the highest composite mean and was negatively correlated with the irrelevant belief and was positively related to school accountability. An analysis of the importance of assessment practices revealed authentic assessments: short answers, teacher-made assessments, and performance assessments as the most valued, while publisher assessments and major exams had the lowest means. Significant relationships were identified between demographics and beliefs and practices, with the most practical findings related to exposure to assessment training and level of degree attainment. Significant relationships were also noted between all beliefs and the value of specific assessment practices, with the exception of the irrelevant belief. No significant relationships were noted between the irrelevant belief and the value of assessment practices; however, many negative correlations were documented. Results were discussed in the light of other research, indicating that a greater understanding of assessment beliefs and importance of practices contributed to the development of relevant professional development aimed at the improvement of the teachers' assessment pedagogies and practices which can contribute to greater educational success.

Calveric recommended that the teachers' conceptions of assessment, specifically assessment for improvement of instruction and learning, require knowledge of a spectrum of assessment tools and practices to effectively assess student learning within the classroom; pre-service and practicing teachers require ongoing exposure to meaningful assessment professional development; teachers identified performance assessments, authentic assessments, teacher designed

assessments, and short answer assessments as holding the most important within the classroom. Major exams and publisher assessments were identified as having the least value; types of assessment training and degree attainment reflected the most significant relationships with assessment beliefs and importance of assessment practices; teachers' assessment beliefs did relate to the importance placed on select assessment practices.

Calveric's study is similar to the present study since both studies dealt with evaluation based on perceptions of certain groups of respondents. They differed in that the present study is on the assessment of teacher-education program, while that of Calveric was focused on the Elementary Teachers' Assessment Beliefs and Practices from third through fifth grade elementary teachers.

Another similar study was that of Pribble, (2013). The study was about the Early Childhood Pre service Teachers' Knowledge and Application of Social Emotional Assessment and Intervention Practices. The purpose of this research was to (1) assess the current state of early childhood preservice teacher training in the area of social emotional skills/behavior management, and (2) integrate information known about social emotional competence, teacher training, effective assessment, and intervention practices to develop a useful resource for new teachers.

Results from Pribble's study revealed that: (1) years of experience influenced pre-service teachers' preparedness and implementation practices; (2) early childhood pre-service teachers needed more training on social emotional

assessment practices; (3) trends in training and implementation can be seen by program type and program level, and (4) pre-service teachers felt slightly to moderately prepared to implement social emotional assessment and intervention practices. The creation and pilot testing of the SEAM Preschool Teaching Guide added to research regarding effective practices for linking social emotional assessment results to evidence-based intervention strategies. In order to make sure that resources are effective it is not only important to make sure they are linked to research, but that they can be realistically utilized within the field. Development of the teaching guide provided a model for creating resources based on both evidence-based practices and the needs of early childhood educators. Results from the pilot study indicated that the teaching guide was effective in helping practitioners create behavior support plans linked to social-emotional assessment results. Not only did quality scores increase after use of the teaching guide, but pre-service teachers indicated they found the guide to be relevant and useful. Participants' responses suggested that they would be highly likely to use a resource such as the teaching guide within the field. Another finding from the pilot study was that a short training was sufficient to improve the participants' ability to create behavior-support plans linked to assessment results.

The pilot study served as the starting point for assessing the teaching guide. Information provided by study participants were used to make improvements to the guide. Creation of high-quality behavior-support plans linked to assessment results was the first step in providing the children with appropriate interventions.

The researcher concluded that, "The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six". Research on social emotional competence, however, indicated that the two were inextricably intertwined. In order for children experiencing social-emotional/behavioral needs to reach their full potential, it was imperative that the adults who taught them had been adequately prepared by their universities and colleges. To do this, early childhood pre-service programs needed to continually assess the quality of training they were providing and made improvements based on student feedback and graduate outcomes.

Pribble's study is almost the same with the present study in the sense that both studies focused on the assessment of the program. They differed in terms of area of scope and the locale of study: the former assessed the current state of early childhood pre-service teacher training while the present study involved the wider scope of research environment.

Russell (2009), conducted a study on program evaluation of the Cardinal Stritch University's Undergraduate Teacher Education Program, which aimed to evaluate its effectiveness and the impact it had on the graduates who were beginning teachers. The intent of utilizing a program evaluation design as the research approach allowed for a systematic process of assessing the quality of teacher preparation at Cardinal Stritch University, through surveys of beginning teachers, principals and mentor teachers regarding teacher effectiveness; interviews with principal and mentor teachers, and document analysis of key

program benchmarks to further explain the findings and the extent in which the program contributed to those results to evaluate the program's impact on the graduates' ability to teach. Another purpose of the research was to study the effectiveness of Cardinal Stritch University's Undergraduate Teacher Education Program in preparing its graduates to teach all children. The researcher framed the study around four areas of concern common to beginning teachers from the research and literature: (a) curriculum, instruction and assessment [teaching practice]; (b) ability to teach diverse learners [diversity]; (c) navigating the school environment [school culture], and (d) having opportunities for professional growth [professional development]. The researcher utilized a program evaluation design as the research methodology, which was a mixed-method approach.

Findings of the Russel's study revealed that based on Wisconsin's Ten Teacher Standards, the assessed teacher education graduates' perceptions of their level of preparedness as beginning teachers in the classroom. The survey also assessed the principals and mentor teachers' perceptions of the beginning teachers' level of preparedness based on the Teacher Standards; the struggles of the beginning teachers were mainly in the area of school culture, where they need to gain an understanding of the "nuances" of the school. This includes being able to balance instructional and non- instructional task by understanding what qualities of the teaching profession the school defines as important; School leadership, which includes the formal training of faculty as coaches and mentors, possibly contributed to the success of the beginning teacher; teachers with

professional dispositions that include: (1) the ability to collaborate with the staff and the community, (2) the ability to self- reflect and adjust the curriculum and instruction based on what is best for student learning; (3) minimize the beginning teacher struggles as they enter their second year of teaching; (4) teacher preparation programs in colleges and universities must be able to better prepare teachers to work with students of diverse languages, cultures, and learning needs.

Russel's study is similar to the present study because both delved into the assessment of education program. They differed in that, the previous study was focused on the assessment of undergraduate program evaluation of the university, while the present study focused on the assessment of program on both private and public institutions.

Banda's study, (2005) investigated the teachers' perceptions of classroom assessment in mathematics and their current classroom assessment practices. Specifically, the study sought to gain an understanding of the extent to which teachers used different classroom assessment methods and tools to understand and to support both the learning and teaching processes. This study was designed to investigate the teachers' perceptions of classroom assessment in mathematics and their current classroom assessment practices.

The findings of the study of Banda revealed that the teachers perceived classroom assessment as tests and they used tests to assess the students' learning. Banda stressed that although tests are part of assessment and could be used to assess students' learning, they do not answer all questions that a teacher would

ask about his/her students. A teacher may be interested to find out the students' progress in a particular lesson and what knowledge or skills they need in order to progress. A test would not provide such information because tests are normally given at specified time intervals. In addition, it is not possible to administer tests every day, but it is possible to assess students on a daily basis. "Tests help the teachers to check", as one teacher said, "what students have achieved." This means that other methods and tools must be used in order to understand the quality of teaching and learning. Teachers that perceive classroom assessment as testing fail to understand the learning potentials and difficulties experienced by their students during the learning process. Finally, teachers need to use different strategies to monitor students' progress in mathematics. Strategies such as journal writing, learning logs, probing questions, observation, clinical interview, and thinking aloud may help teachers to understand the mental processes that students engage in as they solve mathematics problems. When teachers place meaningful assessment at the center of instruction, they give students insights into their own thinking and growth, and students gain new perspectives on their potential to learn mathematics.

Banda's study is similar to the present study because both studies looked into assessment; they differed in a way that the former had a very limited research environment and focused on subject area, while the present study focused on the assessment of a program and had a wider research environment.

Leak's (2011) study centered on the context of Teacher Education Program Accreditation in Iowa, which aimed to evaluate and investigate empirically the factors affecting uses of teacher program review processes and findings in each of four cases, selected from a prior state-wide population survey to include both higher and lower use exemplars.

Results of the Leak's study indicated that a synthesis and comparison of the factors affecting the use for the two higher use and two lower use programs illuminated the importance in understanding the impact that human, context and procedural differences can have on promoting use. Description of the human factor revealed that the higher use programs had a strong sense of "well" and lower use programs had a strong sense of "I." In other words, the sense of "well" was a collaborative, cooperative, interactive, active group, whereas the sense of "I" emphasis reflected a focus on their faculty duties and participation through requirement. Descriptions of the context factor revealed that the higher use programs had a strong leadership and strong institutional administrative support, whereas the lower use programs had changing leadership and little institutional support. Descriptions of the procedural factor revealed that the higher use programs had strong departmental support and active and interactive involvement by all members of the department. The lower use programs had chairs that were overwhelmed with the responsibility for the program and the review. They described the bulk of the review process as falling on their shoulders.

These findings indicated that there are real differences in the structure or representation of each factor in programs reporting higher and lower use of the reviews. In addition, the scales investigating the factors of use provided documentation of the types of use within the context of teacher education program review. Scale findings indicated that human factors were important influences on how the review would be conducted and how it would be used. Responses from participants identified and helped describe the personal characteristics of those who guided the review and those who were actively involved in the review. Scale results for the context factors indicated the importance of context in determining how the review would be completed and how use would occur, either for accreditation purposes and/or accreditation and program improvement. Scale results addressing procedural factors indicated that procedures were important in guiding the process and documenting the program. Procedural factors were also important in documenting program needs to the administration.

The study of Leak bears similarity to the present study, since the former looked into the evaluation of teacher education accreditation and the present study is also onto evaluation of teacher education program. Both studies differed in the locale of study and the research environment.

Chapter 3

METHODOLOGY

This chapter presents an overview of how the research was undertaken, the strategy that was used by the researcher and the description of the respondents.

Research Design

The descriptive-developmental method of research design was employed in this investigation to describe and analyze the data. The use of descriptive-developmental method provides the most efficient and practical means of studying the extent of different conditions regarding the assessment of the Teacher Education Program in the Teacher Education Institutions (TEIs) in the Island of Samar as assessed by the three groups of respondents; the deans, the faculty, and the graduates. Furthermore, the researcher looked into the problems encountered by the three groups of respondents relative to teacher education. The use of survey questionnaire was the principal instrument to gather data, which was the basis for the evaluation of the status of the TEIs.

The responses from the three groups of respondents were utilized to determine if there are relationships between and among the variables. The statistical tools appropriate in analyzing the collected data in this study were *frequency, means, percentages, standard deviation, one-way analysis of variance* (ANOVA), then the Scheffe's Posteriori test to find out significant differences. In

order to calculate the reliability of internal consistency of the questionnaire, the Pearson correlation coefficient was used.

Instrumentation

This study utilized the survey-questionnaire as the main instrument in data-collection. It is the most appropriate type of instrument because of the nature of the data and information needed to be gathered.

Questionnaire. The data were collected by developing a three-survey questionnaires - one for the deans, another one for the faculty and still another one for the graduates to gather the perceptions of the respondents on the status of Teacher Education Program in the Island of Samar. The survey-questionnaire consisted of two sections: the first section included demographic questions about the respondents' background such as: age and sex, civil status, position, length of service, present position, in-service trainings, and eligibility. The second section of the questionnaire was focused in securing data on the perceptions of the respondents in terms of the following parameters, namely :(1) attainment of goals and objectives; (2) relevance of the curriculum; (3) competence of instructional staff; (4) effectiveness of student support and services; (5) adequacy of physical facilities and other support services; (6) adequacy of fiscal resources, and (7) effectiveness of human resource development.

Still on the second section, it was comprised of Likert-type items scored on a scale from 1 to 5, to address the perceived extent status of teacher education

program on the attainment of goals and objectives and the relevance of curriculum on the scale: for "1" not relevant (NR); "2" moderately relevant (MR); "3" relevant (R); "4" very relevant (VR), and "5" extremely relevant (ER). On the third and fourth parameters were the competence of instructional staff and effectiveness of student support and services that were assessed using the Likert-type scale ranges from 1 to 5 with: "1" equalling to poor or the provisions or conditions are limited to some extent and functioning poorly (P); "2" fair or the provisions or conditions are moderately extensive but functioning poorly, or the provisions or conditions are limited to some extent but are functioning well (F); "3" the provisions or conditions are moderately extensive and functioning well (G); "4" the provisions or conditions are moderately extensive and functioning well, or the provisions or conditions are moderately extensive and functioning excellently (VG), and "5" the provisions or conditions are extensive and functioning excellently (E).

The fifth main area was to evaluate the adequacy of physical facilities. Also the parameter were assessed using the Likert-type scale with "0" for missing but necessary (M); "1" poor for very limited and functioning poorly (P); "2" fair or limited but functioning well (F); "3" good or adequate and functioning well (G); "4" very good or moderately extensive and functioning very well (VG), and "5" excellent or very extensive and functioning excellently (E). Finally, for the last two parameters that were assessed, adequacy of fiscal resources and effectiveness of human resource development the scale of 0 to 5 was used: "0" missing or missing but necessary (M); "1" poor or very limited (P); "2" fair or limited (F); "3" good or

adequate (G); "4" very good or moderately extensive (VG), and "5" excellent or very extensive (E).

Validation of Instrument

The survey-questionnaire was designed by the researcher based on extensive readings had on related literature and studies. The instruments were validated through experts' opinions, researcher's colleagues in the Intel Teach Visayas group, post graduate professors, and her classmates in the doctoral program and, finally, the researcher's adviser. In the light of the experts' opinions, the items were improved in terms of language, format/style, and content.

Furthermore, to strengthen the content-related evidence/s for validity and reliability of all items in the questionnaire, the researcher conducted a pilot testing at the Eastern Visayas State University (EVSU) in Tacloban City, Leyte consisting of the Dean in the College of Education, the principal of the High School Department to validate for the deans' instrument; 15 teacher-participants for the faculty; and for the graduates' instrument, 15 teacher-participants from Tacloban City Division were tapped. They were asked to review the items for clarity and completeness in covering all assessments. Approximately, three weeks after the completion of the second pilot test, the reliability of the instruments for the deans, the faculty and the graduates' questionnaires were established at 0.85 coefficient correlation, which was acceptable to launch the study on a large scale. This

certified that the questionnaire was highly consistent and valid to be used as a tool for this study.

Sampling Procedures

The respondents were the deans, the faculty, and the graduates who were graduated from 2003 to 2013 of the respondent-TEIs in the Island of Samar. The sampling of each respondent's population was determined through the use of random sampling technique. For the deans and the faculty, total enumeration was employed due to the fact that they were very few in number.

There were eight identified respondent-TEIs in the Island of Samar, namely, the: 1) University of Eastern Philippines (UEP), Catarman, Northern Samar; 2)Northern Samar Colleges (NSC), Catarman, Northern Samar; 3)San Lorenzo Ruiz De Manila (SLRM), Catarman, Northern Samar; 4) Northwest Samar State University (NwSSU), Calbayog City; 5) Christ the King College (CKC), Calbayog City; 6) Samar College (SC), Catbalogan City; 7) Samar State University (SSU), Catbalogan City, and 8)Eastern Samar state University (ESSU), Borongan, Eastern Samar.

Data Gathering Procedure

The researcher followed the established protocol for conducting a research at the colleges and the universities. It was noted that prior to conducting the mass distribution of the survey, the researcher piloted the instrument on two occasions and prepared a final validated instrument. The researcher identified the

population for the study and secured permission and approval from the different concerned officials through a letter.

With the approval of the concerned officials of the schools, the questionnaires were distributed to the identified respondents. For the deans and the faculty respondents, the dean of education assigned the secretary to receive and retrieve the instrument and an agreement between the researcher was set to get the answered instruments. In relation to the graduate respondents, the researcher requested assistance from her previous classmates, friends, friends of friends, and relatives to distribute the instrument. In some cases, where the researcher could not personally field the questionnaire, the hired representatives were delegated to distribute. There were instances that seminars and trainings were conducted in the division, and so the representative was authorized to distribute the instrument to the graduate-respondents in the training venue. To seek high response rate, a follow up was made twice a time at each school.

In addition, assurance about the confidentiality of respondents' answers was emphasized before requesting them their honest responses. For an immediate reply of the questionnaires that were sent by mail, the researcher provided each respondent a prepared self-addressed stamped envelope, so as not to incur unnecessary expenses on the part of the respondents. The strategy entailed prompt responses.

Statistical Treatment of Data

The participants' responses to the survey were checked, tabulated, and were analyzed using the descriptive statistics such as frequency, percentages, means, standard deviation, one-way analysis of variance (ANOVA) then Scheffe's Posteriori test and the Pearson correlation coefficient. Data were calculated for each subscale related to the teachers' conceptions of assessment and all items for assessment practices.

Frequency Count and Percentages. The percentages of the different variables in the study were computed. This is the simplest and the most commonly used statistical measure.

The Mean and Standard Deviation. The descriptive statistics was utilized to obtain the average age; length of service, trainings, and the mean scores of each comparison group was computed.

Part two of the questionnaire was on the attainment of goals and objectives and on the relevance of the curriculum, the following interpretations were adopted from the assigned scale and range:

Scale	Range	Interpretation	
5	4.51-5.00	Extremely Relevant	(ER)
4	3.51-4.00	Very Relevant	(VR)
3	2.51-3.00	Relevant	(R)
2	1.51-2.00	Moderately Relevant	(MR)
1	1.00-1.50	Not Relevant	(NR)

In another indicator the same statistics was used on the perception of the respondents on competence of instructional staff, effectiveness of student support and services. The following were used:

Scale	Range	Interpretation	
5	4.51-5.00	Excellent	(E)
4	3.51-4.00	Very Good	(VG)
3	2.51-3.00	Good	(R)
2	1.51-2.00	Fair	(MR)
1	1.00-1.50	Poor	(NR)

Another indicator of the program evaluation was to evaluate the adequacy of physical facilities, the adequacy of fiscal resources and the effectiveness of human resource development where the following were used:

Scale	Range	Interpretation	
5	4.51-5.00	Excellent	(E)
4	3.51-4.00	Very Good	(VG)
3	2.51-3.00	Good	(R)
2	1.51-2.00	Fair	(MR)
1	1.00-1.50	Poor	(NR)
0	0.00-0.99	Missing	(M)

Pearson Product Moment Correlation Coefficient. The Pearson r was applied to determine the reliability of the instrument through the test-retest technique employing the following formula (Walpole, 1982:207):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X3 - (\sum X)2][N\sum Y2 - (\sum Y)2]}}$$

Where:

r_{xy} = refers to the correlation between X and Y variables;
$\sum X$ = refers to the sum of X variable;

$\sum Y$ = refers to the sum of Y variable;
N = refers to the number of cases;
$\sum X^2$ = refers to the sum of squared X score;
$\sum Y^2$ = refers to the sum of squared Y score;
$\sum$ = refers to summation

In evaluating the computed $r_{xy,}$ the Table of Reliability Coefficient suggested by Ebel (1965:242) was used as follows:

Reliability Coefficient	**Degree of Reliability**
0.95-0.99	Very high
0.90-0.94	High
0.80-0.89	Fairly high, adequate for individual measurements.
0.70-0.79	Rather low, adequate for group measurements.
Below 0.70	Low, entirely inadequate for individual measurements although useful for group average and school surveys.

ANOVA. To compare the perceptions among the three groups of respondents relative to the status of the teacher education program of the TEIs in the Island of Samar, the one-way analysis of variance was used adopting the following formula (Walpole, 1982:387), viz:

$$F = \frac{MS_{Bet}}{MS_{within}} \qquad \text{with } df_{bet} = k\text{-}1, \quad df_{within} = N\text{-}k$$

Where:
K = the numbers of groups; and
N = the total number of cases.

Scheffe's test. To test the significance of differences as the result of comparing the perceptions among the three groups of respondents on the status

of the teacher education program among TEIs, the Scheffe's posteriori test was employed with the following formula (Snedecor & Cochran, 1975:271);

$$F = \frac{(\bar{X}_i - \bar{X}_j)^2}{S_w^2\left(\frac{1}{ni} + \frac{1}{nj}\right)}$$

Where

S_w^2 = the mean square within groups.

Finally, the testing of the hypotheses was done using α = .05 as the level of significance.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analyses and the interpretation of the data that were obtained from the study for the purpose of answering the questions and treating the hypotheses enumerated in Chapter 1. The groups of respondents involved were the deans, deans of TEIs, the faculty, and the graduates. The data are presented in tables to efficiently facilitate the analysis and their interpretation.

Profile of the Teacher Education Institutions

This part answered the questions on the profile of the teacher education institutions in the Island of Samar; the specializations offered along teacher education, the graduates and their performance in licensure examination.

Specialization Offered. Table 1 shows the detailed specializations offered along teacher education by the respondent-institutions. Among the eight respondent teacher education institutions. All offer elementary education. From this table it can be gleaned that next to Elementary Education are six or 75.00 percent of the teacher education institutions that offered Mathematics and biology; followed by English with five or 62.50 percent; then TLE, Filipino, Social Science and that of Physical education with four or 50.00 percent; next is general

science with three or 37.50 percent; Chemistry and Physics where both have two or 25.00 percent, finally, for Physical Science and Biochemistry only one or 12.50 percent of the teacher education institution offered the specialization.

Table 1

Specializations Offered along Teacher Education by the Teacher Education Institutions in the Island of Samar

Specializations	f	Percent
Elementary Education	8	100.00
Mathematics	6	75.00
TLE	4	50.00
Chemistry	2	25.00
Biology	6	75.00
Physics	2	25.00
Physical Science	1	12.50
Biochemistry	1	12.50
General Science	3	37.50
Filipino	4	50.00
Social Science	4	50.00
English	5	62.50
Physical Education	4	50.00

Number of Graduates of the Teacher Education Institutions. The data shown in Table 2 reveal that, the total graduates of the eight-teacher education institution-respondents for the past 10 years were 6,250. This number was shared out among the eight respondent-institutions. It can be noted that, of the eight institutions, school number 1, UEP, obtained the largest number of

graduates; 2286 or 36.58percent of the total number of graduates, then the school with very few graduates was school 8, ESSU.

Table 2

Number of Graduates of the Teacher Education Institution-Respondents for the Past Ten Years

School	Number of Graduates	Percent
1	2286	36.58
2	1297	20.75
3	1237	19.79
4	957	15.31
5	280	4.48
6	170	2.72
7	18	0.29
8	5	0.08
Total	**6250**	**100.00**
Mean	**781**	**-**
SD	**809**	**-**

Table 2 presents that the highest number of education graduates for the last 10 years was 2,286 of UEP and the least, with only five, was of ESSU.

Performance in the Licensure Examination. As to the performance in the Licensure Examination for Teachers, Table 3 confirms that for the elementary level, school 1, UEP attained the highest level of passing which is 65.00 percent, and its secondary level at 60.00 percent. The last in the rank in terms of LET percentage of passing for elementary level was school 7, SSU, which was 28.00 percent, and that for the Secondary level was 39.00 percent of school 6, SC. In

addition, one institution did not specify the level of passing rate for the elementary level and one institution did not offer Secondary Education.

Table 3

Performance in the Licensure Examination of the Teacher Education Institution-Respondents in the Island of Samar

Elementary		Secondary	
School	**Percentage of Passing**	**School**	**Percentage of Passing**
1	65	1	60
2	61	2	58
3	58	3	54
4	53	4	51
5	39	5	47
6	32	6	39
7	28	7	Not specified
8	Not Specified	8	
Total	**336**	**Total**	**309.00**
Mean	**48.00**	**Mean**	**51.50**
SD	**14.83**	**SD**	**7.04**

Based on the data obtained, as shown in Table 3 the performance of the graduates of Secondary Education was statistically higher in terms of passing rate or performed better in the licensure examination based on the mean percentage of 51.53 with standard deviation of 7.04, compared with its Elementary Education graduates' counterpart, where the average computed mean was 48.00 and the standard deviation of 14.83. However, the percentage of

passing was higher for Elementary Education which was 65.00 percent, while that of Secondary Education, the highest recorded passing rate was 60.00 percent.

Profile of the Dean-Respondents

The responses of the school deans are summed up in the succeeding tables. The data present the profile of the eight deans of teacher education institutions in the Island of Samar, in terms of: age and sex; civil status; position; educational qualification; administrative experience; in-service trainings, and average family income per month.

Age and sex. The age profile of the deans as revealed in Table 4 confirms that the oldest dean is 65 years old, while the youngest is 43 years old. The

Table 4

Age and Sex Distribution of the Dean-Respondents of Teacher Education Institution in the Island of Samar

Age (in years)	Sex		Total	Percent
	Male	Female		
65	0	2	2	25.00
58	0	1	1	12.50
55	1	1	2	25.00
45	1	0	1	12.50
44	0	1	1	12.50
43	0	1	1	12.50
Total	**2**	**6**	**8**	**100.00**
Percent	**25.00**	**75.00**	**100.00**	
Mean	**50.00 years**	**55.00 years**	**53.57 years**	-
SD	**7.07 years**	**10.89 years**	**9.66 years**	-

average age of the deans is 53.57 years old with a standard deviation of 9.66 years. The Table signifies further, that 25.00 percent of the dean-respondents are males, while that of the females are 75.00 percent, therefore, the deans are dominated by females. Further, two respondents are already in their retirement age of 65 and another two are 55 years old. On the other hand, one in each of the ages, are; 58,45,44,43 years old. It is further observed that the deans in the teacher education institutions in the Island of Samar are considered in their prime age, as justified with its computed average mean. Meanwhile, it is expected that these deans are competent enough to support their institution's implementation of its programs and projects.

Civil Status. As viewed in Table 5, 12.50 percent or one out eight deans is a widow, 50.00 percent or four out of eight are married and finally three out of eight or 37.50 percent are single. With this data it is safe to say that most deans in the teacher education institutions are married.

Table 5

Civil Status of the Dean-Respondents of the Teacher Education Institution in the Island of Samar

Civil Status	f	Percent
Widow/er	1	12.50
Married	4	50.00
Single	3	37.50
Total	**8**	**100.00**

Present Position. In terms of the present position of the dean-respondents, they are all college deans.

Educational Qualification. Table 6 attests the educational qualifications of the deans. It shows that six out of eight deans are doctorate degree holders. Of those eight deans, three or 37.50 percent obtained Ph.D. in Educational Management; then one or 12.50 percent attained Ph.D. in Environmental Science; another two or 25.00 percent earned Ed.D. in Educational Administration; one or 12.50 percent finished M.A. in Administration and Supervision, and one

Table 6

Educational Qualification of the Dean-Respondents of Teacher Education Institution in the Island of Samar

Educational Qualification	f	Percent
Ph.D.- Educational Management	3	37.50
Ph.D.-Environmental Science	1	12.50
Ed.D.-Educational Admin	2	25.00
M.A.-Admin & Supervision	1	12.50
Not Specified	1	12.50
Total	**8**	**100.00**

dean did not reveal his highest educational qualification. The record shows, too, that the deans of the teacher education institutions in the Island of Samar are all highly qualified and meet the standard requirement of the Commission on Higher Education (CHED).

Administrative Experience. Table 7 points out that the longest service rendered by the dean-respondents is 44 years and the shortest is four years. This signifies that most of the deans are highly experienced as revealed by the data. They have been in the service for many years. The average length of service of 25.29 years further exemplifies that the dean-respondents are well experienced.

Table 7

Administrative Experience by the Dean-Respondents of Teacher Education Institutions in the Island of Samar

Administrative Experience (in years)	f	Percent
36	1	12.50
44	1	12.50
33	1	12.50
21	2	25.00
18	1	12.50
4	2	25.00
Total	**8**	**100.00**
Mean	**25.29 years**	**-**
SD	**13.34 years**	**-**

In-Service Trainings. The dean-respondents' In-service trainings attended are tabulated in Table 8. The trainings are distributed to four levels, namely: local, regional, national and international. In the local level in-service training, two out of eight or 37.50 percent attended, while five deans or 62.50 percent did not specify their attendance. Two or 25.00 percent of the deans attended the

regional level, while six or 75.00 percent did not specify. In addition, three regional trainings are attended by one or 12.50 percent, two trainings are attended by two or 25.00 percent and five or 62.50 percent did not specify in the regional training attended.

Table 8

In-service Trainings Attended by the Dean-Respondents of Teacher Education Institution in the Island of Samar

Level/No. of In-Service Trainings Attended	f	Percent
Local		
1	3	37.50
NS	5	62.50
Total	**8**	**100.00**
Regional		
1	2	25.00
NS	6	75.00
Total	**8**	**100.00**
National		
3	1	12.50
2	2	25.00
NS	5	62.50
Total	**8**	**100.00**
International		
1	3	37.50
NS	5	62.50
Total	**8**	**100.00**

Finally, one training in the international level is attended by one or 37.50 percent, and five or 62.50 percent of the deans did not specify the international

in-service trainings attended. The findings imply that the dean-respondents have advanced themselves professionally by attending seminars or trainings.

Average Family Income. Still on the dean-respondents, the data presented in Table 9 point out that three out of eight respondents or 37.50 percent receive a monthly income which ranged from Php 33,501-36, 500, as the highest salary received by the dean. Then, this is followed by one or 12.50 percent in each of the ranges who have an average monthly income of P30, 501-33, 500; P30,501-33,500; P27,501-30,500; P24,501-27,500 and P18,501 - 21,000, while the lowest income category of P15, 001-18,500 is also enjoyed by one or 12.50 percent of the dean-respondents.

Table 9

Average Family Income per Month by the Dean-Respondents of Teacher Education Institution in the Island of Samar

Average Family Income per Month (in Php)	f	Percent
33,501 - 36,500	3	37.50
30,501 - 33,500	1	12.50
27,501 - 30,500	1	12.50
24,501 - 27,500	1	12.50
21,001 - 24,500	0	0.00
18,501 - 21,000	1	12.50
15,001 - 18,500	1	12.50
Total	**8**	**100.00**

The findings show that the deans in the teacher education institutions in the Island of Samar are receiving a standard salary in consonance with the Salary Standardization Law of the Philippines.

Profile of the Faculty

The faculty-respondent's profiles were tabulated and the information is presented in Tables 10-17.

Table 10

Classification of the Faculty-Respondents of the Teacher Education Institutions in the Island of Samar

Classification	f	Percent
Public	46	64.79
Private	20	28.17
Not Specified	5	7.04
Total	**71**	**100.00**

Among the 71 faculty-respondents, 46 or 64.79 percent are presently connected with public institutions, while 20 or 28.17 percent are connected with private institutions and five or 7.04 percent did not specify whether they are in public or private institution. It means that majority of the faculty-respondents are connected with the public institution.

Age and Sex. Moreover, on the faculty-respondents, their age is distributed to nine age-bracket groups. Ten respondents are within the bracket of

57-61; nine in each of the brackets 52-56, and the youngest in the group is 22-26. Meanwhile, there are eight respondents at 32-36 bracket and eight did not specify their ages. Seven respondents each are within the oldest bracket of the 62-66 group, and seven also in each of the brackets 42-46, 37-41, respectively. Finally, the three respondents are with the bracket 27-31 and 47-51, respectively.

Table 11

Age and Sex Distribution of the Faculty-Respondents of Teacher Education Institution in the Island of Samar

Age	Sex				Total	Percent
	Male		Female			
	f	Percent	f	Percent		
62-66	1	4.00	6	13.04	7	9.86
57-61	3	12.00	7	15.22	10	14.08
52-56	3	12.00	6	13.04	9	12.68
47-51	0	0.00	3	6.52	3	4.23
42-46	3	12.00	4	8.70	7	9.86
37-41	1	4.00	6	13.04	7	9.86
32-36	3	12.00	5	10.87	8	11.27
27-31	1	4.00	2	4.35	3	4.23
22-26	5	20.00	4	8.70	9	12.68
Not Specified	5	20.00	3	6.52	8	11.27
Total	**25**	**100.00**	**46**	**100.0**	**71**	**100.00**
Percent	**35.21**	**-**	**64.79**	**-**	**100.00**	**-**
Mean	**41.05 years**	**-**	**46.53 years**	**-**	**44.73 years**	**-**
SD	**13.65 years**	**-**	**13.98 years**	**-**	**13.62 years**	**-**

The computed age average of the faculty-respondents is 44.73 years or a standard deviation of 13.62 years. It means to say that the majority of the faculty-respondents are middle-aged or are matured enough to be in the present position. This means to say that the faculty-respondents of eight teacher-education institutions are in their prime of life and are responsible individual to support the institution in the effective and efficient operation of the program, purposely in the facet of teaching.

Another detailed presented data are in Table 11 on sex, where 46 out of 71 are females, while 25 are males. This finding confirms the observation that in the teaching profession, the female dominates over the males.

Civil Status. Table 12 shows that five out of 71 faculty respondents are widow/er, 37 are married, 23 are single and five did not specify their civil status;

Table 12

Civil Status of the Faculty-Respondents of Teacher Education Institutions in the Island of Samar

Civil Status	f	Percent
Widow/er	5	7.04
Married	37	52.11
Single	23	32.39
Not Specified	6	8.45
Total	**71**	**100.00**

they represent 7.04 percent, 52.11 percent, 32.39 percent and 8.49 percent, respectively. Married faculty-respondents comprised the greatest percentage of the entire faculty-respondent-population.

Present Position. Table 13 reveals the data on the present position of the faculty-respondents. The highest position of Professor I comprises only 1.41 percent or one out of 71 respondents, and another one as Assistant Professor II. Four in each position as Assistant Professor V and Instructor III are classified; three in each are categorized as Assistant Professor IV, Assistant Professor III, but did not specify their position, respectively.

Table 13

Position of the Faculty-Respondents of the Teacher Education Institutions in the Island of Samar

Position	f	Percent
Professor I	1	1.41
Assistant Prof V	4	5.63
Assistant Prof IV	3	4.23
Assistant Prof III	3	4.23
Assistant Prof II	1	1.41
Assistant Prof I	12	16.90
Instructor III	4	5.63
Instructor II	5	7.04
Instructor I	35	49.30
Not Specified	3	4.23
Total	**71**	**100.00**

Moreover, there are five who are classified as Instructor II and twelve as Assistant Professor I. Finally, of greatest percentage is as Instructor I, 35 out of 71 or 49.30 percent. The present faculty academic position in teacher education institutions may be attributed to their inadequate appropriate achievements, experience and education.

Educational Qualification. As to the educational qualification, Table 14 reveals that ten or 14.08 percent of the faculty-respondents remained holders of baccalaureate degree only, while thirty or 42.25 percent are full-fledged master's degree, and one or 1.41 percent with some units in Ph.D.

Table 14

Educational Qualification by the Faculty-Respondents of the Teacher Education Institution in the Island of Samar

Educational Qualification	f	Percent
Baccalaureate Degree	10	14.08
MA/MS Degree	30	42.25
w/Ph.D./Ed.D./DM Units	1	1.41
Ph.D./Ed.D/DM Degree	29	40.85
Not Specified	1	1.41
Total	**71**	**100.00**

Twenty-nine or 40.85 percent of the faculty-respondents are holders of PhD/EdD/DM which is the highest educational attainment of the faculty-respondents. Lastly, one or 1.41 percent did not specify his educational

qualification. These data stress that the majority of the faculty of the eight teacher education institutions in the Island of Samar has met the minimum requirement as a standard prerequisite by the Commission on Higher Education (CHED), for college teachers which is the master's degree holder. With an appropriate educational qualification, they are expected to be well equipped with the knowledge, competencies and skills necessary for them to properly discharge their functions, duties and responsibilities.

Teaching Experience. Table 15 informs that one respondent has the longest teaching experience, which ranges from 51-56 years, whereas five of the faculty are less than five years or 0-4 years in the service which is the shortest experience. There are twelve or 16.90 percent who did not specify their length of service.

The average length of service of the faculty-respondents is 22.49 years. This average year in service means that the faculty-respondents already have the expertise in the field of teaching, thus mastery of the subject they are handling is expected. The standard deviation of 13.68 years would mean that the faculty has diverged services of more than thirteen years.

In-Service Trainings. The data presented in Table 16 discloses the in-service trainings attended by the faculty- respondents in the different levels of training. As shown in the Table based on the average of three trainings, the local training is the most attended by the respondents. Further, based on the three

Table 15

Length of Service by the Faculty-Respondents of the Teacher Education Institutions in the Island of Samar

Length of Service (in years)	f	Percent
55-59	1	1.41
50-54	1	1.41
45-49	2	2.82
40-44	3	4.23
35-39	12	16.90
30-34	8	11.27
25-29	6	8.45
20-24	4	5.63
15-19	7	9.86
10-14	7	9.86
5-9	3	4.23
0-4	5	7.04
Not Specified	12	16.90
Total	**71**	**100.00**
Mean	**22.49 years**	**-**
SD	**13.68 years**	**-**

levels of training, namely: regional, national and international, the three levels record the same average of two trainings. This implies that, the faculty respondents have advanced themselves and have grown professionally as reflected in the different levels of trainings attended. There were 58, 64, 56, and 68 faculty-respondents who did not specify their attendance in the different levels of trainings in the local, regional, national and international, respectively.

Table 16

In-Service Trainings Attended by the Faculty-Respondents of the Teacher Education Institutions in the Island of Samar

Level/No. Training	f	Percent
Local		
10	1	1.41
5	1	1.41
4	1	1.41
3	2	2.82
2	2	2.82
1	6	8.45
Not Specified	58	81.69
Total	**71**	**100.00**
Mean	**3 trainings**	-
SD	**3 trainings**	-
Regional		
3	4	5.63
2	2	2.82
1	1	1.41
Not Specified	64	90.14
Total	**71**	**100.00**
Mean	**2 trainings**	-
SD	**1 training**	-
National		
5	1	1.41
3	3	4.23
1	11	15.49
Not Specified	56	78.87
Total	**71**	**100.00**
Mean	**2 trainings**	-
SD	**1 training**	-
International		
3	1	1.41
1	2	2.82
Not Specified	68	95.77
Total	**71**	**100.00**
Mean	**2 trainings**	-
SD	**1 training**	-

Average Family Income. The figures available in Table 17 specify that the greatest percentage of respondents, that is 34 out of 71 or 47.89 percent, received a monthly income of P20,001-23, 500; this is followed by the next largest group of respondents, where 10 or 14.08 percent are receiving a monthly income which ranged from P17, 501-20,000; then, nine or 12.68 percent who had a gross monthly income within the range of P10,001-12, 500; whereas six or 8.45 percent are receiving an income within P15,001-17,500; and another five respondents have a salary within the range of P12,501-15,000, and finally, nine are receiving the lowest salary range of P7,001-10,000, with three respondents who did not specify their gross monthly salary.

Table 17

Average Family Monthly Income of the Faculty-Respondents of the Teacher Education Institutions in the Island of Samar

Ave. Family Monthly Income (Php)	f	Percent
Php 20,001 – 23, 500	34	47.89
17,501 - 20,000	10	14.08
15,001 - 17,500	6	8.45
12,501 - 15,000	5	7.04
10,001 - 12,500	4	5.63
7,001 - 10,000	9	12.68
Not Specified	3	4.23
Total	**71**	**100.00**

Profile of the Graduate-Respondents

The profile of the graduate-respondents comprises the following variables: age and sex, civil status, degree earned, school graduated, eligibility, current employment, status of employment, and their employer.

Age and Sex Distribution. The sequence of age and sex of the graduate respondents are given in Table 18. The graduate-respondents concerned in this study as shown in the Table are 309. Males are outnumbered by their female counterpart, 88 males and 221 females. Among the 309 graduate-respondents 88

Table 18

Age and Sex of the Graduate-Respondents of the Teacher Education Institutions in the Island of Samar

Age	Sex				Total	Percent
	Male		Female			
	f	Percent	f	Percent		
56-59	1	1.14	0	0.00	1	0.32
52-55	0	0.00	1	0.45	1	0.32
48-51	1	1.14	3	1.36	4	1.29
44-47	1	1.14	12	5.43	13	4.21
40-43	3	3.41	3	1.36	6	1.94
36-39	5	5.68	13	5.88	18	5.83
32-35	10	11.36	29	13.12	39	12.62
28-31	22	25.00	46	20.81	68	22.01
24-27	30	34.09	58	26.24	88	28.48
20-23	11	12.50	41	18.55	52	16.83
NS	4	4.55	15	6.79	19	6.15
Total	**88**	**100.00**	**221**	**100.00**	**309**	**100.00**
Percent	**28.48**		**71.52**		**100.00**	
Mean	**28.85 years**	-	**29.55 years**	-	**29.34 years**	-
SD	**6.37 years**	-	**6.97 years**	-	**6.79 years**	-

or 28.48 percent of them are in the age range of 24-27 years old. This is followed by 22.01 percent who are between 28-31 years of age. The smallest number of graduate-respondents is in the age ranges of 56-59 and 52-55, which are equal in each bracket of one or 0.32 percent. The mean average age of males is 28.85, while that of females is 29.55. The average age of the graduate-respondents is at 29.34 years with a standard deviation of 9.07 years. Generally, the result confirms that graduate-respondents are in their late 30s.

Civil Status. The records on civil status of the graduate-respondents can be inferred from Table 19. The figures in Table 19 indicate that out of 309 respondents there is one or 0.32 percent as separated; 154 or 49.84 percent as married; 144 or 46.60 percent as single. Ten or 3.24 percent did not specify their civil status. The greatest proportion of the graduate-respondents are married.

Table 19

Civil Status of the Graduate-Respondents of the Teacher Education Institutions in the Island of Samar

Civil Status	f	Percent
Separated	1	0.32
Married	154	49.84
Single	144	46.60
Not Specified	10	3.24
Total	**309**	**100.00**

Degree Earned. Table 20 segregates the civil status of the 309 graduate-respondents. Out of this number, 180 or 58.25 percent are holders of the degree of elementary education, while 112 or 36.25 percent graduated secondary education. The remaining 17 or 5.50 percent earned the certificate or diploma in teaching. By majority, the degree attained by the graduate-respondents is elementary education.

Table 20

Degree Earned by the Graduate-Respondents in the Teacher *Education Institutions in the Island of Samar*

Degree Obtained	f	Percent
Bachelor of Elementary Education	180	58.25
Bachelor of Secondary Education	112	36.25
Cert/Diploma in Teaching	17	5.50
Total	**309**	**100.00**

School Graduated From. From the data in Table 21 signified is that the prevalent number of graduate-respondents are graduated from the Samar State University with 64 or 18.77 percent out of 309; 58 or 15.86 percent from the University of Eastern Philippines; 49 or 15.86 percent from Samar College; 38 or 12.30 percent from the Northwest Samar State University; 31 or 10.03 percent from Eastern Samar State University; and 25 or 8.09 percent claimed to be graduates of Christ the King College; 14 in both the Saint Mary's College of

Borongan and Saint Mary's College of Catbalogan, or 4.53 percent from both institutions; seven or 2.27 percent belonged to Northern Samar Colleges; and three or 0.97 percent from San Lorenzo Ruiz De Manila, Catarman; finally, six of the respondents or 1.94 percent did not specify the institution from where they graduated.

Table 21

School Graduated by the Graduate-Respondents of the Teacher Education Institutions in the Island of Samar

School Graduated	f	Percent
SSU	64	18.77
UEP	58	15.86
SC	49	15.86
NwSSU	38	12.30
ESSU	31	10.03
Christ the King College	25	8.09
St. Mary's College of Borongan	14	4.53
SMCC	14	4.53
Northern Samar Colleges	7	2.27
SLRDM	3	0.97
Not Specified	6	1.94
Total	**309**	**100.00**

Eligibility. Table 22 reflects the graduate-respondents' eligibility. All respondents are LET eligible, but 49 or 15.86 percent claim they have civil service eligibility, another nine or 2.91 percent claim as TESDA eligible. Two Hundred Eighty-Three or 91.59 percent are LET/PBET eligible; and the remaining 8.41 percent of the graduate-respondents are expected to pass the licensure examination administered by the Professional Regulation Commission (PRC) for giving them the license to practice their profession and certifying their readiness for the teaching profession.

Table 22

Eligibility of the Graduate-Respondents of the Teacher Education Institutions in the Island of Samar

Eligibility	f	Percent
Civil Service	49	15.86
TESDA	9	2.91
LET/PBET	283	91.59

Current Employment. Table 23 discloses the current employment of the graduate-respondents. The 238 out of 309 graduate-respondents are classified as Teacher I, the lowest rank in the teaching position, but categorized where the most number of respondents belong; followed by 42 or 13.59 percent Teacher II;

then 22 or 7.12 percent as Teacher III; the highest position attained by the respondents is Master Teacher I as claimed by only three or 0.97 percent, and lastly, one or 0.32 percent is designated as school librarian, but, three or 0.97 percent did not specify their current employment.

Table 23

Current Employment of the Graduate-Respondents of the Teacher Education Institutions in the Island of Samar

Current Employment	f	Percent
Teacher 1	238	77.02
Teacher II	42	13.59
Teacher III	22	7.12
Master Teacher I	3	0.97
Librarian	1	0.32
Not Specified	3	0.97
Total	**309**	**100.00**

Status of Employment. On the status of employment of the graduate-respondents, Table 24 reveals that the 297 or 96.12percent graduate-respondents are permanently employed; six or 1.94 percent temporary; one or 0.32 percent as *substitute; two or 0.65 percent as casual, and three or 0.97 percent did not specify* their status of employment.

Table 24

Status of Employment by the Graduate-Respondents of the Teacher Education Institutions in the Island of Samar

Status of Employment	f	Percent
Permanent	297	96.12
Temporary	6	1.94
Substitute	1	0.32
Casual	2	0.65
Not Specified	3	0.97
Total	**309**	**100.00**

Employer. Table 25 presents the employers of the graduate-respondents where they are connected. As revealed by Table 25, 299 or 97.39 percent of the graduate-respondents are presently connected with the DepEd, the highest employer; two or 0.65 percent each is employed in SC, a private institution; but, six or 1.95 percent did not specify where they are presently connected. The data, therefore, tell that most of the graduate-respondents are connected with the DepEd while only a few are in private institutions.

Table 25

Employer of the Graduate-Respondents of the Teacher Education Institutions in the Island of Samar

Employer	f	Percent
DepEd	299	97.39
SC	2	0.65
Not Specified	6	`.95
Total	**307**	**100.00**

Status of Teacher-Education Programs

The perceptions of the dean, faculty, and graduate-respondents on the status of the teacher-education programs of teacher education institutions in the Island of Samar were collected through the use of survey questionnaires. The perceptions of the respondents were reflected in Part II of the survey questionnaire in terms of the program parameters on: attainment of goals and objectives; relevance of the curriculum, competence of instructional staff, effectiveness of student support and services, adequacy of physical facilities and other support services; adequacy of fiscal resources, and effectiveness of human resource development. A five-point scale instrument was employed to determine the status of teacher education program, where "5" is interpreted as extremely relevant and "1" as not relevant.

Relevance of Goals and Objectives. Table 26 presents the data concerning the perceptions of the deans, the faculty, and the graduate-respondents on the extent of relevance of goals and objectives.

Table 26

Status of the Teacher-Education Programs of Teacher Education Institutions in the Island of Samar as Perceived by the Deans, Faculty, and Graduate-Respondents in Terms of the Relevance of Goals and Objectives

	Indicator	Respondent's Category						Combined Mean/ Interpretation	
		Dean		Faculty		Graduate			
		X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
1	The program objectives are relevant to the needs of the students.	4.57	ER	4.55	ER	4.19	VR	4.44	VR
2	The program objectives are congruent to national development goals.	4.57	ER	4.55	ER	4.09	VR	4.40	VR
3	There is clarity in the goals of teacher education as well as the manner they are to be achieved.	4.43	ER	4.41	VR	4.05	VR	4.30	VR
4	The program objectives clearly reflect specific values in education.	4.57	VR	4.40	VR	3.96	VR	4.31	VR
	Total	**18.14**	**-**	**17.91**		**16.29**	**-**	**17.45**	**-**
	Grand Mean	**4.54**	**ER**	**4.48**	**VR**	**4.07**	**VR**	**4.36**	**VR**

Legend:

4.51 - 5.00	Extremely Relevant (ER)
3.51 - 4.50	Very Relevant (VR)
2.51 - 3.50	Relevant (R)
1.51 - 2.50	Moderately Relevant (MR)
1.00 - 1.50	Not Relevant (NR)

Table 26 further shows that the deans rated the status of teacher-education program on the parameter as "Extremely Relevant" on the identified four indicators; the faculty and the graduate-respondents, "Very Relevant" with the computed grand mean of 4.48 and 4.07, respectively. The grand total of the combined mean result was 17.45, with a grand mean of 4.36. This provides concrete evidence that the attainment of goals and objectives of the teacher-education program in the Island of Samar on the relevance of goals and objectives is "Very Relevant".

Relevance of the Curriculum. Table 27 illustrates the seven indicators of the parameter on relevance of the curriculum and the consequent combined mean and interpretation as perceived by the three groups of respondents. The evidence clearly shows from the tabulated data that the three groups of respondents rate the relevance of the curriculum as, 4.20, 4.27 and 3.94, respectively, and interpreted as "Very Relevant". Thus, the calculated combined mean of 28.97 and the grand mean of 4.14 further confirm that the status of teacher-education program in the teacher education institutions in the Island of Samar curriculum is "Very Relevant".

Competence of Instructional Staff. Table 28 illustrates the perceptions of the deans, the faculty, and the graduate-respondents in terms of the parameter on competence of instructional staff.

Table 27

Status of the Teacher-Education Programs of Teacher Education Institutions in the Island of Samar as Perceived by the Deans, Faculty, and Graduates in Terms of the Relevance of the Curriculum

	Indicator	Respondent's Category						Combined Mean/ Interpretation	
		Dean		Faculty		Graduate			
		X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
1	The curriculum is congruent to program objectives	4.29	VR	4.44	VR	4.10	VR	4.28	VR
2	There is a clear and detailed description of the subject content in teacher education course.	4.43	VR	4.41	VR	3.97	VR	4.27	VR
3	The curriculum content is relevant to the needs of the country.	4.14	VR	4.35	VR	3.98	VR	4.16	VR
4	The curriculum development/revision are participated in by the faculty, students, alumni and other stakeholders	4.00	VR	4.08	VR	3.79	VR	3.96	VR
5.	The curriculum provides advanced specialized training in education	4.14	VR	4.14	VR	3.89	VR	4.06	VR
6.	The curriculum shows that it can develop authority or leadership in their field of specialization	4.14	VR	4.21	VR	3.89	VR	4.08	VR
7	The curriculum provides opportunities for varied professional experiences.	4.29	VR	4.27	VR	3.93	VR	4.16	VR
	Total	**29.43**	**-**	**29.90**	**-**	**27.55**	**-**	**28.97**	**-**
	Grand Mean	**4.20**	**VR**	**4.27**	**VR**	**3.94**	**VR**	**4.14**	**VR**

Legend:

4.51 - 5.00 Extremely Relevant	(ER)
3.51 - 4.50 Very Relevant	(VR)
2.51 - 3.50 Relevant	(R)
1.51 - 2.50 Moderately Relevant	(MR)
1.00 - 1.50 Not Relevant	(NR)

Table 28

Status of the Teacher-Education Programs of Teacher Education Institutions in the Island of Samar as Perceived by the Deans, Faculty, and Graduate-Respondents in Terms of the Competence of Instructional Staff

Indicator	Respondent's Category						Combined Mean/ Interpretation	
	Dean		Faculty		Graduate			
	X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
1. The faculty members are competent in terms of:								
1.1 Mastery of the subject matter	4.29	VG	4.45	VG	4.09	VG	4.28	VG
1.2 Prepare appropriate instructional materials/teaching aids	4.14	VG	4.11	VG	3.88	VG	4.04	VG
1.3 Choice of teaching methods/strategies	4.29	VG	4.24	VG	3.90	VG	4.14	VG
1.4 Provides appropriate motivation	4.43	VG	4.23	VG	3.87	VG	4.18	VG
1.5 Conveys ideas clearly	4.29	VG	4.30	VG	3.90	VG	4.16	VG
1.6 Utilizes the art of questioning to develop higher order of thinking	4.29	VG	4.30	VG	3.91	VG	4.17	VG
1.7 Ensures students participation	4.43	VG	4.41	VG	3.97	VG	4.27	VG
1.8 Addresses individual differences	4.14	VG	4.15	VG	3.88	VG	4.06	VG
1.9 Use of varied and appropriate evaluation materials	4.14	VG	4.15	VG	3.80	VG	4.03	VG
1.10 Assesses lesson to determine desired outcomes within the allotted time	4.14	VG	4.13	VG	3.80	VG	4.02	VG
1.11 Maintains clean, orderly classroom conducive to learning	4.14	VG	4.17	VG	3.94	VG	4.08	VG
2. The faculty members are constantly updating their educational qualification and expertise in teacher education	4.00	VG	4.15	VG	3.92	VG	4.02	VG
3. There is a range of expertise among the faculty members	4.14	VG	4.17	VG	3.86	VG	4.06	VG
Total	**54.86**	**-**	**54.96**		**50.72**	**-**	**53.51**	**-**
Grand Mean	**4.22**	**VG**	**4.23**	**VG**	**3.90**	**VG**	**4.12**	**VG**

Legend:
4.51 - 5.00 Excellent (E)
3.51 - 4.50 Very Good (VG)
2.51 - 3.50 Good (G)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

Three indicators were formulated, and the first indicator is comprised eleven sub-indicators in order to facilitate the extent of perception of the respondents on the variable. Table 28 explains that the computed combined means that correspond to all three indicators, including the 11 sub-indicators is 53.51, which implies a grand mean of 4.12. The result attests that the three groups of *respondents' perceptions in relation to the parameter on competence* of instructional staff in the teacher education institutions in the Island of Samar is "Very Good".

Effectiveness of Student Support and Services. As displayed in Table 29, the summarized figures illustrate the respondents' perception in terms of the parameter on effectiveness of student support and services where eight indicators were formulated and rated by the deans, the faculty, and the graduate-respondents as 33.87, 33.58 and 30.69, respectively. The combined mean is 32.71 with the interpretation of "Very Good". The perceptions of the deans, the faculty and the graduate-respondents are with the same interpretation.

Adequacy of Physical facilities and Other Support Services. Table 30 shows the respondents' perceptions on the parameter of adequacy of physical facilities and other support services. These were with 10 indicators that were formulated (school site, buildings, laboratory, library, assembly and athletic facilities, offices and staff rooms, dental facilities, medical facilities, student center and food services/canteen) to which assessments were to be made as

Table 29

Status of the Teacher-Education Programs of Teacher Education Institutions in the Island of Samar as Perceived by the Deans, Faculty, and Graduate-Respondents in Terms of the Effectiveness of Student Support and Services

Indicator	Respondent's Category						Combined Mean/ Interpretation	
	Dean		Faculty		Graduate			
	X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
1. The school disseminates the policies/rules/plans/programs /accomplishments and regulations to the students	4.43	VG	4.28	VG	3.97	VG	4.23	VG
2. The program provides *enrichment and remedial* instruction	4.00	VG	4.00	VG	3.84	VG	3.95	VG
3. Encourages involvement of students in different programs and activities	4.57	E	4.38	VG	3.97	VG	4.31	VG
4. The pattern of organization and relationship with the school administration, instructional program and the community are clearly shown in the organizational chart	4.29	VG	4.28	VG	3.86	VG	4.14	VG
5. Students' services are made known to the students	4.43	VG	4.27	VG	3.73	VG	4.14	VG
6. The students' services meet students' needs and are sufficiently availed	4.00	VG	4.06	VG	3.68	VG	3.91	VG
7. The school follow up activities to evaluate needs, progress and performance of students	3.86	VG	4.08	VG	3.79	VG	3.91	VG
8. The programs and activities of students are recognized and given time for implementation by the administration	4.29	VG	4.23	VG	3.85	VG	4.12	VG
Total	**33.87**	**-**	**33.58**		**30.69**	**-**	**32.71**	**-**
Grand Mean	**4.23**	**VG**	**4.20**	**VG**	**3.84**	**VG**	**4.09**	**VG**

Legend:
4.51 - 5.00 Excellent (E)
3.51 - 4.50 Very Good (VG)
2.51 - 3.50 Good (G)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

perceived by the three groups of respondents in terms of their adequacy. The table depicts that the perceptions of the first two respondents: the deans and the faculty, are the same and is interpreted as "Very Good". To the graduate-respondents, it is "Good". The grand means of 3.66 and 3.71 were computed from the evaluation of the deans and the faculty, while for the graduate-respondents the computed grand mean was 3.27 and is interpreted as "Good".

Adequacy of Physical facilities and Other Support Services. Table 30 shows the respondents' perceptions on the parameter of adequacy of physical facilities and other support services. These were with 10 indicators that were formulated (school site, buildings, laboratory, library, assembly and athletic facilities, offices and staff rooms, dental facilities, medical facilities, student center and food services/canteen) to which assessments were to be made as perceived by the three groups of respondents in terms of their adequacy. The table depicts that the perceptions of the first two respondents, the deans and the faculty, are the same and is interpreted as "Very Good". To the graduate-respondents, it is "Good". The grand means of 3.66 and 3.71 were computed from the evaluation of the deans and the faculty, while for the graduate-respondents the computed grand mean of 3.27 and is interpreted as "Good".

To summarize the perceptions of the three groups of respondents with respect to the adequacy of physical facilities and other support services, the formulated computed combined mean is 3.55 and were interpreted as "Very Good".

Table 30

Status of the Teacher-Education Programs of Teacher Education Institutions in the Island of Samar as Perceived by the Deans, Faculty, and Graduate-Respondents in Terms of the Adequacy of Physical Facilities

Indicator	Respondent's Category						Combined Mean/ Interpretation	
	Dean		Faculty		Graduate			
	X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
A. **SCHOOL SITE**								
1. *Spacious of site with space for expansion*	3.86	VG	4.14	VG	3.71	VG	3.90	VG
2. Roads and walkways	3.71	VG	4.03	VG	3.70	VG	3.81	VG
3. Security measures in the campus	4.14	VG	3.90	VG	3.66	VG	3.90	VG
4. Facilities for sewage disposal and drainage	3.57	VG	3.65	VG	3.54	VG	3.59	VG
5. Landscaping of the campus	3.71	VG	3.76	VG	3.45	G	3.64	VG
6. Outdoor space/structure for educational activities	3.57	VG	3.93	VG	3.49	G	3.66	VG
B. **BUILDINGS**								
1. Functionally constructed in relation to use	4.29	VG	4.01	VG	3.60	VG	3.97	VG
2. Planning of entrances and exists in buildings	3.86	VG	3.99	VG	3.49	G	3.78	VG
3. Installed sanitary water facilities	3.86	VG	3.44	G	3.44	G	3.58	VG
4. Toilet and lavatory facilities	3.57	VG	3.42	G	3.41	G	3.47	G
5. Installed electrical lines and communication lines	3.57	VG	3.68	VG	3.48	G	3.58	VG
C. **LABORATORY**								
1. Lecture and laboratory rooms	4.00	VG	3.79	VG	3.31	G	3.70	VG
2. Existing equipment and supplies	4.00	VG	3.62	VG	3.24	G	3.62	VG
3. Furniture and fixtures	3.86	VG	3.56	VG	3.26	G	3.56	VG
4. Gas, water, electricity	3.86	VG	3.46	G	3.36	G	3.56	VG
5. Sanitary and safety accessories	3.57	VG	3.52	VG	3.31	G	3.47	G
6. Gadgets, mechanical devices and other mechanical installation	3.71	VG	3.54	VG	3.22	G	3.49	G

Table 30 Continued

Indicator	Respondent's Category						Combined Mean/ Interpretation	
	Dean		Faculty		Graduate			
	X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
D. **LIBRARY**								
1. Books, journals, periodical collection	4.14	VG	4.03	VG	3.50	G	3.89	VG
2. Library staff services	4.00	VG	3.99	VG	3.43	G	3.81	VG
3. Comfortable reading areas	3.86	VG	4.00	VG	3.59	VG	3.82	VG
4. Library furniture and fixtures	4.00	VG	3.94	VG	3.41	G	3.78	VG
E. **ASSEMBLY AND ATHLETIC FACILITIES**								
1. Holding of convocations and assemblies	4.14	VG	3.86	VG	3.42	G	3.81	VG
2. Seating arrangement, comfortability and ventilation	4.14	VG	3.56	VG	3.42	G	3.71	VG
3. Facilities for athletic	3.86	VG	3.51	VG	3.22	G	3.53	VG
4. Safety and sanitary features	3.86	VG	3.52	VG	3.31	G	3.56	VG
F. **OFFICES AND STAFF ROOMS**								
1. Facilities for faculty room	3.71	VG	3.86	VG	3.26	G	3.61	VG
2. General office location and accessibility	4.00	VG	4.01	VG	3.43	G	3.81	VG
3. Academic and Administrative offices	4.29	VG	4.04	VG	3.37	G	3.90	VG
4. Reception rooms and waiting areas	3.86	VG	3.63	VG	3.25	G	3.58	VG
5. Storeroom for materials	3.71	VG	3.54	VG	3.24	G	3.50	G
G. **DENTAL FACILITIES**								
1. Dental equipment and supplies	3.43	VG	3.76	VG	2.73	G	3.31	G
2. Furniture and fixtures	3.29	VG	3.77	VG	2.75	G	3.27	G
3. Gas, water, electricity	3.57	VG	3.70	VG	2.90	G	3.39	G
H. **MEDICAL FACILITIES**								
1. Medical equipment and supplies	3.57	VG	3.72	VG	2.73	G	3.34	G
2. Furniture and fixtures	3.57	VG	3.76	VG	2.74	G	3.36	G
3. Gas, water, electricity	3.71	VG	3.76	VG	2.89	G	3.45	G
I. **STUDENT CENTER**								
1. A functional student center is available	3.29	G	3.51	VG	3.09	G	3.30	G
2. Center is well lighted and ventilated	3.14	G	3.51	VG	3.06	G	3.24	G
3. Gas, water, electricity	3.00	G	3.26	G	2.92	G	3.06	G
4. A conference / meeting room is available	3.29	G	3.41	G	3.06	G	3.25	G

Table 30 Continued

Indicator	Respondent's Category						Combined Mean/ Interpretation	
	Dean		Faculty		Graduate			
	X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
5. There are furnished offices for student leaders	3.00	G	3.28	G	2.89	G	3.06	G
6. There are rooms or spaces for table games, listening to music and watching TV	2.43	F	3.13	G	2.78	G	2.78	G
7. Separate sanitary toilets for men and women are available	3.00	G	3.32	G	3.02	G	3.11	G
J. FOOD SERVICES/CANTEEN								
1. There is/are distinct areas for food/canteen	3.57	VG	4.06	VG	3.44	G	3.69	VG
2. The cafeteria is well lighted and ventilated, and water supply is very satisfactory	3.29	G	3.93	VG	3.27	G	3.50	G
3. Foods served are balanced and affordable	3.29	G	3.72	VG	3.25	G	3.42	G
4. Cleanliness, orderliness, and prompt services are evident	3.43	G	3.80	VG	3.34	G	3.52	VG
5. Cordial atmosphere is maintained	3.57	VG	3.82	VG	3.38	G	3.59	VG
Total	**175.72**	-	**178.15**		**156.76**	-	**170.23**	-
Grand Mean	**3.66**	**VG**	**3.71**	**VG**	**3.27**	**G**	**3.55**	**VG**

Legend: 4.51 - 5.00 Excellent (E)/Very extensive and functioning excellently
3.51 - 4.50 Very Good (VG)/Moderately extensive and functioning very well
2.51 - 3.50 Good (G)/Adequate and functioning well
1.51 - 2.50 Fair (F)/Limited but functioning well
1.00 - 1.50 Poor (P)/Very Limited and Functioning Poorly
≤ 0.00 Missing (M)/Missing but necessary

Adequacy of Fiscal Resources. The parameter on the adequacy of fiscal resources are with seven indicators to which perceptions of the three groups of respondents are to be made and computed as revealed in Table 31. The

Table 31

Status of the Teacher-Education Programs of Teacher Education Institutions in the Island of Samar as Perceived by the Deans, Faculty, and Graduate-Respondents in Terms of the Adequacy of Fiscal Resources

Indicator	Respondent's Category						Combined Mean/ Interpre-tation	
	Dean		Faculty		Graduate			
	X_w /Inter-pretation		X_w /Inter-pretation		X_w /Inter-pretation			
1. Ensures the availability of financial resources	3.86	VG	3.76	VG	3.39	G	3.67	VG
2. Make provision for additional budget for trainings/seminars	4.00	VG	3.63	VG	3.37	G	3.67	VG
3. Allocate resources to priority activities	4.00	VG	3.69	VG	3.40	G	3.70	VG
4. Make provisions for scholarship funds for faculty and staff	3.86	VG	3.81	VG	3.09	G	3.59	VG
5. Funds for hiring new faculty and substitutes	3.86	VG	3.83	VG	3.20	G	3.63	VG
6. Availability of funds for promotion of faculty	3.71	VG	3.66	VG	3.25	G	3.54	VG
7. Availability of funds for incentive and fringe benefits	3.71	VG	3.73	VG	3.20	G	3.55	VG
Total	**27.00**	-	**26.11**	-	**22.90**	-	**25.35**	-
Grand Mean	**3.86**	**VG**	**3.73**	**VG**	**3.27**	**G**	**3.62**	**VG**

Legend:

4.51 - 5.00 Excellent (E)/Very extensive
3.51 - 4.50 Very Good (VG)/Moderately extensive
2.51 - 3.50 Good (G)/Adequate
1.51 - 2.50 Fair (F)/Limited
1.00 - 1.50 Poor (P)/Very Limited
≤ 0.00 Missing (M)/Missing but necessary

computed mean of the groups of respondents were, 3.86, 3.73 and 3.27, respectively, for the deans, the faculty, and the graduate-respondents, respectively. The former two groups had a relative result of "Very Good", while the latter was "Good". With a grand total of 25.35 and a computed combined mean of 3.62, this is interpreted as "very Good" or functioning excellently as perceived by the three groups of respondents for fiscal resources of TWIs, as excellently adequate.

Effectiveness of Human Resource Development. Table 32 discloses the summarized information on the perception of the respondents along the effectiveness of human resource development. Seven indicators were formulated for this parameter to which the three groups of respondents have to assess as perceived by them. The first two groups of respondents, the deans and the faculty, evaluated the effectiveness of human resource development. To them, they perceived it to be "Very Good". On the other hand, the graduate-respondents' perception on it as "Good". This further tells that the perceptions of the deans and the faculty were higher than that of the graduate-respondents. Moreover, analysis showed that the general evaluation as to the effectiveness of human resource development was "Very Good" as revealed in the combined grand mean of 3.75.

Table 32

Status of the Teacher-Education Programs of Teacher Education Institutions in the Island of Samar as Perceived by the Deans, Faculty, and Graduate-Respondents in Terms of the Effectiveness of Human Resource Development

Indicator	Respondent's Category						Combined Mean/ Interpretation	
	Dean		Faculty		Graduate			
	X_w /Interpretation		X_w /Interpretation		X_w /Interpretation			
1. Define duties and responsibilities	4.00	VG	3.97	VG	3.53	VG	3.83	VG
2. Share infromation, knowledge and skills among constituents	4.00	VG	3.94	VG	3.55	VG	3.83	VG
3. Recruiting and selecting potential faculty and staff	4.00	VG	3.84	VG	3.47	G	3.77	VG
4. Providing competency and leadership training to faculty	3.86	VG	3.81	VG	3.43	G	3.70	VG
5. Boosting the morale of the faculty in various ways	4.14	VG	3.74	VG	3.43	G	3.77	VG
6. Resolve differences through democratic way	4.14	VG	3.82	VG	3.42	G	3.79	VG
7. Granting graduate scholarship	3.71	VG	3.83	VG	3.15	G	3.56	VG
Total	**27.85**	**-**	**26.95**		**23.98**	**-**	**26.25**	**-**
Grand Mean	**3.98**	**VG**	**3.85**	**VG**	**3.43**	**G**	**3.75**	**VG**

Comparison of Perceptions of the Three Groups of Respondents on the Status of Teacher-Education Programs of Teacher Education Institutions in the Island of Samar

In this section, the perceptions of the three groups of respondents are compared on the following parameters of the teacher education program: relevance attainment of goals and objectives; relevance of the curriculum; competence of instructional staff; effectiveness of student support and services; adequacy of fiscal resources, and effectiveness of human resource development. The testing of the hypothesis was done through the use of One-way Analysis of variance (ANOVA). The Posteriori test was carried out upon rejection of the hypothesis to point out which of the paired means are significantly different.

Relevance of Goals and Objectives. The investigation in evaluating the *differences in the perceptions of the three groups of respondents on the* relevance of goals and objectives is presented in Table 33.

To find out the significant differences between the perceptions of the three groups of respondents, data are reflected in Table 33, and the ANOVA or Analysis of Variance was employed as statistical tool. The computed value of the mean squares between groups which resulted to 7.22 and the mean squares within groups established at a value of 0.5, proves the mean squares' deviation within the groups. As reflected in Table 33, the computed F-value is 14.56, which is higher than the tabular P-value of 0.00 at 0.05 level of significance in relation to the degrees of freedom 2 and 284.

Table 33

Comparison in the Perceptions of the Deans, the Faculty, and the Graduate-Respondents on the Status of Teacher Education Institutions in the Island of Samar

Areas/ Parameters	Source of Variation	Sum of Squares	df	Mean Squares	F-value	p-value	Evaluation
Attainment of Goals & Objectives	Between Groups	14.447	2	7.22	14.56	0.00	Significant
	Within Groups	190.57	384	0.5			
Relevance of the Curriculum	Between Groups	9.54	2	4.72	10.017	0.00	Significant
	Within Groups	181.22	384	0.47			
Competence of Instructional Staff	Between Groups	6.637	2	3.318	12.438	0.000	Significant
	Within Groups	102.187	383	0.267			
Effectiveness of Student Support & Services	Between Groups	8.461	2	4.231	11.922	0.000	Significant
	Within Groups	135.912	383	0.355			
Adequacy of Physical Facilities and Other Support Services	Between Groups	10.593	2	5.296	7.682	0.001	Significant
	Within Groups	262.699	381	0.689			
Adequacy of Fiscal Resources	Between Groups	13.135	2	6.567	8.165	0.000	Significant
	Within Groups	304.831	379	0.804			
Effectiveness of Human Resources Development	Between Groups	10.593	2	5.296	7.682	0.001	Significant
	Within Groups	262.699	381	0.689			

Thus, the hypothesis that, "There is no significant difference among the perceptions of the three groups of respondents in relation to the relevance of goals and objectives" was rejected. So, the result implies that the three groups of respondents were not of the same degree of perceptions concerning the areas/parameters previously as mentioned. The evaluation on the attainment of goals and objectives confirmed to be true as shown in Table 34 as the result of Posteriori test.

The posteriori test result proves a value of 0.871 and 0.076 for the assessment of the perceptions of the faculty-, the deans, and the graduate-respondents, respectively. This result shows that the assessment in the perceptions does not significantly vary. However, the assessment of faculty-graduates as pointed out in the Posteriori test has a value of 0.000, hence, it indicates that their perceptions vary significantly on the relevance of goals and objectives of the teacher education institutions in the Island of Samar.

Relevance of the Curriculum. To validate the significant difference between the perceptions of the three groups of respondents, the ANOVA was utilized and the evaluation is reflected in Table 34 as they relate to the hypothesis that, "There are no significant differences between the perceptions of the deans, faculty and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the relevance of the curriculum." Using the ANOVA, it was found out that the mean squares

Table 34

Posteriori Test in Comparing the Perceptions of the Deans, the Faculty, and the Graduate-Respondents on the Status of Teacher Education Institutions in the Island of Samar

Areas	Pair	Mean Differences	Std. Error	Sig	Evaluation
1. Attainment of Goals & Objectives	Faculty & Admin	-0.147	0.871	0.871	Not Significant
	Faculty & Graduates	.466*	0.093	0.000	Significant
	Admin & Graduates	0.613	0.269	0.076	Not Significant
2.Relevance of the Curriculum	Faculty & Admin	-0.07	0.272	0.967	Not Significant
	Faculty & Graduates	.383*	0.090	0.000	Significant
	Admin & Graduates	-0.453	0.263	0.227	Not Significant
3.Competence of Instructional Staff	Faculty & Admin	0.01	0.205	0.999	Not Significant
	Faculty & Graduates	.327*	0.068	0.000	Significant
	Admin & Graduates	-0.317	0.197	0.276	Not Significant
4.Effectiveness of Student Support & Services	Faculty & Admin	-0.033	0.236	0.990	Not Significant
	Faculty & Graduates	.366*	0.078	0.000	Significant
	Admin & Graduates	0.399	0.228	0.217	Not Significant
5.Adequacy of Physical Facilities and Other Support Services	Faculty & Admin	0.049	0.329	0.989	Not Significant
	Faculty & Graduates	.417*	0.109	0.001	Significant
	Admin & Graduates	0.368	0.317	0.512	Not Significant
6.Adequacy of Fiscal Resources	Faculty & Admin	-0.131	0.355	0.934	Not Significant
	Faculty & Graduates	.446*	0.118	0.001	Significant
	Admin & Graduates	0.577	0.343	0.243	Not Significant
7.Effectiveness of Human Resources Development	Faculty & Admin	0.049	0.329	0.989	Not Significant
	Faculty & Graduates	.417*	0.109	0.001	Significant
	Admin & Graduates	0.368	0.317	0.512	Not Significant

between groups was 4.72 and 0.47, respectively, for the mean squares within groups. As revealed in the Table, the computed F-value is 10.017, which is higher than the tabular P-value of 0.00 at 0.05 level of significance with the degrees of freedom 2 and 284. With this finding, the hypothesis is rejected. The evidence explains that the three groups of respondents are not similar in their perception on the parameter of the relevance of the curriculum. This result is verified true as revealed in the Posteriori test as shown in Table 34.

The result denotes that there is a significant difference on the perceptions of the respondents in relation to the relevance of the curriculum. Therefore, the assessment of the three groups of respondents is significant, thus rejecting the hypothesis. This result was cross-checked using the Posteriori test, indicating a P-value of 0.00, which is lower than the critical F-value of 10.017.

Competence of Instructional Staff. The evaluation to arrive at the significant differences on the perceptions of the three groups of respondents regarding the competence of instructional staff is reflected in Table 34. The hypothesis which states that, "There are no significant differences between the perceptions of the deans, the faculty and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the competence of instructional staff" was significant.

This established finding was arrived upon the computation of the mean squares between the groups indicated at 3.318 and the mean squares within groups indicated at 0.267. The computed F-value was 12.438. It is viewed that the

computed F-value of 12.438 is higher than the tabular P-value of 0.000. The results in Table 33 propose that the hypothesis is rejected. It means that the perceptions of the three groups of respondents along the parameter on the competence of instructional staff do not conform to each other.

Effectiveness of Student Support and Services. Table 34 reveals the evaluation of the dean-respondents, the faculty-respondents, and the graduate-respondents on the area/parameter of effectiveness of student support and services.

To determine the significant differences among the perceptions of the three groups of respondents, the ANOVA was utilized. The result shows that the computed mean squares between groups is 4.231 and the mean squares within groups is 0.355, thus, establishing the mean square deviation within groups. As shown in Table 33, the computed F-value is 11.922, which is higher than the tabular P-value of 0.000 at 0.05 level of significance relative to the degrees of freedom 2 and 381.

These established findings as they relate to the hypothesis that, "There are no significant differences between the perceptions of the deans, faculty and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the effectiveness of student support and services" resulted to its rejection. This means that the three groups of respondents have different assessment relative to the effectiveness of

student support and services. With the rejection of the hypothesis, the posteriori test was undertaken to double-check the result.

Further, the posteriori test result pointed out that the faculty-graduate=respondents' pair has a mean difference of 0.383, and is significantly higher than 0.000, thus the hypothesis is rejected.

Adequacy of Physical Facilities and other support Services. To substantiate the significant differences among the perceptions of the three groups of respondents, the ANOVA was employed and the results are shown in Table 34.

It was hypothesized that, "There are no significant differences between the perceptions of the deans, the faculty, and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the adequacy of physical facilities and other support services". The study established that there are significant differences within groups, as pointed out by the mean squares between and within groups: 5.296 and 0.689, respectively.

The calculated F-value resulted to 7.682, which is higher than the tabular P-value of 0.001. This result implies that the hypothesis is rejected. This goes to show that, the perceptions of the three groups of respondents with respect to the adequacy of physical facilities and other support services are significantly different. In addition, this was further supplemented through evaluation

employing a posteriori test as presented in Table 34, are the faculty-graduates pair has a mean difference of 0.417, thus, resulting to the rejection of hypothesis.

Adequacy of Fiscal Resources. The assessment to ascertain the significant differences on the perceptions of the three groups of respondents in relation to the adequacy of fiscal resources is shown in Table 34. It was hypothesized that, "There are no significant differences between the perceptions of the deans, the faculty and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the adequacy of fiscal resources". Applying the ANOVA, it was comprehensible that there was a distinction within groups. This was specified by the mean squares between groups and within groups, as evidenced by 6.567 and 0.804, respectively. The computed F-value of 8.165 is significantly higher than that of the tabular P-value of 0.000. The outcomes presented in Table 33 recommend that the hypothesis is rejected. It therefore, suggests that the perceptions of the three groups of respondents along the area on adequacy of fiscal resources do not conform to each other. This was further verified through a Posteriori test as presented in Table 34. The faculty-graduates' pair has a mean difference of 0.446 which when evaluated further established differences were significant.

Effectiveness of Human resource Development. Table 34 depicts the difference in sum of squares. This was authenticated by the dissimilarity within groups as characterized by the mean squares between groups of 5.296 and the mean squares within groups of 0.689. It illustrates further that the computed F-

value of 7.682 is statistically higher than the tabular P-value of 0.001, with a probability level of significance at 0.05, with the degrees of freedom of 2 and 281, respectively.

Since the computed F-value is significantly higher than that of the tabular P-value, it leads to the rejection of the hypothesis, which states that, "There are *no significant differences between the perceptions of the deans, the faculty* and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the effectiveness of human resource development". This result of the analysis was assessed further by the results of posteriori test in Table 34. That the faculty and graduates pair obtained a pair difference of 0.417, hence, the assessment has a significant difference. Comparing the faculty-deans and dean-graduates pairs' assessment, the difference is not significant.

Relationship Between the Status of the Teacher Education Programs and the Respondents Variates

One of the key concerns of this study was to verify if there are significant relationships between the status of teacher education programs and the dean, faculty and graduate-respondents' variates. These all relate to the second *hypothesis of the study*.

Table 35

Relationship Between the Status of the Teacher Education Programs and the Dean-Related Variates

Profile		Areas						
		AGO	RC	CIS	ESSS	APFSS	AFR	EHRD
Age	Pearson r	-0.037	-0.28	-0.219	-0.084	-0.443	-0.091	-0.029
	Sig. (2-tailed)	0.938	0.543	0.638	0.859	0.319	0.846	0.951
	N	8	8	8	8	8	8	8
Sex	Pearson r	-0.496	-0.342	-0.643	-0.512	-.776*	-0.522	-0.521
	Sig. (2-tailed)	0.257	0.453	0.12	0.24	0.04	0.229	0.23
	N	8	8	8	8	8	8	8
Civil Status	Pearson r	-0.04	0	-0.339	0.169	-0.18	0.075	0.125
	Sig. (2-tailed)	0.932	1	0.458	0.717	0.7	0.874	0.79
	N	8	8	8	8	8	8	8
Position	Pearson r	.801*	.882**	0.648	0.734	.763*	0.675	0.541
	Sig. (2-tailed)	0.031	0.009	0.115	0.061	0.046	0.096	0.21
	N	8	8	8	8	8	8	8
Educ'l Qualificaion	Pearson r	.801*	.882**	0.648	0.734	.763*	0.675	0.541
	Sig. (2-tailed)	0.031	0.009	0.115	0.061	0.046	0.096	0.21
	N	8	8	8	8	8	8	8
Length of Service	Pearson r	-0.458	-.825*	0.054	-.765*	-0.398	-0.613	-0.582
	Sig. (2-tailed)	0.301	0.022	0.909	0.045	0.376	0.143	0.17
	N	8	8	8	8	8	8	8
Income	Pearson r	-0.462	-0.212	-0.476	-0.387	-0.379	-0.251	-0.197
	Sig. (2-tailed)	0.297	0.648	0.28	0.391	0.402	0.587	0.673
	N	8	8	8	8	8	8	8

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

AGO - Attainment of Goals & Objectives

RC - Relevance of the Curriculum

CIS - Competence of Instructional Staff

ESSS - Effectiveness of Student Support and Services

APFSS - Adequacy of Physical Facilities and other Support Services

AFR - Adequacy of Fiscal Resources

EHRD - Effectiveness of Human Resource Development

Dean-Related Variates. The Pearson r calculation as shown in Table 35 revealed the significant relationships between the status of the teacher education program and the dean-related variates, such as: age, sex, civil status, position, educational qualification, length of service, income, in-service training either local, national or international.

Relevance of Goals and Objectives. The data presented in Table 35 indicate the statistical hypothesis if it should be accepted except in the case of position and educational qualification of the deans. From the computation of Pearson r, 0.801, for both the position and educational qualification, which is greater than the tabular value of 0.031 at 0.05 level of significance, thus, the null hypothesis is unconfirmed in favour of the research hypothesis. This means that there is a significant relationship between the status of teacher education programs on the area/parameter of relevance of the goals and objectives and the position and educational qualifications of the respondents. It implies that the higher the position and educational qualification the deans has, the higher is also its significant relationship to the status of teacher education program. Likewise, on the variables of age, sex, civil status, length of service and income, the computed correlation r values are found lower than the tabular values. So the null hypothesis is accepted, meaning, there is no significant relationship observed and it implies that the variables are related and their interaction has an effect as to the status of the teacher education programs in attaining the goals and objectives of the teacher education institutions.

Relevance of the Curriculum. The data obtained in Table 35 specify the statistical hypothesis if it should be accepted except for position, educational qualification and length of service in relation to the area/parameter of relevance of the curriculum. There is a very strong, positive relationship on the position and the educational qualification of the dean-respondents with a very strong negative correlation on their length of service. The computed Pearson r on position, educational qualification and length of service are, 0.882, 0.882 and -0.825 respectively, with the tabular values of 0.009 for the position and educational qualification and 0.022 for the length of service, at 0.01 level of significance on the former, and the latter at 0.05 level of significance. Since the computed correlation r for position and educational qualification is greater than the tabular value, the null hypothesis was rejected, clearly showing that there are significant relationships on the mentioned variables as to the relevance of the curriculum. It further implies that the higher the position and the educational qualification and length of service of the dean-respondents, the higher its relevance to the curriculum. On the other hand, as to the age, sex, civil status and income of the dean-respondents, the computed correlation r is lower than the tabular value, which indicates that these variables are not significant, thus their effect on the relevance of the curriculum is high.

Competence of Instructional Staff. The Pearson r computation as shown in Table 35 discloses that the statistical hypothesis should be accepted for all the dean-related-variates, hence resulting to the rejection of the null hypothesis. This

analysis substantiates that there was significant relationships on all dean-related-variates on the competence of instructional staff. Thus, the mentioned variables are significantly related to the teacher education institutions, and most likely, to affect their competence in instruction.

Effectiveness of Student Support and Services. The information offered in Table 35 signifies the statistical hypothesis if it should be accepted except in the case of length of service in the dean-related variates. From the computation of Pearson r of -0.765 with the tabular value of 0.045 at 0.05 level of significance, established is that the relationship is significant. This result shows that there is a very strong negative correlation on the area of effectiveness of student support and services. Thus, the longer the length of service of the deans is, the lesser is its effect on the status of teacher education programs. Furthermore, other variates had shown no significant relationship on the aforementioned area, such as: age, sex, civil status, position, educational qualifications and income. The correlation r value found is to be not significant, so it implies that the null hypothesis is invalidated in favour of the research hypothesis. This means that there is a significant relationship between the age, sex, civil status, position, educational qualifications and income of the dean-respondents as to the effectiveness of student support and services.

Adequacy of Physical Facilities and other Support Services. A Pearson product-moment correlation was computed between all dean-related-variates and the area/parameter on the adequacy of physical facilities and other support

services as reflected in Table 35. Statistically, significant relationships were detected between sex, position, and educational qualification. The computed Pearson r for sex variates is -0.776 which results to a very strong negative correlation, while for position and educational qualification of the deans both revealed 0.763, one that is greater than the tabular value of 0.046 at 0.05 level of significance, rejecting the null hypothesis because of its significant relationship. Similar to the previously mentioned areas, these variables are also highly related to the adequacy of physical facilities and other support services. Thus, deans with a higher position has a higher educational qualification, thus contributes much in the teacher education programs. No significant relationships are also observed for age, civil status, length of service and income. Their computed r values are lower than the tabular values, thus accepting the hypothesis. Since the values are lower, it affirms that these variables are highly interrelated on the area of the teacher education institutional programs in the Island of Samar.

Adequacy of Fiscal Resources. Table 35 shows the statistical hypothesis which states that, "There is no significant relationship between the status of teacher education programs and the dean-related variates", particularly, on the area of adequacy of fiscal resources. It suggests that the statistical hypothesis on all variates are accepted, hence, all the computed values of Pearson r for all variates are significant at 0.05 level of significance. It is, therefore, found out that the relationship is not significant, so the null hypothesis is refuted. This suggests

that all variates are remarkable contributions to the status of teacher education programs.

Effectiveness of Human Resource Development. The Pearson r computations are revealed in Table 35 which illustrates that the statistical hypothesis should be accepted for all in the area of effectiveness of human resource development. There was no statistically significant correlation between the different variates for the dean-respondents in the aforementioned area. This means that the computed correlation r value is found to be not significant. Further, the acceptance of the null hypothesis was held at 0.05 level of significance. As a result, it can be concluded that all dean-related-variates are significantly interconnected to the effectiveness of human resource development.

Faculty-Related Variates. This part discusses if faculty-related variates such as: age, sex, civil status, position, educational qualification, length of service, income, and in-service training either local, national or international have significant relationships between the status of teacher-education programs on the different areas/parameters, namely; relevance of goals and objectives; relevance of the curriculum; competence of instructional staff; effectiveness of student support and services; adequacy of physical facilities and other support services; adequacy of fiscal resources, and the effectiveness of human resource development.

Table 36

Relationship Between the Status of the Teacher Education Programs and the Faculty-Related Variates

Profile		Areas						
		AGO	RC	CIS	ESSS	APFSS	AFR	EHRD
Age	Pearson r	0.094	0.035	0.021	0.178	-0.005	-0.122	-0.12
	Sig. (2-tailed)	0.461	0.784	0.871	0.16	0.97	0.337	0.345
	N	64	64	64	64	64	64	64
Sex	Pearson r	.373**	0.237	0.094	0.157	0.074	-0.055	0.042
	Sig. (2-tailed)	0.002	0.053	0.448	0.203	0.55	0.657	0.736
	N	67	67	67	67	67	67	67
Civil Status	Pearson r	.253*	0.179	-0.037	0.178	0.116	-0.007	-0.118
	Sig. (2-tailed)	0.042	0.153	0.773	0.155	0.359	0.957	0.348
	N	65	65	65	65	65	65	65
Position	Pearson r	-0.149	-0.221	-0.137	-.344**	-0.074	-0.055	-.251*
	Sig. (2-tailed)	0.232	0.075	0.273	0.005	0.556	0.662	0.042
	N	66	66	66	66	66	66	66
Educ'l Qualification	Pearson r	.238*	0.159	0.099	0.148	0.122	0.131	0.051
	Sig. (2-tailed)	0.048	0.187	0.414	0.222	0.313	0.278	0.675
	N	70	70	70	70	70	70	70
Length of Service	Pearson r	-0.018	-0.044	-0.026	0.128	0.048	-0.047	-0.042
	Sig. (2-tailed)	0.891	0.744	0.846	0.337	0.72	0.728	0.752
	N	58	58	58	58	58	58	58
Income	Pearson r	0.158	0.127	-0.036	-0.01	-0.161	0.043	-0.019
	Sig. (2-tailed)	0.199	0.303	0.769	0.935	0.19	0.73	0.875
	N	68	68	68	68	68	68	68
In-Service Training								
Local	Pearson r	-0.539	-0.254	0.189	0.178	-0.249	-0.36	0.295
	Sig. (2-tailed)	0.058	0.403	0.536	0.56	0.411	0.226	0.328
	N	13	13	13	13	13	13	13

Table 36 continued

Profile		Areas						
		AGO	RC	CIS	ESSS	APFSS	AFR	EHRD
Regional	Pearson r	0.679	-0.175	.794*	0.344	0.256	-0.012	0.053
	Sig. (2-tailed)	0.093	0.707	0.033	0.45	0.58	0.98	0.91
	N	8	7	7	7	7	7	7
National	Pearson r	-0.107	0.065	-0.118	0.044	-0.307	-0.347	-0.009
	Sig. (2-tailed)	0.705	0.818	0.675	0.875	0.265	0.205	0.975
	N	15	15	15	15	15	15	15
International	Pearson r	-0.5	-0.5	0.906	0.77	-0.915	-0.948	0.933
	Sig. (2-tailed)	0.667	0.667	0.279	0.44	0.265	0.205	0.233
	N	3	3	3	3	3	3	3

Legend:
**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
AGO - Attainment of Goals & Objectives
RC - Relevance of the Curriculum
CIS - Competence of Instructional Staff
ESSS - Effectiveness of Student Support and Services
APFSS - Adequacy of Physical Facilities and other Support Services
AFR - Adequacy of Fiscal Resources
EHRD - Effectiveness of Human Resource Development

Relevance of Goals and Objectives. A Pearson product-moment correlation was calculated among all faculty-related variates and the area/parameter on the relevance of goals and objectives are reflected in Table 36.

Statistically significant relationships were perceived involving sex, civil status, and educational qualification. The computed Pearson r value of the former variates mentioned are revealed as: 0.373, 0.253, 0.238, respectively, figures that are higher than the tabular values of 0.002, 0.042 and 0.048,

respectively, at 0.01 level of significance for sex variate, and 0.05 level of significance for civil status and educational qualification. These findings reveal a significant relationship between the faculty- related variates and the status of teacher education program on the attainment of goals and objectives. Thus, the findings indicate a rejection of the null hypothesis. On the other hand, all other variates have no significant relationships, thereby accepting the null hypothesis. So, these faculty related-variates were found to be significantly related to the institutions' attainment of their goals and objectives.

Relevance of the Curriculum. The data gathered as found in Table 36 denotes the statistical hypothesis for all the faculty-related variates if it should be accepted. Where it establishes no significant relationship on computed correlated r values, therefore, the null hypothesis is accepted. No other statistically significant relationships are revealed through the correlation statistics for all variates, as a consequence, all are qualified to be very significant in contributing to the relevance of the curriculum to all teacher education institutions in the Island of Samar.

Competence of Instructional Staff. The Pearson r computations as shown in Table 36 reveals that the statistical hypothesis should be accepted for all variates of the faculty respondents. The computed Pearson r values are all found out to have no significant correlation. The Table further reveals that the computed Pearson r is measured at 0.05 level of significance at two tailed. Thus, accepting the null hypothesis that says, "There is no significant relationship

between the status of the teacher education programs on the faculty-related variates", specifically on the area of competence of instructional staff. This further implies that all related-variates of the faculty respondents are significantly associated with the competence of the instructional staff.

Effectiveness of Student Support and Services. From the information in Table 36 one can safely infer that the statistical hypothesis should be accepted except in the case of position in the faculty related-variates. The null hypothesis is rejected with the computed correlation r value of -0.344 with the tabular value of 0.005 at 0.01 level of significance. On the other hand, the computed Pearson r described a moderate negative correlation which reveals a significant relationship between the position of the faculty-respondents and the effectiveness of student support and services. Further, it entailed that other variates such as: age, sex, civil status, educational qualification, length of service, income and in-service training disclose no significant relationship as shown in the table of values. As such, these variates signify a significant relationship in the teacher education institutions search for effectiveness of student support and services.

Adequacy of Physical Facilities and other Support Services. The Pearson r computation as shown in Table 36 reveals that the statistical hypothesis should be accepted for all the faculty-related-variates in the area of adequacy of physical facilities and other support services for the faculty related-variates. Hence, one can safely conclude that there is no statistically significant correlation between

the different variates that lead to accept the hypothesis that, "There is no significant relationship between the status of the teacher education programs on the faculty-related variates", specifically, on the area of adequacy of physical facilities and other support services. It further, implies that all variates are linked to the institutions' target to meet the adequacy of physical facilities and other support services.

Adequacy of Fiscal Resources. Table 36 signifies the statistical hypothesis which states that, "There is no significant relationship between the status of teacher education programs and the faculty-related variates" along the area of adequacy of fiscal resources. It implies that the statistical hypothesis should be accepted hence, all the computed value of Pearson r is not significantly correlated. As a consequence, all variates are found influential in the teacher education institutions' desire to promote adequacy of fiscal resources.

Effectiveness of Human Resource Development. The computed correlation r value of-2.51 with a tabular value of 0.042 at 0.05 level of significance are shown in Table 36. The table discloses that the position of the faculty respondents has a significant relationship along the area on the effectiveness of human resource development. This further reveal that the position of the faculty-respondents results to a significant relationship on the aforementioned area of concern. As a result, the findings suggest the rejection of the null hypothesis. On the other hand, other variates such as: age, sex, civil status educational qualification, length of service, income and in-service training

are not significantly linked to the status of teacher education programs' effectiveness of human resource development. In effect the null hypothesis was accepted.

Graduate-Related Variates. This segment examines if graduate-related variates such as age, sex, civil status, degree earned,, school graduated from, current employment, employer, status of employment, eligibility, in-service trainings either regional or national have significant relationships between the status of teacher-education programs on the different areas, namely: relevance of goals and objectives, relevance of the curriculum, competence of instructional staff, effectiveness of student support and services, adequacy of physical facilities and other support services, adequacy of fiscal resources, and effectiveness of human resource development.

Relevance of Goals and Objectives. A Pearson product-moment correlation was determined among all graduate-related variates and to find out if there are significant relationships between these variates and the status of teacher education programs in terms of the relevance of goals and objectives.

As shown in Table 37, statistically significant relationships are apparent concerning the school from which graduate-respondents graduated. The computed Pearson r value of -0.216 is interpreted as a negative weak correlation, at 0.01 level of significance, thus, the relationship is significant. Furthermore,

Table 37

Relationship Between the Status of the Teacher Education Programs and the Graduate-Related Variates

Profile		Areas						
		AGO	RC	CIS	ESSS	APFSS	AFR	EHRD
Age	Pearson r	0.104	0.099	.157**	0.11	0.029	0.017	0.041
	Sig. (2-tailed)	0.08	0.096	0.008	0.063	0.621	0.782	0.497
	N	286	286	285	285	286	282	284
Sex	Pearson r	0.087	0.094	0.111	0.057	0.023	-0.019	0.06
	Sig. (2-tailed)	0.134	0.105	0.056	0.329	0.696	0.745	0.299
	N	299	299	298	298	299	295	297
Civil Status	Pearson r	0.072	0.043	.195**	.133*	-0.029	-0.039	0.045
	Sig. (2-tailed)	0.216	0.458	0.001	0.022	0.616	0.505	0.444
	N	299	299	298	298	299	296	297
Degree earned	Pearson r	0.062	0.088	0.013	-0.002	-0.034	-0.04	-0.005
	Sig. (2-tailed)	0.291	0.136	0.821	0.969	0.566	0.503	0.926
	N	289	289	288	288	289	285	286
School graduated from	Pearson r	-.216**	-.237**	-.185**	-0.065	0.002	0.016	-0.031
	Sig. (2-tailed)	0	0	0.001	0.262	0.976	0.78	0.591
	N	305	305	304	304	305	301	302
Current Employment	Pearson r	-0.025	0.013	0.056	0.049	-0.032	-0.001	-0.015
	Sig. (2-tailed)	0.673	0.824	0.337	0.398	0.583	0.982	0.794
	N	297	297	296	296	297	293	294
Employer	Pearson r	-0.099	-0.031	0.01	0	0.085	0.058	0.045
	Sig. (2-tailed)	0.09	0.594	0.863	1	0.147	0.327	0.446
	N	293	293	292	292	293	289	290
Status of Employment	Pearson r	0.046	0.076	0.065	0.094	0.083	0.039	0.028
	Sig. (2-tailed)	0.425	0.19	0.262	0.103	0.149	0.501	0.632
	N	301	301	300	300	301	297	298
Eligibility	Pearson r	-0.069	-0.088	-0.014	0.028	0.025	0.02	0.057
	Sig. (2-tailed)	0.23	0.123	0.811	0.628	0.658	0.722	0.32
	N	309	309	308	308	309	305	306
In-Service Trainings								
Local	Pearson r	0.074	0.022	0.196	-0.043	-0.018	-0.029	0.102
	Sig. (2-tailed)	0.479	0.834	0.058	0.682	0.862	0.781	0.331
	N	95	95	94	94	95	92	93

Table 37 continued

Profile		Areas						
		AGO	RC	CIS	ESSS	APFSS	AFR	EHRD
Regional	Pearson r	0.119	.356**	0.116	0.08	0.091	0.222	0.206
	Sig. (2-tailed)	0.316	0.002	0.328	0.5	0.444	0.059	0.083
	N	73	73	73	73	73	73	72
National	Pearson r	0.187	0.268	-0.048	-0.096	-0.146	0.009	-0.116
	Sig. (2-tailed)	0.305	0.138	0.796	0.6	0.424	0.96	0.526
	N	32	32	32	32	32	32	32

Legend:
**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
AGO - Attainment of Goals & Objectives
RC - Relevance of the Curriculum
CIS - Competence of Instructional Staff
ESSS - Effectiveness of Student Support and Services
APFSS - Adequacy of Physical Facilities and other Support Services
AFR - Adequacy of Fiscal Resources
EHRD - Effectiveness of Human Resource Development

since the result is significant, this means that the null hypothesis is rejected. Thus, the school where the graduate-respondents graduated from only shows that it contributed most in the status of teacher education programs.

Relevance of the Curriculum. As gleaned from Table 37, the computed Correlation r on the school the graduate-respondents graduated from is -0.237 while that of the in-service trainings for regional level is 0.356, both at 0.01 level of significance two-tailed. This means that the relationship is significant and it implies the rejection of the null hypothesis. It further, testifies that the school where the graduate-respondents graduated and the in-service trainings have a

great impact on the status of teacher education programs in the teacher education institutions in the Island of Samar.

Competence of Instructional Staff. Furthermore, Table 37 shows that the computed Correlation r for civil status and school graduated are recorded as, 0.195 and -0.185, and interpreted both as negligible correlation. Though, the result is both negligible at 0.01 level of significance, it leads to the rejection of null hypothesis. Since the relationship is significant, however, it can be concluded that civil status and the school from which the graduate-respondents graduated bear contribution to the status of teacher education in the area of competence of instructional staff.

Effectiveness of Student Support and Services. Also, the series of data presented in Table 37 suggest that the statistical hypothesis should be accepted except in the case of civil status in the graduate related-variates. From the calculation of Pearson r of 0.133 with a tabular value of 0.022, two tailed, at 0.05 level of significance, it is revealed that the relationship is significant, ensuing to the rejection of the hypothesis. In effect it shows that there is a negligible correlation on the area of effectiveness of student support and services. Likewise, other variates have not revealed any significant relationship on the above-mentioned area.

Adequacy of Physical Facilities and other Support Services. A Pearson product-moment relationship was computed involving all graduate related-variates and the area on the adequacy of physical facilities and other support

services as reflected in Table 37. Statistically, no significant relationships are identified among the variates. It implies that the null hypothesis is accepted. The, graduate-related variates are not significant relative to the status of teacher education program in terms of adequacy of physical facilities and other support services. With this end result, the variates can be concluded that these are means in upholding the adequacy of the physical facilities and other support services in the teacher education programs in the teacher education institutions in the Island of Samar.

Adequacy of Fiscal Resources. Moreover, Table 37 presents the statistical hypothesis which states that, "There is no significant relationship between the status of teacher education programs and the graduate-related variates", particularly, on the area of adequacy of fiscal resources. It recommends that the statistical hypothesis should be accepted for this reason. All the computed values of Correlation r are not significant. So, in view of that, graduate related-variates have impact on teacher education institutions' objective in enhancing adequacy of fiscal resources.

Effectiveness of Human Resource Development. The Pearson r computation can be gleaned in Table 35 which manifests that the statistical hypothesis should be accepted for all the variates in the area of effectiveness of human resource development. There is no computed statistically significant correlation between the different graduate related-variates to in the aforesaid area. Furthermore, accepting the hypothesis that, "There is no significant

relationship between the status of the teacher education programs on the graduate related-variates" is observed. Thus, the acceptance of the hypothesis indicates that the different variates are definitely key factors in realizing effective human resource development.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings based on the analyses taken from the data generated, and the conclusions and recommendations developed from the findings of this study.

Summary of Findings

The following are the significant findings of the study:

1. As to specializations offered along teacher education institutions in the Island of Samar. From the eight respondent-institutions, all schools offered Elementary Education in both government and private. Based on the data gathered, it was observed that next to Elementary Education, offered were Mathematics, Biology, English, TLE, Filipino, Social Science and Physical Education, General Science, Chemistry, Physics, and, finally, Physical Science and Biochemistry.

2. On the number of graduates of the teacher education institutions. The total number of graduates in the eight teacher education institution-respondents for the past 10 years was an average mean of 781 and with the standard deviation of 809. Among the eight respondent-institutions, one institution had obtained the largest number of graduates of 2286. The lowest recorded number of graduates was 5.

3. With respect to the performance in the Licensure Examination. Elementary Education graduates performed better in LET than those in the Secondary Education.

4. On the age and sex of the dean-respondents. The oldest dean was 65 years old, while the youngest was 43 years old. The average age of the deans was 53.57 years old. As to the sex, 28.57 percent of the dean-respondents were males, while that of the females were 71.53 percent. So, majority of the deans in the teacher education institutions in the Island of Samar were females. Of the 71 faculty-respondents, 9.86 percent were within the range of 62-66 years old as the oldest among the respondents, while nine were the youngest in the age group of 22-26 constituting 12.68 percent. Meanwhile, the majority were in the range of 57-61, where it comprised 10 respondents or 14.08 percent. As to the sex, males were dominated by their female counterpart; out of 71 faculty-respondents, 25 were males and 46 were females. Among the 309 graduate-respondents, the largest age group ranged from 24-27 years old composed of 88 or 28.48 percent of the population. This was followed by 22.01 percent who were between 28-31 years of age. The smallest number of graduate-respondents belonged to the age range of 56-59 and 52-55, which were equal in each bracket of one or 0.32 percent. The average age of the graduate-respondents was at 29.34 years with a standard deviation of 9.07 years. Generally, the widely held respondents were in their late twenties. Males were outnumbered by their female counterpart, 88 males to 221 females.

5. As regards to the civil status, one of the dean-respondents was a widow, comprising 12.50 percent of the total number of dean-respondents. The majority of the dean-respondents, 50.00 percent, were married and only three or 37.50 percent were single. This meant that for the most part of the teacher education institutions, the deans were married. Five out of 71 faculty-respondents were widow/er or 7.04 percent; 37 were married representing 52.11 percent; 23 were single, and five did not specify their civil status, composing, 32.39 percent and 8.49 percent, respectively. Married faculty-respondents comprised the greatest percentage of the entire population. Records on civil status of the graduate-respondents indicated that, out of 309 respondents, there was only one or 0.32 percent, separated; 154 or 49.84 percent, married, and 144 or 46.60 single. Ten or 3.24 percent did not specify their civil status. The greatest percentage of graduate-respondents was married.

6. In terms of the present position of the dean-respondents, they were all college deans. On the highest position of the faculty-respondents was Professor I which was attained by one out of 71 respondents or comprising 1.41 percent. Majority were categorized as Instructor I, which covered 35 or 49.30 percent. Then, the rest were categorized as Assistant Professor V, Assistant Professor IV, Assistant Professor III, Assistant Professor II, and Assistant Professor I, Instructors II and III. However, there were three faculty-respondents who did not specify their position. Relative to the current employment of the 309 graduate-respondents, 238 were classified as Teacher I, the lowest rank in the

teaching position, and which position the most number of respondents had obtained. This was followed by 42 or 13.59 percent Teacher II, then 22 or 7.12 percent as Teacher III and the highest position attained by the faculty-respondents was Master Teacher I claimed three of them or 0.97 percent. Lastly, one or 0.32 percent, was designated as school librarian of the school and, finally, three or 0.97 percent did not specify their current employment.

7. As regards to the educational qualifications. Majority of the deans were with doctorate degree comprising 75.00 percent. Only, one or 12.50 percent finished M.A. in Administration and Supervision and one dean did not reveal his/her highest educational qualification. For the faculty-respondents, there were still 10 or 14.08 percent who remained holders of baccalaureate degree only. Common was Master's Degree holders, covering 30 or 42.25 percent, while, 29 or 40.85 percent of them were holders of PhD/EdD/DM, the highest educational attainment. Then one had units in PhD and another one or 1.41 percent did not specify his educational qualifications.

8. As to the administrative experience. The dean with the longest service rendered was 44 years and the shortest service rendered was four years. The dean-respondents signified an average length of service of 25.29 years with a standard deviation of 13.34 years. With respect to the teaching experience, one faculty-respondent had the longest teaching experience, which was higher than 51 years, and five posted with less than five years in the service, the shortest

experience. The average mean of the teaching experience positioned at 22.29 years with the standard deviation of 13.68 years.

9. On the in-service trainings. The trainings were categorized to four levels, namely: local, regional, national and international. Only one training in the international level was attended by one dean, the highest level of training. From the faculty-respondents, the average in-service training was two trainings with a standard deviation of one training with the local training as the most attended. Based on the three levels of training, namely: regional, national and international, the three levels recorded the same average of two.

10. On the average family income. Majority of the dean-respondents, three or 37.50 percent, received a monthly income which ranged from P33,501-36,500, with the lowest income bracket of P15,001-18,500 enjoyed by one or 12.50 percent.

11. As to the average family income of faculty-respondents. The greatest percentage of respondents, 34 out of 71 or 47.89 percent, received a monthly income of Php 20,001-23,500; followed by those next largest, 10 or 14.08 percent, who received a monthly income ranging from P17,501-20,000. Finally, the lowest salary range of P7,001-10,000 was enjoyed by nine, and three respondents did not specify their gross monthly salary. `

12. On the degree earned by the graduate-respondents. Of the 309 graduate-respondents; 180 or 58.25 percent obtained the degree of Elementary Education; 112 or 36.25 percent graduated Secondary Education with the

remaining 17 or 5.50 percent, having earned the certificate or diploma in teaching. In general, the common degree attained by the respondents was Elementary Education.

13. On school graduated from by graduate-respondents. The largest percentage was graduated from Samar State University with 64 or 18.77 percent out of 309; the next from University of Eastern Philippines, Samar College, Northwest Samar State University, Eastern Samar State University, Christ the King College, Northern Samar Colleges, in that order, and the smallest proportion of graduate-respondents, 0.97 percent, was from the San Lorenzo Ruiz De Manila, Catarman. Finally, six of the respondents or 1.94 percent did not specify the institution where they graduated.

14. On the eligibility of the graduate-respondents. All graduate-respondents are LET eligible, but 49 or 15.86 percent claimed they had civil service eligibility; another nine or 2.91 percent as TESDA eligible, and then, 283, 91.59 percent, signified they were merely LET/PBET eligible.

15. *On the status of employment of the graduate-respondents*, 297 or 96.12 percent graduate-respondents were employed permanently; six or 1.94 percent temporary; one or 0.32 percent as substitute; two or 0.65 percent as casual, while three or 0.97 percent did not specify their status of employment.

16. On the relation to employers of the graduate-respondents where they are connected. 299 or 96.76 percent of the graduate-respondents were connected to the DepEd, the employer of most of the graduate-respondents; two

or 0.65 percent where each was employed in SC and in SMCC, a private institution, and finally, six or 1.94 percent did not specify where they were connected. The graduate-respondents' data indicated that most of them were with the DepEd, while only a few had worked in private institutions.

17. On the perceptions of the deans, the faculty and the graduate-respondents on the extent of relevance of the goals and objectives of TEIs. The deans rated the status of teacher-education program on the relevance of the goals and objectives as "Extremely Relevant" on the identified four indicators; the faculty and the graduate-respondents, both consistently rated "Very Relevant" with the computed grand mean of 4.48 and 4.07 for the faculty and graduate-respondents, respectively. The grand total of the combined mean result was 17.45, with a grand mean of 4.36. This presented a concrete evidence that the relevance of the goals and objectives of teacher-education program of TEIs in the Island of Samar was "Very Relevant".

18. The seven indicators and the combined mean and interpretation on the relevance of the curriculum as perceived by the three groups of respondents. The deans, the faculty and the graduate-respondents, all three rated the relevance of the curriculum as, 4.20, 4.27 and 3.94 respectively, and were interpreted as "Very Relevant". Thus, the calculated combined mean of 28.97 and the grand mean of 4.14 confirmed that the status of teacher-education program's curriculum in the teacher education institutions in the Island of Samar was "Very Relevant".

19. The perceptions of the deans, the faculty and the graduate-respondents in terms of the competence of instructional staff. On the three formulated indicators, and the first indicator being comprised 11 sub-components in order to facilitate the extent of perception of the respondents on the variable, the computed combined mean that corresponded to all parameters was 53.51, with a grand mean of 4.12. The overall rating on the competence of instructional staff in the teacher education institutions in the Island of Samar showed "Very Good".

20. On the effectiveness of student support and services. Eight indicators had been rated, and the three groups of respondents the deans, the faculty and the graduate-respondents' rating were; 33.87, 33.58 and 30.69, respectively. The combined mean was 32.71 with the interpretation of "Very Good". The perceptions of the deans, the faculty and the graduate-respondents were equally the same and with the same interpretation for this area.

21. The perceptions on the adequacy of physical facilities and other support services. Shown and found out was that the perceptions of the two groups of respondents the deans and the faculty were common; it was interpreted as "Very Good". As to the perception of the graduate-respondents, their perception was "Good". The grand means of 3.66 and 3.71, respectively, were computed from the evaluation of the deans and the faculty-respondents, while for the graduate-respondents computed grand mean was 3.27 which was interpreted as "Good". To summarize the perceptions of the three groups of

respondents with respect to the adequacy of physical facilities and other support services, the computed combined mean was 3.55 and was interpreted as "Very Good".

22. On the adequacy of fiscal resources. The computed mean of the groups of respondents were: 3.86, 3.73 and 3.27 for the dean, the faculty and the graduate-respondents, respectively. The former two groups had a relative result of "Very Good", while the latter was interpreted as "Good". Generally, the adequacy of fiscal resources was rated "Very Good", and this interpretation was confirmed based on the grand total of 25.35 with the computed combined mean of 3.62. This explained further that the respondents perceived adequacy of fiscal resources in the teacher education institutions in the Island of Samar was "Very Good" or functioning excellently.

23. On the summarized information on the perception of the respondents along the effectiveness of human resource development. The first two groups of respondents had evaluated comparably the effectiveness of human resource development where the deans and the faculty perceived it as "Very Good." On the other hand, that of the graduate-respondents' assessment was simply "Good". This makes one conclude that the perceptions of the deans and the faculty were higher than that of the graduate-respondents. Moreover, the analysis made showed that the general evaluation as to the effectiveness of human resource development was "Very Good" as proven by the computed combined grand mean of 3.75.

24. On the investigation in evaluating the differences in the perceptions of the three groups of respondents on the relevance of goals and objectives. It was found out that the respondents have perceived significant differences. The computed value of the mean squares between groups resulted to 7.22 and the mean squares within groups established a value of 0.5. These findings proved that there was mean squares deviation within groups. The computed F-value was 14.56, which was higher than the tabular P-value of 0.00 at 0.05 level of significance, thus, the hypothesis saying that "There is no significant difference among the perceptions of the three groups of respondents in relation to the relevance of the goals and objectives" was rejected. This result implied that the three groups of respondents were not of the same degree of perceptions. The evaluation made confirmed to be true as a result of posteriori test. Result proved a value of 0.871 and 0.076 for the assessment of the perceptions of the faculty-dean and dean-graduates, respectively. This result showed that the assessment in perceptions did not significantly vary. However, the assessment of the faculty-graduate-respondents as pointed out in the posteriori test had a value of 0.000, hence, it indicated that their perceptions varied significantly on the relevance of the goals and objectives of the teacher education institutions in the Island of Samar.

25. To validate the significant difference between the perceptions of the three groups of respondents, the ANOVA was utilized. The hypothesis that, "There are no significant differences between the perceptions of the deans, the

faculty and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the relevance of the curriculum" manifested that the mean squares between groups was 4.72 and 0.47 for the mean squares within groups. The computed F-value was 10.017, which was higher than the tabular P-value of 0.00 at 0.05 level of significance. This rejected the hypothesis. The evidence explained that the three groups of respondents were not similar in their observation in terms of the level of perceptions along the relevance of the curriculum. This result was further verified in the posteriori test calculation. The result denoted that there was a significant difference on the perceptions in relation to the relevance of the curriculum. So, the assessment of the three groups of respondents was significant, resulting to the rejection of the hypothesis. This result was cross-checked, as indicated by P-value of 0.00, which was lower than the critical F-value of 10.017.

26. On the evaluation to institute the significant differences on the perception of the three groups of respondents regarding the competence of instructional staff. The hypothesis which was tested states that, "There are no significant differences between the perceptions of the deans, the faculty and the graduate-respondents on the status of the teacher education programs of teacher education institutions in the Island of Samar with respect to the competence of instructional staff". Using the ANOVA, it was proven that there were significant differences. This was specified by the mean squares between groups indicated at

3.318 and the mean squares within groups indicated at 0.267. The computed F-value resulted to be 12.438. It was viewed that the computed F-value of 12.438 was higher than the tabular P-value of 0.000. The results proposed that the hypothesis was rejected. It meant that the perceptions of the three groups of respondents along the competence of instructional staff did not conform to each other.

27. On the evaluation of the dean, the faculty and the graduate-respondents on the effectiveness of student support and services. The significant differences among the perceptions of the three groups of respondents were tested, utilizing the ANOVA. The result showed that the computed mean squares between groups was 4.231 and the mean squares within groups was 0.355, establishing the mean square deviation within groups. The computed F-value was 11.922, higher than the tabular P-value of 0.000 at 0.05 level of significance relative to the degrees of freedom 2 and 381.With this figures, the hypothesis that, "There are no significant differences between the perceptions of the deans, the faculty and the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the effectiveness of student support and services" was rejected. This means that the three groups of respondents had different assessment. With the rejection of the hypothesis, the posteriori test was undertaken to double-check the result which pointed out that the faculty-graduates' pair had a mean

difference of 0.383, and was significantly higher than 0.000, thus the hypothesis was rejected.

28. On the adequacy of physical facilities and support services. To substantiate the significant differences among the perceptions of the three groups of respondents the ANOVA was employed. It was hypothesized that, "There are *no significant differences between the perceptions of the deans, the faculty and* the graduate-respondents on the status of teacher education programs of teacher education institutions in the Island of Samar with respect to the adequacy of physical facilities and other support services". The ANOVA established that there were significant differences within groups, as pointed out by the mean squares between and within groups at 5.296 and 0.689, respectively. The calculated F-value resulted to 7.682, which was higher than the tabular P-value of 0.001. This result rejected that the hypothesis. This showed that the perceptions of the three groups of respondents on physical facilities and support services were significantly different. Supporting this finding was the employment of the posteriori test eliciting that the faculty-graduates' pair had a mean difference of 0.417, thus, confirming the rejection of the hypothesis.

29. On the examination to ascertain the significant differences on the perceptions of the three groups of respondents in relation to the adequacy of fiscal resources. The hypothesis relevant to this aspect of the study proposes that, "There are no significant differences between the perceptions of the deans, the faculty and the graduate-respondents on the status of the teacher education

programs of teacher education institutions in the Island of Samar with respect to the adequacy of fiscal resources" which was tested. Applying the ANOVA, it was comprehensible that there was a distinction within groups. This was specified by the mean squares between groups and within groups at 6.567 and 0.804, respectively. The computed F-value of 8.165, was significantly higher than that of the tabular P-value of 0.000. The outcome recommended that the hypothesis was rejected. It suggested that the perceptions of the three groups of respondents along the area on the adequacy of fiscal resources did not conform to each other; this was conferred further, upon the conduct of posteriori test. The faculty-graduates' pair had a mean difference of 0.446 which was evaluated as a significant difference.

30. On the effectiveness of human resource development as perceived by the three respondents of the study. Established was that the dissimilarity within groups as characterized by the mean squares between groups was 5.296 and mean squares within groups was 0.689. These illustrated that the computed F-value of 7.682 is statistically higher than the tabular P-value of 0.001, with a probability level of significance at 0.05, with the degrees of freedom at 2 and 281.Since the computed F-value was significantly higher than that of the tabular P-value, it led to the rejection of hypothesis, This analysis was further evaluated by the posteriori test. The faculty-graduates' pair obtained a difference of 0.417, hence, the assessment had a significant difference. Compared to the faculty-dean's pair and dean-graduates' pair, the difference was not significant.

31. On the relevance of goals and objectives of TEIs. The data indicated that the statistical hypothesis should be accepted except in the case of position and educational qualification of the deans. The computed Pearson r, 0.801 for both the position and educational qualification, is greater than the tabular value of 0.031 at 0.05 level of significance thereby rejecting the null hypothesis in favour of the research hypothesis. Likewise, on the variables of age, sex, civil status, length of service and income, the computed correlation r values are lower than the tabular values, so, the null hypothesis was accepted. This means that there is no significant relationship observed and it implied that the variables were related and their interaction had an effect as to the status of teacher education programs in making relevant goals and objectives of teacher education institutions.

32. On the relevance of the curriculum. The results manifested that the statistical hypothesis should be accepted, except for position, educational qualification and length of service. There was a very strong, positive relationship on position and educational qualification, while there was a very strong negative correlation on the length of service. The computed Pearson r on position, educational qualification and length of service were, 0.882, 0.882 and -0.825 respectively, with the tabular values of 0.009 for the position and educational qualification and 0.022 for the length of service, at 0.01 level of significance on the former, and on the latter at 0.05 level of significance. Since the computed correlation r for position and educational qualification was greater than the

tabular value, the null hypothesis was negated. This clearly showed that there were significant relationships on the mentioned variables. It implied that the higher the position, educational qualification and length of service of the respondents, the higher their relevance to the curriculum. On the other hand, as to the age, sex, civil status and income of the respondents the computed correlation r is lower than the tabular value, which indicated that these variables were not significant, thus their effect on the relevance of the curriculum was high.

33. On the competence of instructional Staff. The Pearson r computation disclosed that the statistical hypothesis should be accepted for all the variates, thereby led to the rejection of the null hypothesis. This analysis substantiated that there was a significant relationship on all related-variates, thus, the mentioned variables were significantly related to the teacher education institutions, and are most likely to affect the competence in instruction.

34. On the effectiveness of student support and services. The evaluation offered that the statistical hypothesis should be accepted, except in the case of length of service in the dean-related-variates. From the computation of Pearson r at -0.765 with the tabular value of 0.045 at 0.05 level of significance, the relationship was significant. Thus, the longer the length of service the lesser its effect on the status of teacher education programs. Furthermore, other variates had shown no significant relationship on the aforementioned area, such as age, sex, civil status, position, educational qualifications and income. The

correlation r value found to be not significant, so it implied that the null hypothesis is invalidated in favour of the research hypothesis.

35. On the adequacy of physical facilities and other support services. A Pearson product-moment correlation was computed between all dean-related variates and the area on the adequacy of physical facilities and other support services. As found, statistically significant relationships were detected between sex, position and educational qualification. The computed Pearson r for sex variate is -0.776 which resulted to a very strong negative correlation, while for position and educational qualification, both revealed 0.763 which was greater than the tabular value of 0.046 at 0.05 level of significance, rejecting the null hypothesis because of its significant relationship. No significant relationship was also observed for age, civil status, length of service and income. Their computed r values were lower than the tabular values, thus accepting the hypothesis. Since the values were lower affirming that these variables were highly interrelated on the area of the teacher education programs in the Island of Samar.

36. On the adequacy of fiscal resources. Results suggested that the statistical hypothesis which states that, "There is no significant relationship between the status of teacher education programs and the dean-related-variates", particularly, on the area of adequacy of fiscal resources. It suggested that the statistical hypothesis on all variates should be accepted, hence, all the computed values of Pearson r for all variates were not significant at 0.05 level of significance.

37. On the effectiveness of human resource development. The Pearson r computation illustrated that the statistical hypothesis should be accepted for all variates. There was no statistically significant correlation between the different variates for the dean-respondents in the aforementioned area. This means that the computed correlation r value was found not to be, significant, thus, the acceptance of null hypothesis at 0.05 level of significance. As a result, it can be concluded that all related-variates of the deans were significantly interconnected to the effectiveness of human resource development.

38. On the relevance of Goals and Objectives. A Pearson product-moment correlation was calculated among all faculty-related variates. Statistically significant relationships were perceived involving sex, civil status, and educational qualification. The computed Pearson r value of the former variates mentioned were revealed as: 0.373, 0.253, 0.238, findings that proved respectively higher than the tabular values of 0.002, 0.042 and 0.048 at 0.01 level of significance for sex variate and 0.05 level of significance for civil status and educational qualification. These findings revealed a significant relationship between the faculty-related variates, thus, rejecting the null hypothesis.

39. On the relevance of the curriculum. The data gathered denoted that the statistical hypothesis for all the faculty related-variates must be accepted, where it established no significant correlation based on the computed Pearson r values. No other statistically significant relationships were revealed through the

correlation statistics for all variates. As a consequence, all were qualified to be very significant in contributing to teacher education institutions' programs.

40. On the competence of instructional staff. The statistical hypothesis should be accepted for all variates of the faculty respondents. The computed Pearson r values were all found of no significant correlation, measured at 0.05 level of significance at two tailed. Thus, accepting the null hypothesis that, "There is no significant relationship between the status of the teacher education programs on the faculty-related variates". This further implied that all related-variates of the faculty-respondent's pair were significantly associated with the competence of instructional staff.

41. On the effectiveness of student support and services. Records inferred that the statistical hypothesis should be accepted, except in the case of position in the faculty-related-variates. The null hypothesis was rejected with the computed correlation r value of -0.344, and the tabular value of 0.005 at 0.01 level of significance that resulted to a moderate negative correlation. It revealed to a significant relationship between the position of faculty-respondents and the effectiveness of the student support and services. Further, it entailed that other variates such as age, sex, civil status, educational qualification, length of service, income and in-service training disclosed no significant relationship as shown in the data. As such, these variates signified a significant relationship in the teacher education institutions' search for effectiveness of student support and services.

42. On the adequacy of physical facilities and other support services. Pearson r computation revealed that the statistical hypothesis should be accepted for all the faculty-related-variates. Hence, there was no statistically significant correlation between the different variates, thus, accepting the hypothesis that says, "There is no significant relationship between the status of the teacher education programs on the faculty-related variates". It further, implied that all variates were linked to the institutions' target to meet the adequacy of physical facilities and other support services.

43. As to the adequacy of fiscal resources. Findings signified that the statistical hypothesis which states that, "There is no significant relationship between the status of teacher education programs and the faculty-related variates" should be accepted. Hence, all the computed values of Pearson r were not significantly correlated. As a consequence, all variates were influential in teacher education institutions desire to promote adequacy of fiscal resources.

44. On the effectiveness of human resource development. The computed correlation r value of-2.51 and the tabular value of 0.042 at 0.05 level of significance disclosed that the position of faculty-respondents had a significant relationship. This further revealed that the position of faculty-respondents denoted significant relationship on the aforementioned area of concern. As a result, findings suggested a rejection of the null hypothesis. On the other hand, other variates such as age, sex, civil status educational qualification, length of service, income and in-service training were not significantly linked to the status

of teacher education programs' effectiveness of human resource development. In effect, the null hypothesis was accepted.

45. In line with the relevance of the goals and objectives. Statistically significant relationships were apparent concerning the school where the graduate-respondents graduated from. The Pearson r value was of -0.216 interpreted as negative weak correlation, at 0.01 level of significance, hence identifying the relationship as significant. This meant that the null hypothesis was rejected. Thus, the school from where the graduate-respondents graduated only showed that such concern contributed most in the status of teacher education programs.

46. On the relevance of the curriculum. The computed Correlation r for school graduated from was -0.237, while that of the in-service trainings for regional level was 0.356, both at 0.01 level of significance, two-tailed. This meant that the relationship was significant and implied a rejection of null hypothesis. Further, it manifested that the school from where the graduate-respondents graduated and the in-service trainings had a great impact on the status of the teacher education programs in the teacher education institutions in the Island of Samar.

47. On the competence of instructional staff. Findings showed that the computed Correlation r for civil status and school from where the graduate-respondents graduated were recorded at 0.195 and -0.185, interpreted both, as negligible correlation. Though, the result was both negligible at 0.01 level of

significance, it led to the rejection of the null hypothesis. Since the relationship was significant, however, it can be concluded that civil status and school graduated from of the graduate-respondents bore contribution to the status of teacher education programs.

48. On the effectiveness of student support and services. The data suggested that the statistical hypothesis should be accepted, except in the case of civil status in the graduate-related variates. From the calculation of Pearson r of 0.133, two tailed, at 0.05 level of significance, result of the relationship was significant, ensuing to the rejection of the hypothesis. Likewise, other variates had not revealed any significant relationship on the abovementioned area.

49. With respect to the adequacy of physical facilities and other support services. Pearson product-moment relationship was computed involving all graduate related-variates. As manifested, in the results, there were no statistically significant relationships identified among the graduate-variates, implying that the null hypothesis was accepted, therefore, graduate-related variates were not significantly relative to the status of teacher education program. With this result, the variates can be concluded to be the means in upholding the adequacy of physical facilities and other support services in the teacher education programs in the teacher education institutions in the Island of Samar.

50. As to the adequacy of fiscal resources. The statistical hypothesis which states that, "There is no significant relationship between the status of

teacher education programs and the graduate-related variates". Findings led to the acceptance of the hypothesis and for this reason, all the computed values of Correlation r were not significant, and finally,

51. On the effectiveness of human resource development, Findings of the study supported the acceptance of the null hypothesis for all the graduate-related-variates. *There was no computed result that could be considered between* the different variates for the graduate related-variates in the aforesaid area. Furthermore, this finding led to accepting the hypothesis which says that, "There is no significant relationship between the status of the teacher education programs on the graduate related-variates". Thus, the acceptance of the hypothesis indicated that the different variates were definitely key factors in realizing effective human resource development in TEIs.

Conclusions

In the light of the findings that have been presented, the following conclusions are drawn. On the overall status of the Teacher's Program of the TEIs in the Island of Samar, the following have been revealed:

1. The specializations offered along the eight teacher education institution-respondents in the Island of Samar consisting of, four private institutions owned and managed by private individuals and religious groups, particularly, the Roman Catholic groups have been offering: Elementary Education, Secondary Education with specialization in Mathematics, Biology,

English, TLE, Filipino, Social Science, Physical Education, General Science, Chemistry, Physical Science and Biochemistry.

2. Most of the graduates of the teacher education institutions were those in the government or public institutions, a few of them graduated in private institutions.

3. The data on the performance in the Licensure Examination inform that the Elementary Education graduates' performance in LET is better than graduates in Secondary Education.

4. The age of the dean-respondents indicated that most of them were in their middle age or central point. Most of the faculty-respondents were in their retirement age. The graduate-respondents, on the other hand, still benefited from their young age, and most were in their late twenties.

5. As to the sex, majority of the deans, the faculty and the graduate-respondents in the teacher education institutions in the Island of Samar were females. This proves that females are into teaching more than their counterparts.

6. The *dean-respondents, as well as the faculty-respondents,* generally, were married; with a very few single and widow/er. In the teacher education institutions, most of the deans and the faculty were married. Meanwhile, single members dominant in the graduate-respondents.

7. A significant number of the dean-respondents were college deans. Majority of the faculty landed as Instructor I, and Teacher I for the graduate-respondents.

8. The dean-respondents had met the standard educational qualifications. Majority of them were doctorate degree holders and had grown professionally. On the other hand, the faculty-respondents had also met the minimum educational qualification required, many of whom were master's degree holders required for tertiary level teaching.

9. Most of the dean and the faculty-respondents had significant administrative and teaching experience, thereby offering sufficient knowledge, adeptness, proficiency, and relevant skills to their job.

10. Most of the dean and faculty-respondents had grown professionally by attending a series of trainings, locally and internationally, that made them effective and efficient in their field of work.

11. Majority of the dean and the faculty-respondents received a monthly income above the poverty line. Only very few belonged to low income group.

12. The earned degree distribution of the graduate- respondents was Secondary Education, but was dominated by Elementary Education graduates.

13. The data generated on school graduated from by the graduate-respondents TEIs were distributed among the following, in this order: Samar State University, University of Eastern Philippines, Samar College, Northwest Samar State University, Eastern Samar State University, Christ the King College, Saint Mary's College of Borongan and Saint Mary's College of Catbalogan, Northern Samar Colleges, and that of San Lorenzo Ruiz De Manila, Catarman.

14. In relation to the eligibility of the graduate-respondents, all respondents were LET eligible, some had Civil Service eligibility, and very few had TESDA eligibility.

15. Most of the graduate-respondents had significant employment, the majority being permanently employed in the government. Few were connected in private institutions.

16. On the perceptions of the three groups of respondents as they related to the areas/parameters of the Teachers Program of the TEIs in the Island of Samar, the following have been manifested:

16.1 The data concerning the perceptions by the deans, the faculty and graduate-respondents on the extent of relevance of the goals and objectives. The deans rated the status of teacher-education program on the relevance of the goals and objectives as "Extremely Relevant" on the identified four indicators; while the faculty and the graduate-respondents, both *consistently rated it as "Very Relevant"*, thus, concretely proving that there was a relevance of the goals and objectives of the teacher-education program in the Island of Samar and this was "Very Relevant".

16.2 The relevance of the curriculum as perceived by the deans, the faculty and the graduate-respondents. The three groups of respondents consistently rated the relevance of the

curriculum as "Very Relevant", confirming that the status of the teacher-education program in the teacher education institution in the Island of Samar was "Very Relevant".

16.3 The perceptions of the deans, the faculty and the graduate-respondents on the competence of instructional staff. The *overall rating on the competence of instructional staff in the* teacher education institution in the Island of Samar was rated "Very Good" by the three groups of respondents.

16.4 The perception on the effectiveness of student support and services. Eight indicators had been rated by the deans, the faculty and the graduate-respondents as "Very Good".

16.5 The perceptions on the adequacy of physical facilities and other support services. Manifested by the findings of the study was that the perceptions of the two groups of respondents, the deans and the faculty, were the same as "Very Good", but as to graduate-respondents, it was only "Good". Combining the perceptions of the three groups, however, the adequacy of physical facilities and other support services, was still "Very Good".

16.6 On the adequacy of fiscal resources, the deans and the faculty-respondents assessed the TEIs to be "Very Good", though, to the graduate-respondents it was only "Good".

Combining the perceptions of the three groups, the adequacy of fiscal resources it was that "Very Good". Among the significant others, the "Very Good" rating on the adequacy of fiscal resources meant functioning excellently.

16.7 The findings on the perception of the respondents along the effectiveness of human resource development showed that the dean-faculty-respondent's pair had perceived it as "Very Good", while the graduate-respondents' perception was only "Good". The assessment of the first two respondents being "Very Good" made this aspect of the TEIs program "Very Good, too.

17. There were significant differences in the perceptions of the three groups of respondents on the relevance of the following:

17.1 Relevance of the goals and objectives;

17.2 Relevance of curriculum;

17.3 *Competence of instructors and staff;*

17.4 Effectiveness of student support and services;

17.5 Adequacy of physical facilities and other support services;

17.6 Adequacy of fiscal resources, and

17.7 Effectiveness of human resources development on the status of teachers' education program of TEIs in the Island of Samar.

The perceptions of the three groups of respondents on the earlier cited areas/parameters being statistically significant differences, all led to the rejection of the hypothesis of the study.

18. On the different areas/parameters of the Teachers Programs of TEIs as affected by the respondents-related-variates, the following had been established:

18.1 On the attainment of goals and objectives, the statistical hypothesis was accepted except for position and educational qualification of the deans. Other variables such as age, sex, civil status, length of service and income, showed no significant relationship. To the faculty related-variates, statistically significant relationships were perceived involving sex, civil status, and educational qualification, thus null hypothesis was rejected. For the graduate related-variates statistically significant relationships were apparent concerning school graduated, this concluded that the null hypothesis was rejected;

18.2 The relevance of the curriculum. To the dean related-variates was explained by the findings that led to the acceptance of the hypothesis except for position, educational qualification and length of service. The conclusion that the higher the position, educational qualification and length of service of

the respondents, the higher its relevance to the curriculum. The null hypothesis for all the faculty related-variates was accepted. As a consequence, all were qualified to be very significant in contributing to teacher education institutions programs. Finally, the relationship was significant and implied rejection of null hypothesis. Further, it testified that the school from where the graduate-respondents graduated and the in-service trainings had a great impact on the status of teacher education programs;

18.3 On the competence of the instructional staff, the statistical hypothesis was accepted for all the dean related-variates, the rejection of null hypothesis was confirmed. The analysis substantiated that there was significant relationship on all related-variates. For the faculty related-variates, the statistical hypothesis was accepted for all variates. This further concluded that all related-variates were significantly associated with the competence of instructional staff. Lastly, the relationship was significant. It can be concluded that civil status and school graduated from of the graduate-respondents bore relevant contribution to the status of the teacher education programs;

18.4 On the effectiveness of student support and services, the evaluation offered that statistical hypothesis should be accepted, except in the case of length of service in the dean-related variates. Thus, the relationship was significant. Results inferred that the statistical hypothesis was accepted, except in the case of position in the faculty related-variates. Significant relationship was observed. At length, the statistical hypothesis was accepted, except in the case of civil status in the graduate-related variates. Likewise, other variates had not revealed any significant relationship;

18.5 On the adequacy of physical facilities and other support services. Correlation was computed between all dean-related variates, as reflected statistically significant relationships were detected among sex, position and educational qualification. No significant relationship was observed on age, civil status, length of service and income. In addition, the null hypothesis was accepted for all the faculty related-variates. Further, acceptance of the hypothesis implied that all the variates were linked to the institutions targeted to meet up adequacy of physical facilities and other support services. The graduate related-variates, mirrored no

significant relationships among all variates, it implied simply that the null hypothesis was accepted.

18.6 On the adequacy of fiscal resources. Results of the study accepted the statistical hypothesis which states that, "There is no significant relationship between the status of teacher education programs and the dean-related variates", was accepted, hence; all the computed values of Pearson r were not significant. The faculty related-variates had no significant correlation. As a consequence, all variates were believed to be influential in the teacher education institutions. However, the graduate related-variates, recommended that the statistical hypothesis should be accepted for this reason because all the computed values of Correlation r were not significant, and

18.7 On the effectiveness of human resource development. The *null hypothesis was accepted for all variates in the dean-*respondents in the aforementioned area. It can be concluded that all dean-related-variates were significantly interconnected to the effectiveness of human resource development. The position of the faculty-respondents had a significant relationship. It suggested a rejection of null hypothesis. On the other hand, other variates were not

significant. The graduate-related-variates exemplified that the statistical hypothesis was accepted for all the variates. Furthermore, the different variates were definitely key factors in realizing effective human resource development.

Recommendations

On the basis of the abovementioned conclusions, the following recommendations are made for the planners, policy makers, and academicians of teacher education institutions that:

1. Teacher Education Institutions in the Island of Samar be given a reasonable share in the budgetary provision, so as to redevelop some of the inadequate physical training resources;

2. The deans of the Teacher Education Institutions in the Island of Samar should improve training by improving the level or profile of the faculty by means of substantiating the institution's faculty development program;

3. The deans should commence and promote strict trainings among teacher education students to expose them to actual teaching;

4. The deans must link motivation to rewards and incentives to high performing faculty members to encourage them raise the bar of excellence in teaching, learning and research services;

5. The Teacher Education Institutions in the island of Samar must give importance on quality instructions, so as to improve the percentage of

passing in LET performance, and in turn elevate the percentage of graduates' employment;

6. There be a re-examination and the codification of competencies of Teacher Education curriculum to ensure the proper matching of program curricular contents and board examination testing criteria;

7. School administrators must improve the quality of instruction based on evidence available to date to include faculty development and facilities upgrading;

8. Teacher Education Institutions in the Island of Samar must review the merit system for faculty members to ensure the employment of competent and dedicated faculty with favourable and positive professional and personal values;

9. School TEIs' admission and retention requirements of students should be strictly implemented by the Teacher Education Institutions;

10. TEIs must conduct an equivalent review of LET questions and the Teacher Education Curriculum for improved alignment to the K+12 curriculum;

11. TEIs consider other pre-college screening mechanism or standards such as national entrance examination for teachers;

12. A study on supply and demand be made possible specifically on the needs for teachers in the different specializations offered by the Teacher Education Institutions;

13. A parallel study be conducted to evaluate other related courses for enhanced TEIS in the Island of Samar.

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APPENDICES

Appendix A

SAMAR STATE UNIVERSITY
Catbalogan, Samar

June 23, 2003

The Dean College of Graduate Studies
Samar State University
Catbalogan, Samar

Ma'am:

In my desire to start writing my dissertation, I have the honor to submit for your approval one of the following research problems, preferably problem number 1.

1. TEACHER EDUCATION PROGRAM OF COLLEGES AND UNIVERSITIES
   IN THE ISLAND OF SAMAR: ITS PROSPECTS FOR DEVELOPMENT

2. TEACHERS PERFORMANCE AS IT RELATES TO THE NATIONAL ACHIEVEMENT TEST (NAT) RESULTS IN THE DIVISION OF SAMAR

3. WORK ATTITUDES AND JOB PERFORMANCE OF SECONDARY SCHOOLS MASTER TEACHERS IN THE DIVISION OF SAMAR

I hope for your favourable approval on this request.

Very truly yours,

(SGD.) ERMELINDA C. FLORETES
Researcher

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

Appendix B

SAMAR STATE UNIVERSITY
Catbalogan, Samar

NAME : **FLORETES** **ERMELINDA** **CABUELLO**
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE : **DOCTOR OF PHILOSOPHY**

SPECIALIZATION : **EDUCATIONAL MANAGEMENT**

TITLE OF PROPOSED DISSERTATION: **TEACHER EDUCATION PROGRAM OF COLLEGES AND UNIVERSITIES IN THE ISLAND OF SAMAR: ITS PROSPECTS FOR DEVELOPMENT**

Approved:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

Conforme:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Adviser

Appendix C

SAMAR STATE UNIVERSITY
Catbalogan, Samar

May 28, 2008

The Dean College of Graduate Studies
Samar State University
Catbalogan, Samar

Ma'am:

I have the honour to request from your good office that I maybe scheduled for a pre-oral defense of my Dissertation proposal entitled **"TEACHER EDUCATION PROGRAM OF COLLEGES AND UNIVERSITIES IN THE ISLAND OF SAMAR: ITS PROSPECTS FOR DEVELOPMENT".**

Looking forward for your favourable action on this regard.

Thank you very much and God bless!

Very truly yours,

(SGD.) ERMELINDA C. FLORETES
Researcher

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

Appendix D

SAMAR STATE UNIVERSITY
Catbalogan City

June 08, 2014

DOMINADOR O. AGUIRRE JR., DM.
University President
Eastern Visayas State University
Tacloban City

Sir:

Warm Greetings!

In her pursuit for professional development, the undersigned is currently enrolled in the doctorate program of Samar State University, Catbalogan City and is presently working on her dissertation entitled, **"Teacher Education Program of Universities and Colleges in the Island of Samar: Its Prospects for Development".** Concomitant to this, the undersigned have the honor to request permission from your good office to conduct pilot testing of her research instrument in your institution specifically in the College of Education Department, the College Dean and the faculty members as the validators.

Your cooperation on this matter will greatly contribute to the success of the undertaking.

Thank you very much in anticipation of your kind cooperation and assistance and feel assured that the data will be treated with utmost confidentiality and will be used solely for research purposes only.

May God bless you a thousandfold.

Very truly yours,

(SGD.) ERMELINDA C. FLORETES
Researcher

Noted:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Adviser

Appendix E

SAMAR STATE UNIVERSITY
Catbalogan City

July 28, 2014

The University Presidents,
College of Education Deans,
Faculty members
Teacher Education Institutions
Public/Private
Island of Samar

Sir/Ma'am:

Warm Greetings!

In her pursuit for professional development, the undersigned is currently enrolled in the doctorate program of Samar State University, Catbalogan City and is presently working on her dissertation entitled, **"Teacher Education Program of Universities and Colleges in the Island of Samar: Its Prospects for Development".** In this connection, the undersigned have the honour to request permission from your good office to field her research instrument in your prestigious institution, specifically the College of Education Dean and Faculty members, for your school have been chosen as one of the respondents of this study. The intention of this research study/assessment is to evaluate the Teacher Education Program in the Island of Samar, and not to assess the individual program of each school.

Your cooperation on this matter will greatly contribute to the success of the undertaking.

Thank you very much in anticipation of your kind cooperation and assistance and feel assured that the data collected will be treated with utmost confidentiality and will be used solely for research purposes.

May God bless you a thousandfold.

Very truly yours,

(SGD.) ERMELINDA C. FLORETES
Researcher

Noted:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Adviser

Appendix F

SAMAR STATE UNIVERSITY
Catbalogan City

July 28, 2014

The University Registrar,
Teacher Education Institutions
Public/Private
Island of Samar

Sir/Ma'am,

Warm Greetings!

In her quest for professional development, the undersigned is presently enrolled in the doctorate program of Samar State University, Catbalogan City and is currently working on her dissertation entitled, **"Teacher Education Program of Universities and Colleges in the Island of Samar: Its Prospects for Development".** In connection to this, the undersigned have the honour to request permission from your good office to get data from your records as to the number of your College of Education enrolment and graduates ten years back from 2003 to 2013. The data that will be gathered will be used exclusively in determining the sampling of graduate respondents since your school have been chosen as respondents in this present endeavour. The intention of this research study/assessment is to evaluate the Teacher Education Program in the Island of Samar, and not to assess the individual program of each school.

Your cooperation on this matter will greatly contribute to the success of the undertaking.

Thank you very much in anticipation of your kind cooperation and assistance and feel assured that the data collected will be treated with utmost confidentiality and will be used solely for research purposes.

May God bless you a thousandfold.

Very truly yours,

(SGD.) ERMELINDA C. FLORETES
Researcher

Noted:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Adviser

Appendix G

Samar State University
Catbalogan City

COLLEGE OF GRADUATE STUDIES

SURVEY QUESTIONNAIRE
(for the Administrators)

Dear Sir/Ma'am:

Warm Greetings!

The undersigned is currently conducting her dissertation and you have been chosen as one of the respondents of his research entitled, "**Teacher Education Program of Universities and Colleges in the Island of Samar: Its Prospects for Development**" Your honest and sincere answer to the questions will provide *information that will certainly contribute the curricular program's development.*

The researcher's intention of assessment is to evaluate the Teacher Education program in the Island of Samar, and not to assess the individual program of each school.

Thank you very much for your cooperation, and feel assured that all your responses will be kept with strict confidence.

Very truly yours,

(SGD.)ERMELINDA C. FLORETES
Researcher

Noted:

(SGD.) EUSEBIO T. PACOLOR
Adviser

****

Part I-Personal Profile

Direction: Please accurately fill up the appropriate space provided for the different items listed below.

N A M E (Optional) _____ Age _____ Sex _____ Civil Status _____
Present Position _____
Current Employer (Agency) _____

Baccalaureate Degree _____ Major: _____
Masteral Degree _____ Major: _____
Doctoral Degree _____ Major: _____
Length of Service (in Years) _____
Eligibility and Rating _____

Average Family income per month (Pls. Check)

( ) Php 15,001 - Php18, 500
( ) Php 18,501 – Php 21,000
( ) Php 21,501 – Php 24,500
( ) Php 24,001 – Php 27,500
( ) Php 27,501 – Php 30,500
( ) Php 30,501 – Php 33,500
( ) Php 33,501 – Php 36,500

In-Service Training:

Title of Training	Sponsoring Agency	No. Of Hours	Level of Training (Int'l/Nat'l/Reg'l/Local

Scholarship

Title of Scholarship	Sponsoring Agency	Inclusive Dates

A. Status of the Teacher-Education Program of Teacher Education Institution

Direction: Please Indicate your perception on the status of Teacher Education Program on the different features. Encircle the appropriate number to describe your perception based on the following scale and interpretation:

5 - if the subject or item is Extremely Relevant (ER)
4 - if the subject or item is Very Relevant (VR)
3 - if the subject or item is Relevant (R)
2 - if the subject of item is Moderately Relevant (MR)
1 - if the subject of item is Not Relevant (NR)

1. Attainment of Goals and Objectives	**(ER)**	**(VR)**	**(R)**	**(MR)**	**(NR)**
a. The program objectives are relevant to the needs of the students.	5	4	3	2	1
b. The program objectives are congruent to national development goals.	5	4	3	2	1
c. There is clarity in the goals of teacher education as well as the manner they are to be achieved.	5	4	3	2	1
d. The program objectives clearly reflect specific values in education.	5	4	3	2	1
Total					

2. Relevance of the Curriculum	**(ER)**	**(VR)**	**(R)**	**(MR)**	**(NR)**
a. The curriculum is congruent to program objectives	5	4	3	2	1
b. There is a clear and detailed description of the subject content in teacher education course	5	4	3	2	1
c. The curriculum content is relevant to the needs of the country	5	4	3	2	1
d. The curriculum development/revision is participated in by the faculty, students, alumni and other stakeholders'	5	4	3	2	1
e. The curriculum provides advanced specialized training in education	5	4	3	2	1
f. The curriculum shows that it can develop authority or leadership in their field of specialization	5	4	3	2	1
g. The curriculum provides opportunities for varied professional experiences	5	4	3	2	1
Total					

3. Competence of Instructional Staff

Direction: Please encircle the appropriate number indicating your assessment on the competence of the instructional staff in your school using the following scale and interpretation

5	-Excellent (E)	the provision or conditions are extensive and are functioning excellently
4	- Very Good (VG)	the provisions or conditions are moderately extensive but are functioning well, or the provisions or condition are moderately extensive but are functioning excellently
3	- Good (G)	the provisions or conditions are moderately extensive and functioning well
2	- Fair (F)	the provisions or conditions are moderately extensive but are functioning poorly, or the provisions or conditions are limited to some extent but are functioning well
1	- Poor (P)	the provision or conditions are limited to some extent and are functioning poorly

a. The faculty members are competent in terms of	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**
a.1. Mastery of the subject matter	5	4	3	2	1
a.2. Prepare appropriate instructional materials/teaching aids	5	4	3	2	1
a.3. Choice of teaching methods/strategies	5	4	3	2	1
a.4. Provides appropriate motivation	5	4	3	2	1
a.5. Conveys ideas clearly	5	4	3	2	1
a.6. Utilizes the art of questioning to develop higher of thinking	5	4	3	2	1
a.7. Ensure students Participation	5	4	3	2	1
a.8. Addresses individual differences	5	4	3	2	1
a.9. Use of varied and appropriate evaluation materials	5	4	3	2	1
a.10. Assesses lesson to determine desired outcomes within the allotted time	5	4	3	2	1
a.11. Maintains clean, orderly classroom conductive to learning	5	4	3	2	1
Total					

b. The faculty members are constantly updating their educational qualification and expertise in teacher education	5	4	3	2	1
c. There is a range of expertise among the faculty members	5	4	3	2	1
4. Effectiveness of Student Support and Services	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**
a. The school disseminates the policies/rules/ plants/programs/accomplishments and regulations to the students	5	4	3	2	1
b. The program provides enrichment and remedial instruction	5	4	3	2	1
c. Encourages involvement of students in different programs and activities	5	4	3	2	1
d. The pattern of organization and relationship with the school administration, instructional program and the community are clearly shown in the organizational chart	5	4	3	2	1
e. Students' services are made known to the students	5	4	3	2	1
f. The students' services meet students' needs and are sufficiently availed and are	5	4	3	2	1
g. The school follow up activities to evaluate needs, progress and performance of students	5	4	3	2	1
h. The programs and activities of students are recognized and given time for implementation by the administration	5	4	3	2	1
Total					

5. Adequacy of Physical Facilities

Direction: The following are the program resources that maybe considered to meet the objectives of the Teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very Extensive and functioning excellently
4	- Very Good (VG)	- Moderately extensive and functioning very well
3	- Good (G)	- Adequate and functioning well
2	- Fair (F)	- Limited but functioning well
1	- Poor (P)	- Very Limited and functioning poorly
0	- Missing (M)	- Missing but necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
A. School Site						
a. Spaciousness of site with space for expansion	5	4	3	2	1	0
b. Reads and walkways	5	4	3	2	1	0
c. Security measures in the campus	5	4	3	2	1	0
d. Facilities for sewage disposal and drainage	5	4	3	2	1	0
e. Landscaping of the campus	5	4	3	2	1	0
f. Outdoor space/structure for educational activities	5	4	3	2	1	0
Total						
B. Buildings	(E)	(VG)	(G)	(F)	(P)	(M)
a. Functionally constructed in relation to use	5	4	3	2	1	0
b. Planning of entrances and exits in buildings	5	4	3	2	1	0
c. Installed sanitary water facilities	5	4	3	2	1	0
d. Toilet and lavatory facilities	5	4	3	2	1	0
e. Installed electrical lines and communication lines	5	4	3	2	1	0
Total						
C. Laboratory	(E)	(VG)	(G)	(F)	(P)	(M)
a. Lecture and laboratory rooms	5	4	3	2	1	0
b. Existing Equipment and supplies	5	4	3	2	1	0
c. Furniture and fixtures	5	4	3	2	1	0
d. Gas, water, electricity	5	4	3	2	1	0
e. Sanitary and safety accessories	5	4	3	2	1	0
f. Gadgets, mechanical devices and other mechanical installations	5	4	3	2	1	0
Total						
D. Library	(E)	(VG)	(G)	(F)	(P)	(M)
a. Books, journals, periodical collections	5	4	3	2	1	0
b. Library staff services	5	4	3	2	1	0
c. Comfortable reading areas	5	4	3	2	1	0
d. Library furniture and fixtures	5	4	3	2	1	0
Total						
E. Assembly and Athletic Facilities	(E)	(VG)	(G)	(F)	(P)	(M)
a. Holding of convocations and assemblies	5	4	3	2	1	0

b. Seating arrangement, comfortability and ventilation	5	4	3	2	1	0
c. Facilities for athletic	5	4	3	2	1	0
d. Safety and sanitary features	5	4	3	2	1	0
Total						
F. Offices and Staff Rooms	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Facilities for faculty room	5	4	3	2	1	0
b. General office location and accessibility	5	4	3	2	1	0
c. Academic and administrative offices	5	4	3	2	1	0
d. Reception room and waiting areas	5	4	3	2	1	0
e. Storeroom for materials	5	4	3	2	1	0
Total						
G. Dental Facilities	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Dental equipment and supplies	5	4	3	2	1	0
b. Furniture and fixtures	5	4	3	2	1	0
c. Gas, water and electricity	5	4	3	2	1	0
Total						
H. Medical Facilities	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Medical equipment and supplies	5	4	3	2	1	0
b. Furniture and fixtures	5	4	3	2	1	0
c. Gas, water and electricity	5	4	3	2	1	0
Total						
I. Student Center	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. A functional student center is available	5	4	3	2	1	0
b. Center is well lighted and ventilated	5	4	3	2	1	0
c. Gas, water and electricity	5	4	3	2	1	0
d. A conference/meeting room is available	5	4	3	2	1	0
e. There are furnished offices for student leaders	5	4	3	2	1	0
f. There are rooms or spaces for table games, listening to music and watching TV	5	4	3	2	1	0
g. Separate sanitary toilets for men and women are available	5	4	3	2	1	0
Total						

	(E)	(VG)	(G)	(F)	(P)	(M)
J. Food Services/Canteen						
a. There is/are distinct areas for food/canteen services	5	4	3	2	1	0
b. The cafeteria is well lighted and ventilated, and water supply is very satisfactory	5	4	3	2	1	0
c. Foods served are balanced and affordable	5	4	3	2	1	0
d. Cleanliness, orderliness, and prompt services are evident	5	4	3	2	1	0
e. Cordial atmosphere is maintained	5	4	3	2	1	0
Total						

6. Adequacy of Fiscal Resources

Direction: The following are the program resources that maybe considered to meet the objectives of the teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very Extensive
4	- Very Good (VG)	-Moderately extensive
3	- Good (G)	- Adequate
2	- *Fair (F)*	- *Limited*
1	- Poor (P)	- Very limited
0	- Missing (M)	- Missing but necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
a. Ensures the availability of financial resources	5	4	3	2	1	0
b. Make provision for additional budget for trainings/seminars	5	4	3	2	1	0
c. Allocate resources to priority activities	5	4	3	2	1	0
d. Make provision for scholarship funds for faculty and staff	5	4	3	2	1	0
e. Funds for hiring new faculty and substitutes	5	4	3	2	1	0
f. Availability of funds for promotion of faculty	5	4	3	2	1	0
g. Availability of funds for incentive and fringe benefits	5	4	3	2	1	0
Total						

7. Effectiveness of Human Resources Development (HRD)

Direction: The following are the program resources that maybe considered to meet the objectives of the Teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very extensive and functioning excellently
4	- Very Good (VG)	- Moderately extensive and functioning very well
3	- Good (G)	- Adequate and functioning well
2	- Fair (F)	- Limited but functioning well
1	- Poor (P)	- Very Limited and Functioning poorly
0	- Missing (M)	- Missing but Necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
a. Define duties and responsibilities	5	4	3	2	1	0
b. Share information, knowledge and skills among constituents	5	4	3	2	1	0
c. Recruiting and selecting potential faculty and staff	5	4	3	2	1	0
d. Providing competency and leadership training to faculty	5	4	3	2	1	0
e. Boosting the morale of the faculty in various ways	5	4	3	2	1	0
f. Resolving differences through democratic way	5	4	3	2	1	0
g. Granting graduate scholarships	5	4	3	2	1	0
Total						

THANK YOU!

Appendix H

Samar State University
Catbalogan City
COLLEGE OF GRADUATE STUDIES

SURVEY QUESTIONNAIRE
(for the Faculty)

Dear Sir/Ma'am

Warm Greetings!

The undersigned is currently conducting her dissertation and you have been chosen as one of the respondents of his research entitled, "**Teacher Education Program of Universities and Colleges in the Island of Samar: Its Prospects for Development**" Your honest and sincere answer to the questions will provide information that will certainly contribute the curricular program's development.

The researcher's intention of assessment is to evaluate the Teacher Education program in the Island of Samar, and not to assess the individual program of each school.

Thank you very much for your cooperation, and feel assured that all your responses will be kept with strict confidence.

Very truly yours,

(SGD.)ERMELINDA C. FLORETES
Researcher

Noted:

(SGD.) EUSEBIO T. PACOLOR
Adviser

****

Part I-Personal Profile

Direction: Please accurately fill up the appropriate space provided for the different items listed below.

N A M E (Optional) _____ Age _____ Sex _____ Civil Status _____
School Graduated _____ Year Graduated _____

Present Position _____
Current Employer (Agency) _____
Baccalaureate Degree _____ Major: _____
Masteral Degree _____ Major: _____
Doctoral Degree _____ Major: _____
Length of Service (in Years) _____
Eligibility and Rating _____
Subjects Taught _____

Average Family income per month (Pls. Check)

( ) Php 7,001- Php 10,000
( ) Php 10,001 – Php 12,500
( ) Php 2,501 – Php 15,000
( ) Php 15,001 – Php 17,500
( ) Php 17,501 – Php 20,000
( ) Php 20,001 – Php 23,500

In-Service Training:

Title of Training	Sponsoring Agency	No. Of Hours	Level of Training (Int'l/Nat'l/Reg'l/Local

Scholarship

Title of Scholarship	Sponsoring Agency	Inclusive Dates

A. Status of the Teacher-Education Program of Teacher Education Institution

Direction: Please Indicate your perception on the status of Teacher Education Program on the different features. Encircle the appropriate number to describe your perception based on the following scale and interpretation:

5 - if the subject or item is Extremely Relevant (ER)
4 - if the subject or item is Very Relevant (VR)
3 - if the subject or item is Relevant (R)
2 - if the subject of item is Moderately Relevant (MR)
1 - if the subject of item is Not Relevant (NR)

	(ER)	(VR)	(R)	(MR)	(NR)
1. Attainment of Goals and Objectives					
a. The program objectives are relevant to the needs of the students.	5	4	3	2	1
b. The program objectives are congruent to national development goals.	5	4	3	2	1
c. There is clarity in the goals of teacher education as well as the manner they are to be achieved.	5	4	3	2	1
d. The program objectives clearly reflect specific values in education.	5	4	3	2	1
Total					
2. Relevance of the Curriculum	(ER)	(VR)	(R)	(MR)	(NR)
a. The curriculum is congruent to program objectives	5	4	3	2	1
b. There is a clear and detailed description of the subject content in teacher education course	5	4	3	2	1
c. The curriculum content is relevant to the needs of the country	5	4	3	2	1
d. *The curriculum development/revision is* participated in by the faculty, students, alumni and other stakeholders'	5	4	3	2	1
e. The curriculum provides advanced specialized training in education	5	4	3	2	1
f. The curriculum shows that it can develop authority or leadership in their field of specialization	5	4	3	2	1
g. The curriculum provides opportunities for varied professional experiences	5	4	3	2	1
Total					

3. Competence of Instructional Staff

Direction: Please encircle the appropriate number indicating your assessment on the competence of the instructional staff in your school using the following scale and interpretation

5	-Excellent (E)	the provision or conditions are extensive and are functioning excellently
4	- Very Good (VG)	the provisions or conditions are moderately extensive but are functioning well, or the provisions or condition are moderately extensive but are functioning excellently
3	- Good (G)	the provisions or conditions are moderately extensive and functioning well
2	- Fair (F)	the provisions or conditions are moderately extensive but are functioning poorly, or the provisions or conditions are limited to some extent but are functioning well
1	- Poor (P)	the provision or conditions are limited to some extent and are functioning poorly

b. The faculty members are competent in terms of	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**
a.1. Mastery of the subject matter	5	4	3	2	1
a.2. Prepare appropriate instructional materials/teaching aids	5	4	3	2	1
a.3. Choice of teaching methods/strategies	5	4	3	2	1
a.4. Provides appropriate motivation	5	4	3	2	1
a.5. Conveys ideas clearly	5	4	3	2	1
a.6. Utilizes the art of questioning to develop higher of thinking	5	4	3	2	1
a.7. Ensure students Participation	5	4	3	2	1
a.8. Addresses individual differences	5	4	3	2	1
a.9. Use of varied and appropriate evaluation materials	5	4	3	2	1
a.10. Assesses lesson to determine desired outcomes within the allotted time	5	4	3	2	1
a.11. Maintains clean, orderly classroom conductive to learning	5	4	3	2	1
Total					

c. The faculty members are constantly updating their educational qualification and expertise in teacher education	5	4	3	2	1
d. There is a range of expertise among the faculty members	5	4	3	2	1
5. Effectiveness of Student Support and Services	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**
a. The school disseminates the policies/rules/ plants/programs/accomplishments and regulations to the students	5	4	3	2	1
b. The program provides enrichment and remedial instruction	5	4	3	2	1
c. Encourages involvement of students in different programs and activities	5	4	3	2	1
d. The pattern of organization and relationship with the school administration, instructional program and the community are clearly shown in the organizational chart	5	4	3	2	1
e. Students' services are made known to the students	5	4	3	2	1
f. The students' services meet students' needs and are sufficiently availed and are	5	4	3	2	1
g. The school follow up activities to evaluate needs, progress and performance of students	5	4	3	2	1
h. The programs and activities of students are recognized and given time for implementation by the administration	5	4	3	2	1
Total					

5. Adequacy of Physical Facilities

Direction: The following are the program resources that maybe considered to meet the objectives of the Teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very Extensive and functioning excellently
4	- Very Good (VG)	- Moderately extensive and functioning very well
3	- Good (G)	- Adequate and functioning well
2	- Fair (F)	- Limited but functioning well
1	- Poor (P)	- Very Limited and functioning poorly
0	- Missing (M)	- Missing but necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
B. School Site						
f. Spaciousness of site with space for expansion	5	4	3	2	1	0
g. Reads and walkways	5	4	3	2	1	0
h. Security measures in the campus	5	4	3	2	1	0
i. Facilities for sewage disposal and drainage	5	4	3	2	1	0
j. Landscaping of the campus	5	4	3	2	1	0
k. Outdoor space/structure for educational activities	5	4	3	2	1	0
Total						
D. Buildings	(E)	(VG)	(G)	(F)	(P)	(M)
a. Functionally constructed in relation to use	5	4	3	2	1	0
b. Planning of entrances and exits in buildings	5	4	3	2	1	0
c. Installed sanitary water facilities	5	4	3	2	1	0
d. Toilet and lavatory facilities	5	4	3	2	1	0
e. Installed electrical lines and communication lines	5	4	3	2	1	0
Total						
E. Laboratory	(E)	(VG)	(G)	(F)	(P)	(M)
a. Lecture and laboratory rooms	5	4	3	2	1	0
b. Existing Equipment and supplies	5	4	3	2	1	0
c. Furniture and fixtures	5	4	3	2	1	0
d. Gas, water, electricity	5	4	3	2	1	0
e. Sanitary and safety accessories	5	4	3	2	1	0
f. Gadgets, mechanical devices and other mechanical installations	5	4	3	2	1	0
Total						
F. Library	(E)	(VG)	(G)	(F)	(P)	(M)
a. Books, journals, periodical collections	5	4	3	2	1	0
b. Library staff services	5	4	3	2	1	0
c. Comfortable reading areas	5	4	3	2	1	0
d. Library furniture and fixtures	5	4	3	2	1	0
Total						
G. Assembly and Athletic Facilities	(E)	(VG)	(G)	(F)	(P)	(M)
a. Holding of convocations and assemblies	5	4	3	2	1	0

b. Seating arrangement, comfortability and ventilation	5	4	3	2	1	0
c. Facilities for athletic	5	4	3	2	1	0
d. Safety and sanitary features	5	4	3	2	1	0
Total						
I. Offices and Staff Rooms	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Facilities for faculty room	5	4	3	2	1	0
b. General office location and accessibility	5	4	3	2	1	0
c. Academic and administrative offices	5	4	3	2	1	0
d. Reception room and waiting areas	5	4	3	2	1	0
e. Storeroom for materials	5	4	3	2	1	0
Total						
J. Dental Facilities	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Dental equipment and supplies	5	4	3	2	1	0
b. Furniture and fixtures	5	4	3	2	1	0
c. Gas, water and electricity	5	4	3	2	1	0
Total						
K. Medical Facilities	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Medical equipment and supplies	5	4	3	2	1	0
b. Furniture and fixtures	5	4	3	2	1	0
c. Gas, water and electricity	5	4	3	2	1	0
Total						
II. Student Center	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
h. A functional student center is available	5	4	3	2	1	0
i. Center is well lighted and ventilated	5	4	3	2	1	0
j. Gas, water and electricity	5	4	3	2	1	0
k. A conference/meeting room is available	5	4	3	2	1	0
l. There are furnished offices for student leaders	5	4	3	2	1	0
m. There are rooms or spaces for table games, listening to music and watching TV	5	4	3	2	1	0
n. Separate sanitary toilets for men and women are available	5	4	3	2	1	0
Total						

K. Food Services/Canteen

	(E)	(VG)	(G)	(F)	(P)	(M)
a. There is/are distinct areas for food/canteen services	5	4	3	2	1	0
b. The cafeteria is well lighted and ventilated, and water supply is very satisfactory	5	4	3	2	1	0
c. Foods served are balanced and affordable	5	4	3	2	1	0
d. Cleanliness, orderliness, and prompt services are evident	5	4	3	2	1	0
e. Cordial atmosphere is maintained	5	4	3	2	1	0
Total						

8. Adequacy of Fiscal Resources

Direction: The following are the program resources that maybe considered to meet the objectives of the teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very Extensive
4	- Very Good (VG)	-Moderately extensive
3	- Good (G)	- Adequate
2	- *Fair (F)*	- *Limited*
1	- Poor (P)	- Very limited
0	- Missing (M)	- Missing but necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
a. Ensures the availability of financial resources	5	4	3	2	1	0
b. Make provision for additional budget for trainings/seminars	5	4	3	2	1	0
c. Allocate resources to priority activities	5	4	3	2	1	0
d. Make provision for scholarship funds for faculty and staff	5	4	3	2	1	0
e. Funds for hiring new faculty and substitutes	5	4	3	2	1	0
f. Availability of funds for promotion of faculty	5	4	3	2	1	0
g. Availability of funds for incentive and fringe benefits	5	4	3	2	1	0
Total						

9. Effectiveness of Human Resources Development (HRD)

Direction: The following are the program resources that maybe considered to meet the objectives of the Teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very extensive and functioning excellently
4	- Very Good (VG)	- Moderately extensive and functioning very well
3	- Good (G)	- Adequate and functioning well
2	- Fair (F)	- Limited but functioning well
1	- Poor (P)	- Very Limited and Functioning poorly
0	- Missing (M)	- Missing but Necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
h. Define duties and responsibilities	5	4	3	2	1	0
i. Share information, knowledge and skills among constituents	5	4	3	2	1	0
j. Recruiting and selecting potential faculty and staff	5	4	3	2	1	0
k. Providing competency and leadership training to faculty	5	4	3	2	1	0
l. Boosting the morale of the faculty in various ways	5	4	3	2	1	0
m. Resolving differences through democratic way	5	4	3	2	1	0
n. Granting graduate scholarships	5	4	3	2	1	0
Total						

THANK YOU!

Appendix I

Samar State University
Catbalogan City
COLLEGE OF GRADUATE STUDIES

SURVEY QUESTIONNAIRE
(for the Graduates)

Dear Sir/Ma'am

Warm Greetings!

The undersigned is currently conducting her dissertation and you have been chosen as one of the respondents of his research entitled, "**Teacher Education Program of Universities and Colleges in the Island of Samar: Its Prospects for Development**" Your honest and sincere answer to the questions will provide information that will certainly contribute the curricular program's development.

The researcher's intention of assessment is to evaluate the Teacher Education program in the Island of Samar, and not to assess the individual program of each school.

Thank you very much for your cooperation, and feel assured that all your responses will be kept with strict confidence.

Very truly yours,

(SGD.)ERMELINDA C. FLORETES
Researcher

Noted:

(SGD.) EUSEBIO T. PACOLOR
Adviser

****

Part I-Personal Profile

Direction: Please accurately fill up the appropriate space provided for the different items listed below.

N A M E (Optional) _____ Age _____ Sex _____ Civil Status _____
Degree Earned _____ Major _____

School Graduated _____ Year Graduated _____
Current Employment (Position) _____
Current Employer (Agency) _____
Status of Employment: / / Casual / / Permanent
/ / Substitute / / Temporary
Length of Service (in Years) _____
Eligibility _____ CS _____ TESDA _____ Licensure Exam. _____

In-Service Training:

Title of Training	Sponsoring Agency	No. Of Hours	Level of Training (Int'l/Nat'l/Reg'l/Local

Scholarship

Title of Scholarship	Sponsoring Agency	Inclusive Dates

A. Status of the Teacher-Education Program of Teacher Education Institution

Direction: Please Indicate your perception on the status of Teacher Education Program on the different features. Encircle the appropriate number to describe your perception based on the following scale and interpretation:

5 - if the subject or item is Extremely Relevant (ER)
4 - if the subject or item is Very Relevant (VR)
3 - if the subject or item is Relevant (R)
2 - if the subject of item is Moderately Relevant (MR)
1 - if the subject of item is Not Relevant (NR)

	(ER)	(VR)	(R)	(MR)	(NR)
1. Attainment of Goals and Objectives					
a. The program objectives are relevant to the needs of the students.	5	4	3	2	1
b. The program objectives are congruent to national development goals.	5	4	3	2	1
c. There is clarity in the goals of teacher education as well as the manner they are to be achieved.	5	4	3	2	1
d. The program objectives clearly reflect specific values in education.	5	4	3	2	1
Total					
2. Relevance of the Curriculum	(ER)	(VR)	(R)	(MR)	(NR)
a. The curriculum is congruent to program objectives	5	4	3	2	1
b. There is a clear and detailed description of the subject content in teacher education course	5	4	3	2	1
c. The curriculum content is relevant to the needs of the country	5	4	3	2	1
d. The curriculum development/revision is participated in by the faculty, students, alumni and other stakeholders'	5	4	3	2	1
e. The curriculum provides advanced specialized training in education	5	4	3	2	1
f. The curriculum shows that it can develop authority or leadership in their field of specialization	5	4	3	2	1
g. The curriculum provides opportunities for varied professional experiences	5	4	3	2	1
Total					

3. Competence of Instructional Staff

Direction: Please encircle the appropriate number indicating your assessment on the competence of the instructional staff in your school using the following scale and interpretation

5	-Excellent (E)	the provision or conditions are extensive and are functioning excellently
4	- Very Good (VG)	the provisions or conditions are moderately extensive but are functioning well, or the provisions or condition are moderately extensive but are functioning excellently
3	- Good (G)	the provisions or conditions are moderately extensive and functioning well
2	- Fair (F)	the provisions or conditions are moderately extensive but are functioning poorly, or the provisions or conditions are limited to some extent but are functioning well
1	- Poor (P)	the provision or conditions are limited to some extent and are functioning poorly

c. **The faculty members are competent in terms of**	(E)	(VG)	(G)	(F)	(P)
a.1. Mastery of the subject matter	5	4	3	2	1
a.2. Prepare appropriate instructional materials/teaching aids	5	4	3	2	1
a.3. Choice of teaching methods/strategies	5	4	3	2	1
a.4. Provides appropriate motivation	5	4	3	2	1
a.5. Conveys ideas clearly	5	4	3	2	1
a.6. Utilizes the art of questioning to develop higher of thinking	5	4	3	2	1
a.7. Ensure students Participation	5	4	3	2	1
a.8. Addresses individual differences	5	4	3	2	1
a.9. Use of varied and appropriate evaluation materials	5	4	3	2	1
a.10. Assesses lesson to determine desired outcomes within the allotted time	5	4	3	2	1
a.11. Maintains clean, orderly classroom conductive to learning	5	4	3	2	1
Total					

d. The faculty members are constantly updating their educational qualification and expertise in teacher education	5	4	3	2	1
e. There is a range of expertise among the faculty members	5	4	3	2	1
6. Effectiveness of Student Support and Services	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**
a. The school disseminates the policies/rules/ plants/programs/accomplishments and regulations to the students	5	4	3	2	1
b. The program provides enrichment and remedial instruction	5	4	3	2	1
c. Encourages involvement of students in different programs and activities	5	4	3	2	1
d. The pattern of organization and relationship with the school administration, instructional program and the community are clearly shown in the organizational chart	5	4	3	2	1
e. Students' services are made known to the students	5	4	3	2	1
f. The students' services meet students' needs and are sufficiently availed and are	5	4	3	2	1
g. The school follow up activities to evaluate needs, progress and performance of students	5	4	3	2	1
h. The programs and activities of students are recognized and given time for implementation by the administration	5	4	3	2	1
Total					

5. Adequacy of Physical Facilities

Direction: The following are the program resources that maybe considered to meet the objectives of the Teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very Extensive and functioning excellently
4	- Very Good (VG)	- Moderately extensive and functioning very well
3	- Good (G)	- Adequate and functioning well
2	- Fair (F)	- Limited but functioning well
1	- Poor (P)	- Very Limited and functioning poorly
0	- Missing (M)	- Missing but necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
C. School Site						
f. Spaciousness of site with space for expansion	5	4	3	2	1	0
l. Reads and walkways	5	4	3	2	1	0
m. Security measures in the campus	5	4	3	2	1	0
n. Facilities for sewage disposal and drainage	5	4	3	2	1	0
o. Landscaping of the campus	5	4	3	2	1	0
p. Outdoor space/structure for educational activities	5	4	3	2	1	0
Total						
F. Buildings	(E)	(VG)	(G)	(F)	(P)	(M)
a. Functionally constructed in relation to use	5	4	3	2	1	0
b. Planning of entrances and exits in buildings	5	4	3	2	1	0
c. Installed sanitary water facilities	5	4	3	2	1	0
d. Toilet and lavatory facilities	5	4	3	2	1	0
e. Installed electrical lines and communication lines	5	4	3	2	1	0
Total						
G. Laboratory	(E)	(VG)	(G)	(F)	(P)	(M)
a. Lecture and laboratory rooms	5	4	3	2	1	0
b. Existing Equipment and supplies	5	4	3	2	1	0
c. Furniture and fixtures	5	4	3	2	1	0
d. Gas, water, electricity	5	4	3	2	1	0
e. Sanitary and safety accessories	5	4	3	2	1	0
f. Gadgets, mechanical devices and other mechanical installations	5	4	3	2	1	0
Total						
H. Library	(E)	(VG)	(G)	(F)	(P)	(M)
a. Books, journals, periodical collections	5	4	3	2	1	0
b. Library staff services	5	4	3	2	1	0
c. Comfortable reading areas	5	4	3	2	1	0
d. Library furniture and fixtures	5	4	3	2	1	0
Total						
I. Assembly and Athletic Facilities	(E)	(VG)	(G)	(F)	(P)	(M)
a. Holding of convocations and assemblies	5	4	3	2	1	0

b. Seating arrangement, comfortability and ventilation	5	4	3	2	1	0
c. Facilities for athletic	5	4	3	2	1	0
d. Safety and sanitary features	5	4	3	2	1	0
Total						
L. Offices and Staff Rooms	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Facilities for faculty room	5	4	3	2	1	0
b. General office location and accessibility	5	4	3	2	1	0
c. Academic and administrative offices	5	4	3	2	1	0
d. Reception room and waiting areas	5	4	3	2	1	0
e. Storeroom for materials	5	4	3	2	1	0
Total						
M. Dental Facilities	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Dental equipment and supplies	5	4	3	2	1	0
b. Furniture and fixtures	5	4	3	2	1	0
c. Gas, water and electricity	5	4	3	2	1	0
Total						
N. Medical Facilities	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
a. Medical equipment and supplies	5	4	3	2	1	0
b. Furniture and fixtures	5	4	3	2	1	0
c. Gas, water and electricity	5	4	3	2	1	0
Total						
III. Student Center	**(E)**	**(VG)**	**(G)**	**(F)**	**(P)**	**(M)**
o. A functional student center is available	5	4	3	2	1	0
p. Center is well lighted and ventilated	5	4	3	2	1	0
q. Gas, water and electricity	5	4	3	2	1	0
r. A conference/meeting room is available	5	4	3	2	1	0
s. There are furnished offices for student leaders	5	4	3	2	1	0
t. There are rooms or spaces for table games, listening to music and watching TV	5	4	3	2	1	0
u. Separate sanitary toilets for men and women are available	5	4	3	2	1	0
Total						

L. Food Services/Canteen

	(E)	(VG)	(G)	(F)	(P)	(M)
a. There is/are distinct areas for food/canteen services	5	4	3	2	1	0
b. The cafeteria is well lighted and ventilated, and water supply is very satisfactory	5	4	3	2	1	0
c. Foods served are balanced and affordable	5	4	3	2	1	0
d. Cleanliness, orderliness, and prompt services are evident	5	4	3	2	1	0
e. Cordial atmosphere is maintained	5	4	3	2	1	0
Total						

10. Adequacy of Fiscal Resources

Direction: The following are the program resources that maybe considered to meet the objectives of the teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very Extensive
4	- Very Good (VG)	-Moderately extensive
3	- Good (G)	- Adequate
2	- *Fair (F)*	- *Limited*
1	- Poor (P)	- Very limited
0	- Missing (M)	- Missing but necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
a. Ensures the availability of financial resources	5	4	3	2	1	0
b. Make provision for additional budget for trainings/seminars	5	4	3	2	1	0
c. Allocate resources to priority activities	5	4	3	2	1	0
d. Make provision for scholarship funds for faculty and staff	5	4	3	2	1	0
e. Funds for hiring new faculty and substitutes	5	4	3	2	1	0
f. Availability of funds for promotion of faculty	5	4	3	2	1	0
g. Availability of funds for incentive and fringe benefits	5	4	3	2	1	0
Total						

11. Effectiveness of Human Resources Development (HRD)

Direction: The following are the program resources that maybe considered to meet the objectives of the Teacher Education Program. Please encircle the appropriate number to describe the extent of adequacy of the program resources that the school provides, based on the following scale and interpretation:

5	- Excellent (E)	- Very extensive and functioning excellently
4	- Very Good (VG)	- Moderately extensive and functioning very well
3	- Good (G)	- Adequate and functioning well
2	- Fair (F)	- Limited but functioning well
1	- Poor (P)	- Very Limited and Functioning poorly
0	- Missing (M)	- Missing but Necessary

	(E)	(VG)	(G)	(F)	(P)	(M)
o. Define duties and responsibilities	5	4	3	2	1	0
p. Share information, knowledge and skills among constituents	5	4	3	2	1	0
q. Recruiting and selecting potential faculty and staff	5	4	3	2	1	0
r. Providing competency and leadership training to faculty	5	4	3	2	1	0
s. Boosting the morale of the faculty in various ways	5	4	3	2	1	0
t. Resolving differences through democratic way	5	4	3	2	1	0
u. Granting graduate scholarships	5	4	3	2	1	0
Total						

THANK YOU!

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	**ERMELINDA G. CABUELLO-FLORETES**
Address	:	1050 Camia St., Brgy Muñoz Catbalogan City
Place of Birth	:	Calbiga, Samar
Date of Birth	:	May 28, 1972
Present Position	:	Master Teacher II
Employer	:	Samar National School
Civil Status	:	Married
E-mail Address	:	Minda_Floretes@yahoo.com
Contact No.	:	09359932427
Husband	:	Engr. Romeo F. Floretes, MPM Senior Agriculturist Philippine Coconut Authority Catbalogan City
Child	:	Febrio Ignatius C. Floretes

EDUCATIONAL BACKGROUND

Post Graduate Study: Doctor of Philosophy
Major in Educational Management
Samar State University

Dissertation : Teacher Education Program of Universities and Colleges in the Island of Samar: Its Prospects for Development

Graduate Study : Master of Arts in Teaching
Major in Chemistry
Samar State University
Graduated 2003

Thesis : Secondary Chemistry Teachers Misconceptions on Molecular Geometry

College : Bachelor of Science in Industrial Education
Major in Chemistry
Graduated 1993- Cum Laude

Secondary Education: Calbiga Community High School
Calbiga, Samar
Graduated 1988

Elementary Education: Calbiga Central Elementary School
Calbiga, Samar
Graduated 1984

TEACHING EXPERIENCE

Master Teacher II : Samar National School
October 30, 2012 to present

Master Teacher I : Samar National School
March 05, 2010-October 29, 2012

Secondary School Teacher III : Samar National School
April 06, 2007-March 04, 2010

Secondary School Teacher II : Calbiga NHS/Samar National School
November 15, 1999-April 05, 2007

Secondary School Teacher I : Marabut NHS/Calbiga National HS
June 06, 1994- November 14, 1999

Secondary School Teacher: Sacred Heart College of Catbalogan
June 1993-March 1994

ELIGIBILITY

PD 907

Professional Board Examination for Teachers

TRAININGS/SEMINARS/WORKSHOPS ATTENDED

International:

International Conference-Workshop in
Educational Research and School Management
Hotel Supreme Convention Plaza, Baguio City
May 18-20, 2014

International Conference in Science and Mathematics
Education UP-NISMED Diliman Quezon City,
October 27-29, 2008

National Level:

12th National Science Quest
Pasig Elementary School
February 6-8, 2015

2014 National Youth Science, Technology, and
Environment Science Camp (NYSTESC)
Hidden Paradise Mountain Resort
San Fernando Cebu City
April 02-05, 2014

11th National Science Quest
Teachers Camp, Baguio City
February 10-12, 2014

Next Generation of Teachers Symposium 2013:
Trends, Tools and Training on ICT for Education
L'Fisher Hotel Bacolod City, Negros Occidental
October 23-25, 2013

10th National Science Quest
Teachers Camp, Baguio City
February 8-10, 2013

Youth for Environment Summer Camp and Training
Teachers Camp, Baguio City
April 09-12, 2013

9th National Science Quest
Teachers Camp, Baguio City
February 10-12, 2012

National Trainer, Training of Elementary School Heads
And Teachers on ICT Integration for DepEd Computerization Program (DCP) Recipient Schools
ECOTECH, Cebu City
June 10-14, 2011

Youth for Environment Summer Camp and Training
Teachers Camp, Baguio City
May 01-05, 2011

National Intel Teach Summit and Elements
Project-Based Approaches Course Training
Fort Ilocandia Resort Hotel
Laoag, Ilocos Norte
April 12-16, 2011

Pambansang Palihan sa Pagsasaling Teknikal
Iloilo Grand Hotel, Iloilo City
March 17-19

National Intel Teach In-service Getting Started Enhancement Workshop
Subic Majestic Hotel Subic Bay, Olongapo City
May 18-19, 2009

National Intel Teach Essentials
Course Version 10.1
UP-NISMED, Diliman, Quezon City,
May 21-23, 2009

Regional Level:

Regional Science Congress
Hinunangan National School
Hinunangan Southern Leyte
December 19-22, 2014

Regional Conference on Health and K+12 Research
NEAP-RELC, DepEd RO VIII Candahug Palo Leyte
September 16-17, 2014

Regional Science Research Coaching
RELC, DepEd RO VIII Candahug Palo Leyte
October 14, 2013

Regional Science Congress 2013
NEAP-RELC, DepEd RO VIII Candahug Palo Leyte
October 03-05, 2013

Regional Invention Contest and Exhibit of
Department of Science and Technology (DOST)
Tacloban City, August 18-21, 2013

Invent School Program Seminar-Workshop
Sponsored by DOST , Samar State University
June 20-21, 2013

Adopt-an-Estero/Water Body Program Summit
Sponsored by DENR-EMB, Catbalogan City,
July 17-18, 2013-08-28

Division :

K+12 G9 Training Workshop
Mondejares Puertes Resort, Calbayog City
July 14-19, 2014

Division Roll-out of the Result-Based Performance
Management System (RPMS)
July 04, 2014

Speaker, How to Conduct School Investigatory
Project
Girl Scout Building , Catbalogan City
March 8-10, 2013

School :

SPECIAL FUNCTIONS/ASSIGNMENTS:

- Vice President Elect, Philippine Organization of Science Technology Educators (POSTE)-Region VIII (2015-2016)
- Board of Director, SNS Teachers and Employees Club (2014-2016)
- Board of Director-Parents Teachers Association (2012-2013)
- Coordinator-Youth for Environment in School Organization (**YES-O**) (2010-2013)
- Special Education (**SPED**) Faculty Club President (2010-2012)
- Third Year Level Chief Adviser (2010-2012)

- Assistant Auditor- Teachers and Employees Club (2012-2013)
- Member, Samar National School Teachers' Chorale (2010-2013)
- Member, Philippine Society of Youth Science Club of the Philippines
- Member, Association of Science Educators of the Philippines
- Member, Science Club Advisers of the Philippines
- Focal Person-School Based Management (SBM) on External Stakeholders
- National Intel Teach trainer
- Organizer/Lecturer/Trainer Intel Teach
- Lecturer/Speaker/Trainer Science Research Investigatory Project
- School/Division/Regional/National Level Research Adviser/Coach
- School/Division/Regional/National Level Science Quiz Bee Coach
- Chairman Technical and Planning Committee in other related Activities
- Active Member of the Religious Organization, Divine Love Charismatic Community
- Designated as OIC Head Teacher in cases when the Head Teacher is on-Leave

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