

**ENHANCED ELEMENTARY AND SECONDARY TEACHER
EDUCATION CURRICULA FOR PRIVATE SCHOOLS
IN THE ISLAND OF SAMAR**

A Dissertation

Presented to

The Faculty of the College of Graduate Studies

Samar State University

Catbalogan, Samar

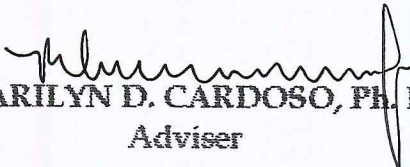
**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Educational Management**

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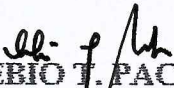
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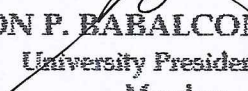
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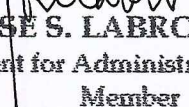
This dissertation entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR," has been prepared and submitted by GERONIMO A. ELLADO, who having passed the comprehensive examination, is hereby recommended for oral examination.



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G.A.E



DEDICATION

*The heart is the symbol of love,
Because like the heart, love gives life.
Love is a continuous great motive,
For which one struggles to live.*

*Behind every self-sacrifice, every martyrdom,
You find love.
Love is the road to salvation, which means
Not only peace but also survival.*

*Because of love,
We strive on the greater heights,
Not only for our own sake
But for our love ones - our family.*

*To Tatay, Nanay, My Brothers and Sister,
My wife **DAILYN COLOCADO MENGOTE-ELLADO**,
I humbly dedicate this task accomplished
One great thing that I assure you.....
I WILL ALWAYS LOVE YOU.*

Gerry

ABSTRACT

This study assessed 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. This study employed the descriptive-developmental research design. The researcher determined the relevance of the teacher education programs among private TEIs in Region VIII as assessed by the school administrators, faculty, personnel, graduates, students and parents. As the result of the comparative analysis, the computed F-value was 1.697 which turned lesser than the critical F-value of 2.29 at 0.05 level of significance and at df'' 5 and 60. This denoted that the numerical differences were not significant therefore the null hypothesis of no significant differences among the perceptions of the respondents on problems encountered was accepted. All the eight listed solutions were deemed or assessed by the six groups of respondents as "very much appropriate" to address the problems encountered as manifested by the grand means as follows: administrators, 5.00; faculty, 4.81; personnel, 4.86; graduates, 5.00; students, 5.00; and parents, 5.00. While the degree of relevance of the TEC of the private TEIs in the region varied from the viewpoints of the different groups of respondents, the grand means indicate that the TEC of the private TEIs in the Island of Samar have shown relevance in terms of accessibility, faculty development, instructional strategies and procedure, values formation, community involvement, and employability of graduates. The prevailing problems in the private TEIs in the Island of Samar are manageable as evidenced by the responses given, ranging from often encountered to seldom encountered.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	vii

Chapter

1	THE PROBLEM AND ITS SETTING	1
	Introduction	1
	Statement of the Problem	6
	Hypotheses	9
	Theoretical Framework	11
	Conceptual Framework	13
	Significance of the Study	16
	Scope and Delimitation	19
	Definitions of Terms	21

Chapter		Page
2	REVIEW OF RELATED LITERATURE AND STUDIES	27
	Related Literature	27
	Related Studies	44
3	METHODOLOGY	62
	Research Design	62
	Instrumentation	63
	Validation of the Instrument	65
	Sampling Procedure	66
	Data Gathering Procedure	67
	Statistical Treatment of Data	70
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	74
	Profile of the Teacher Education Curriculum (TEC) Among the Respondent – TEIs	74
	Extent of Relevance of TECs Among Private TEIs in the Island of Samar	92
	Comparison of Perceptions of the Six Groups of Respondents Relative to the Relevance of the TEC Among Private TEIs	107
	Learning Areas/Competencies Necessary for the Enhancement of TEC in the Island of Samar as Perceived by the Four Groups of Respondents	118

Chapter		Page
	Comparison of the Perceptions of the Four Groups of Respondents Relative to the Learning Areas/ Competencies Necessary in the Enhancement of TEC	122
	Problems Encountered by the Private TEIs in the Island of Samar in the Implementation of the TEC as Perceived by the Six Groups of Respondents	124
	Comparison of the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in the Implementation of the TEC	128
	Suggested Solutions to Address the Problems Encountered in the Implementation of the TEC Among Private TEIs	129
5	SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	132
	Summary of Findings	132
	Conclusions	143
	Recommendations	144
6	ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR	146
	Rationale	146
	Objectives	150
	Bases for Enhancement	151
	The Enhanced Curricula	153
	Strategy of Implementation	173

Monitoring and Evaluation	187
BIBLIOGRAPHY	190
APPENDICES	196
CURRICULUM VITAE	285
LIST OF TABLES	293
LIST OF FIGURES	: 298

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Education is a dynamic process, which is the most important tool in transmitting the social and cultural heritage of a nation. With this dynamism goes the inevitability of change, an immutable process that has brought about educational challenges characterized by developments in every stage of our educational life. This change became a dynamic aspect of education that is regarded as life among educators whereby educational psychologists likewise regarded education and development as basically related.

Developed countries have led people to believe especially among developing countries such as the Philippines that Education can make a difference in the economic, political, and social life of the Filipino and alleviate poverty. In response to this model, the Philippines has adapted the EDCOM recommendations for curriculum reforms (Cortez, 1996: 54).

Three doctrines have shaped the development of education in the country. The first doctrine holds that education should be concerned with the socialization of individuals to collective national values. The second proposes that it should serve in the pursuit of knowledge and skills development within a

society. The third view posits that education should support and assist a designated type of society. These doctrinal views have been reflected in the purposes and functions of education at all levels, which is delivered in three modes, that is, formal, informal, and non-formal education (Medium-Term Higher Education Development and Investment Plan, 2001-2004).

The Medium-Term Higher Education Development Plan (2001-2004) stressed that education leaders have compelling reasons for re-examining our educational practices and adopting alternatives that are most relevant to the times. It is because, in the past the inability of the Philippine education to meet societal demands had been pointed out for lack of relevance and effectiveness.. Therefore, the need to introduce innovative strategies to make education relevant to the current needs became imperative, to mold citizens who will serve as valuable inputs into national development.

For education to be relevant to society, its goals and objectives must be re-aligned with the national goals for development. These objectives suggest that education must be related to the life of the stakeholders and it must be meaningful to them. Education must merge with the graduate's lifestyle making his learning extend to the community instead of confining this to himself. The real purpose of education then in this rapidly changing world is to help the stakeholders to live richly, freely and effectively everyday. The emphasis is no longer in terms of the learning a graduate had acquired but in what he can apply in meeting the societal demands in everyday situations (Carranza, 1998: 49).

R. A. No. 7836 proclaims:

The state recognizes the vital role of teachers in nation building and development through a responsible and literate citizenry. Toward this end, the state shall ensure and promote quality education by proper supervision and regulation of the licensure examination and professionalization of the practice of the teaching profession (Sarmiento, 1995: 756).

The paramount role rests now upon the school, which is committed to the pursuit of knowledge in a spirit of perceptive intellectual inquiry and of nurturing desirable values to promote a civilized society characterized by people of a sharpened intellect and inquisitive mind with the task of finding a career in life and of gaining a suitable group, which is a crucial decision each graduate makes as he leaves the school (Yumo, 1998: 91).

The Philippine Constitution states that:

The state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society . . . encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs (Article XIV, Section 2).

However, EDCOM reported that there is a mismatch between programs and graduates, as well as between employment and the needs of the society. Furthermore, based on the same report, Yumo (1998: 91) stated that there is a mismatch between manpower supply and the needs of the schools, as well as the competencies of the products of the education sector and the expectations of the employers. Particularly significant in the foregoing citation is the phrase "relevant to the needs of the people and society," because it reflects society's

apprehension that Philippine Education no longer responds to the aspirations of the nation, hence the need for curricular reforms.

Espiritu, as cited by Aquino (2001: 26-27) stressed that the same problems were reported by earlier survey of Philippine Education, from the Monroe survey in 1925 to the EDCOM survey in 1991, indicating no significant improvement in Philippine education for over 65 years – a situation of continuous without change.

Aquino (2001: 179) further said that higher education in the Philippines is characterized by large enrollment, unbalanced distribution, under-investment and poor quality, mismatch between programs and graduate and between employments and society needs, and limited and underdeveloped graduate education.

The Ateneo study was likewise discussed by Apostol (2002: 17) that out of 100 students who enter grade 1, only 66 will finish grade VI, only 42 will graduate from high school and only 14 will earn a college degree. Even worse, only half of elementary school graduates truly understand reading, writing, and arithmetic. The same applies to high school graduates. That means that college students spend much time on remedial work.

In Region VIII, Colinares (2201: 92-96) observed that educators exerted the Herculean efforts to deliver quality education despite the socio-economic crises obtaining the most depressed region of the country even before the national calamities of typhoons, earthquakes, coup d' tats came in. Non-educators

pointed out that a rigid or strict admission requirement is a must to maintain the standards and consequently attain some prosperity. The schools in Region VIII are more inclined towards selective retention rather than selective admission and they have their own laudable reasons. For some schools, especially the private ones, the problem is survival – a problem that their counterparts in the government do not encounter. Private schools, however, help maintain government schools by paying taxes. If private institutions require stringent pre-requisites for admissions, they will have less students; less students means less revenues for the teachers as well as money for school facilities.

The following are some of the problems and issues in teacher education which was stressed by Colinares (2001: 92-96): 1) low quality of students entering teacher education, 2) poor quality of faculty and facilities of many teachers' training institutions, 3) curricular, instructional and sub-structural weaknesses in pre-service programs and 4) insufficient and ineffective in-service training. Thus, it was stressed that the picture obtaining in the country a decade ago is the same scenario at present.

All the foregoing problems, issues and/or situations highlighted the weakest condition of the Philippines, particularly in Samar Island. There seemed to be no clear understanding of what really were the educational problems that need to be immediately addresses, hence, the continuous decline of the quality of education in the country.

Records obtained from the Philippine Regulation Commission indicated that from 1996 – 2000 there were 30,468 examinees in Region VIII, but of the said number of examinees just 24.13 percent of them (or 7,353 examinees) made it to the roll of professional teachers. Around 75.87 percent (or 23,115) of these examinees were failed (PRC Table of Results, 1996 – 2000).

The Education Management Information System of the Department of Education, Samar Division recorded that for the year 2003 there were 1,828 teacher-applicants and only 132 or 7.22 percent were hired as teachers in both elementary and secondary public schools.

It is, therefore, imperative that appropriate measures should be taken by teacher education institutions to remedy this problem, hence, this study was pursued.

Statement of the Problem

This study assessed 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.

Specifically, this study attempted to answer the following questions:

1. What is the profile of the Teacher Education Curriculum among private Teacher Education Institutions (TEIs) in the Island of Samar in terms of the following:

1.1 enrolment;

1.2 faculty:

1.2.1 age and sex;

1.2.2 civil status;

1.2.3 educational qualification;

1.2.4 monthly salary;

1.2.5 teaching status;

1.2.6 teaching experience; and

1.2.7 in-service trainings attended?

1.3 students' characteristics:

1.3.1 age and sex;

1.3.2 civil status;

1.3.3 type of secondary school graduated;

1.3.4 residence or home origin;

1.3.5 average family income per month;

1.3.6 family size; and

1.3.7 religion?

1.4 administrators' profile:

1.4.1 age and sex;

1.4.2 civil status;

1.4.3 educational attainment;

1.4.4 work experience;

1.4.5 employment status; and

1.4.6 number of in-service trainings attended?

2. As perceived by the school administrators, faculty, personnel, graduates, students and parents, what is the extent of relevance of the Teacher Education Curriculum among private TEIs in the Island of Samar in terms of the following indicators:

2.1 accessibility as to:

2.1.1 admission requirements;

2.1.2 tuition and other fees;

2.1.3 scholarship;

2.1.4 student services;

2.1.5 enrollment procedure; and

2.1.6 distance from home?

2.2 faculty development;

2.3 instructional strategies and approaches;

2.4 values formation;

2.5 community involvement; and

2.6 employability?

3. Are there significant differences among the perceptions of the six groups of respondents relative to the extent of relevance of the Teacher Education Curriculum among private TEIs in the Island of Samar in terms of the foregoing indicators?

4. As perceived by the experts, faculty, administrators and employees, what learning areas/competencies are necessary for the enhancement of teacher education curriculum in the Island of Samar?

5. Are there significant differences among the perceptions of the four groups of respondents in terms of learning areas/competencies necessary for the enhancement of the teacher education curriculum?

6. What are the problems encountered by the private TEIs in the Island of Samar in the implementation of the Teacher Education Curriculum as perceived by the six groups of respondents along the foregoing indicators?

7. Are there significant differences among the perceptions of the six groups of respondents relative to the problems encountered by the private TEIs in the implementation of the Teacher Education Curriculum along the foregoing indicators?

8. What solutions can be suggested by the six groups of respondents to address the problems encountered?

9. What enhanced teacher education curriculum for private schools in the Island of Samar can be evolved based on the findings of this study?

Hypotheses

From the foregoing specific questions, the following hypotheses were drawn and tested:

1. There are no significant differences among the perceptions of the six groups of respondents relative to the extent of relevance of the Teacher Education Curriculum among private Teacher Education Institutions in the Island of Samar in terms of the following indicators:

1.1 accessibility as to:

- 1.1.1 admission requirements;
- 1.1.2 tuition and other fees;
- 1.1.3 scholarship;
- 1.1.4 student services;
- 1.1.5 enrollment procedure; and
- 1.1.6 distance from home;

1.2 faculty development;

1.3 instructional strategies and approaches;

1.4 values formation;

1.5 community involvement; and

1.6 employability.

2. There are no significant differences among the perceptions of the four groups of respondents in terms of the learning areas/competencies necessary for the enhancement of the Teacher Education Curriculum in the Island of Samar.

3. There are no significant differences among the perceptions of the six groups of respondents relative to the problems encountered by the private

TEIs in the Island of Samar in the implementation of the Teacher Education Curriculum along the foregoing indicators.

Theoretical Framework

This study is anchored on John Dewey's concept of educational development (Erpelo, 2001: 146) stating that "Education is life; education is growth; education is a social process and a reconstruction of human experiences." This is to say that the realization of an effective education begins only the moment teachers and educators assume their responsibilities inside and outside the formal educational arena with selfless dedication.

Education should be community based while community school education is life-centered, looking closely at individual differences related to most community participation (Andres and Francisco, 1989: 177-180). The community is committed to the idea that people learn from the total environment. That is, the entire community is the school plant. All the people are potential teachers. Everything in the community is a potential resource.

The school advocates a flexible curriculum based on social process and community needs, training and experience in community action programs activities. It gives rigor emphasis to the local community. Its measurement of outcomes and achievement is the subject matter and personally values plus achievement in community information.

According to Winston Churchill as cited by Aquino (1998: 486), "we shape our buildings and afterwards our buildings shape us." Aquino (1998: 486) further stressed by rephrasing this statement and substituting curriculum for buildings, thus: "We shape our curriculum and afterwards our curriculum shape us." The rephrased epigram is suggested as an apt reminder to all those involved in the curriculum process – the policy-makers, school administrators, classroom teachers, parents, and the citizenry as a whole. What children learn in school today will influence the kind of adults they become and the kind of society they will eventually create. It cannot be denied that if the curriculum has the power to shape students and ultimately society, so do curriculum planners have the power to shape the curriculum.

The success/failure of the curriculum lies primarily in the hands of the teachers, that a teacher's curriculum translation role is the key to the effectiveness of any curriculum. If a teacher accurately interprets the goals of a curriculum and is sympathetic with those goals, the curriculum is likely to be even more effective than its planners anticipated. Conversely, if a teacher misinterprets curriculum goals/is unsympathetic with them, it is unlikely that the goals will be achieved.

To be able to perform their roles well, curriculum planners need at least three things. One is open mindedness, which implies receptivity to change and willingness to experiment and try out new ideas. Second is the ability to manage innovations, which implies careful study and analysis. The third is an optimistic

outlook toward and adequate preparation for the future curriculum planner, students, and to the educational system as a whole.

Over and above all, there is a need for a strategy of curriculum change, a strategy that is in consonance with our philosophy of education and in harmony with the country's national development goals and educational aims, and tackle squarely and realistically the problems in education concerning cost, quality and relevance.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. At the bottom of the box is the concept of education as provided for by the Philippine constitution, that is, education is life, growth, social process, and reconstruction of human experiences, and must be in consonance with national goals. Given these inputs, this research undertook an assessment of the teacher education curriculum among private education institutions in the Island of Samar. Several indications show that the Teacher Education Program offered by Teacher Education Institutions in the Island of Samar is not responsive anymore to the expectations of the community, especially the Island of Samar being one of the depressed areas in the country today. Hence, the assessment of said programs offered by the aforementioned institutions was conducted according to the following indicators: 1) Accessibility as to admission, tuition, scholarship, enrolment procedure and distance from home; 2) learning areas/competencies;

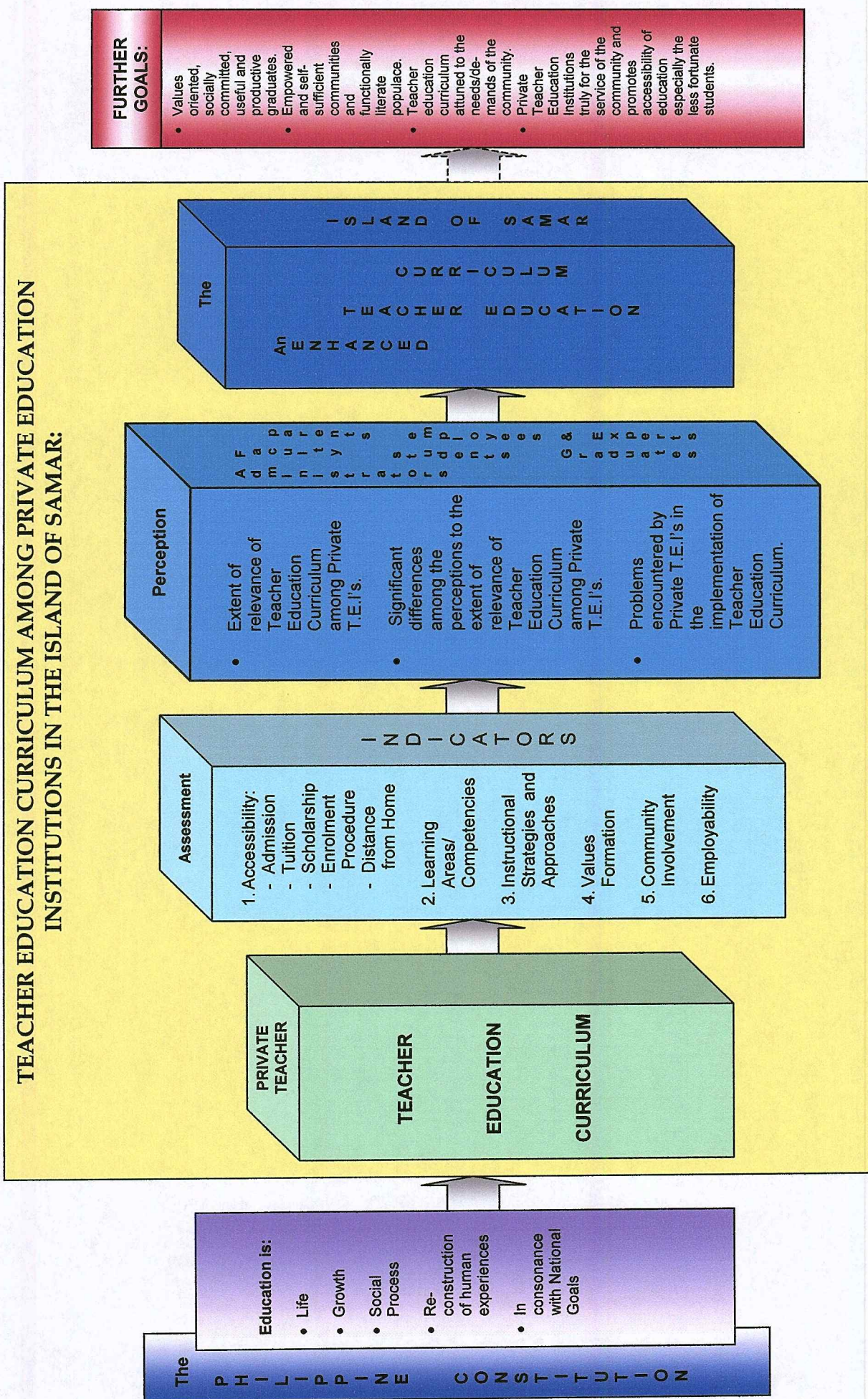


Figure 1. The Conceptual Framework of the Study

3) Instructional strategies and approaches; 4) Values formation; 5) Community involvement; and 6) Employability.

Some educational psychologists believe that the first time the learner enters the school system, he is considered an empty vessel and will only be filled with the necessary inputs the moment he finished all stages of learning exposures or experiences. Therefore, the schools should open its doors to those who are only waiting that their inherent potentials/talents be developed, only when being tapped by experts/professionals such as in the school and employ varied, and most appropriate strategies that will effectively enhanced learning and teaching processes.

Learning competencies or learning areas included in the teacher education curriculum should be varied and relevant to the demands of the society.

Values formation especially directed to real community services be straightened to ensure the missionary nature of the teachers functions or tasks.

Employment opportunities will not be limited only to the traditional destinations of teacher education graduates that, being directed only to the formal structure of education or the formal classroom type setting. Alternative employment opportunities will be available even in the rural communities due to varied skills developed from every graduate through the varied learning competencies that are found responsive to the community needs.

Perceptions from the respondents of the private teacher education institutions such as administrators, faculty, students, graduates, parents and

employees were considered as to the extent of relevance of teacher education programs and as well as the problems encountered by private teacher education curriculum among private teacher education institutions.

Perceptions from the experts, faculty, administrators and employees were considered as to the learning areas/competencies necessary for the enhancement of teacher education curriculum in the Island of Samar.

It was envisioned therefore that the findings of this study would serve as springboard to the creation of an enhanced teacher education curriculum for private schools in the Island of Samar and produce: (1) graduates from a teacher education curriculum offered by private teacher education institutions who are values oriented, socially committed, useful and productive; (2) empowered and self-sufficient communities and functionally literate populace; (3) teacher education curriculum attuned to the needs and demands of the community; (4) private teacher education institutions truly for the service of the community and promotes accessibility of education especially to the less fortunate students.

Significance of the Study

The results of this study, including the output presented in Chapter 6 would prove beneficial to several entities, most especially to the students, teachers, school administrators, parents, graduates, private teacher education institutions, curriculum planners and future researchers.

To the students. The students would be exposed to the training needs or desired competencies or skills expected from them and would make them responsive to the manpower demand of the society. Specifically, this would not only prepare the students to the formal structure or the "Ivory-Tower-Structure" of teaching, but this would include alternative structure as the needs may arise.

To the teachers. The teachers, who are directly involved in the teaching-learning process would be guided by the results of this study in order to be effective facilitators of learning among their students. They would have inputs in terms of the characteristics of their students and eventually be able to choose the most effective way of motivating them to maximize students' learning.

To school administrators. The researcher envisions an open acceptance of more original and creative model of Teacher Education Curriculum in which its orientation is based mostly on community service. The school administrators' concerns to the students should continue even after graduation, giving assurance to the students of getting employment or source of income. The administrators therefore could have inputs relative to an alternative or enhanced model of Teacher Education Curriculum (TEC) that would cater to the training needs of the students in the island of Samar that will equip them with the manpower demand of the society.

To the parents. This study would give the parents assurance that mastery learning, skilled graduates, employment opportunities and educated populace are given emphasis by the teacher education institutions, thus

strengthening their trust and confidence on the school and the teachers' capability to educate their children.

To the graduates. This study would provide them information relative to possible opportunities to become more prepared and responsive to the needs of the communities that they are to serve. Consequently, they would become more competitive and their prospects for employment would be greater.

To the private teacher education institutions. It is normally their desire to accommodate as many enrollees as possible. However, with the greater number of accredited TEIs, students and parents preferred to get that status of being a graduate from an "accredited schools" which is given more employment preferences in which their counterpart in the private sector finds it difficult.

To the curriculum planners. Curriculum planners should bear in mind that the problems of society are the problems of education. Education cannot be divorced from the economic, political and social realities of a country. In the light of the shifting emphasis of educational policies, there has been an insistence for relevance of the curriculum to the emerging needs and interests of the youth as well as the demands of the larger society.

To the community. The community would have a close relationship with the school, as most of the activities in school shall have spilled over to the community. The community would be concerned with the school and would feel comfortable in giving suggestions to the administrators and teachers to make the teaching – learning activities and methods more interesting and effective.

The content of the curriculum would be community-based, thus, showing the mutual concern between the school and the community. Moreover, the community problems and needs would be considered as inputs in school planning.

To the future researchers. This study would offer an opportunity for future researchers to discover new ideas and areas to be explored. Additionally, this study could serve as a rich source of literature for those who are interested to conduct studies of similar nature.

Scope and Delimitation

This study assessed the relevance of the teacher education curriculum offered by private schools in the Island of Samar relative to six areas, namely: 1) accessibility; 2) faculty development; 3) instructional strategies and approaches; 4) values formation; 5) community involvement; and 6) employability.

All six private TEIs were considered in the conduct of this study, namely: St. Francis College in Allen, Northern Samar, Northern Samar Colleges in Catarman, Northern Samar, Christ the King College in Calbayog City, St. Mary's College of Catbalogan in Catbalogan, Samar, Samar College in Catbalogan, Samar and St. Mary's College of Borongan in Borongan, Eastern Samar (See Figure 2).



Figure 2. The Map of the Island of Samar showing the Scope of the Study.

Moreover, seven groups of respondents which totaled to 841 were involved in this study, broken down as follows: 7 administrators, 12 experts, 70 faculty members, 37 personnel, 173 graduates, 271 students and 271 parents.

This study was conducted during the school year 2003 – 2004.

Definition of Terms

For a meaningful understanding of the study, its purposes and its various aspects, the following terms and concepts are hereby defined:

Accessibility. This refers to the act, opportunity, or means of easy admittance (Webster, 1987: 9). In this study, this refers to the easy entrance of students to the TEIs through affordable fees, scholarships, easy enrollment procedure, and easy travel from home to school, and not too heavy difficult admission requirements.

Admission requirements. This refers to the specifications of the educational and other experiences required of new student for admission to a college; usually stated in terms of pattern and amount of credits, score standardized psychological and achievement examinations, age and sometimes length of residence in a state or city (Good, 1973: 16). In this study, this refers to the procedure, specifications of the academic preparations, skills and other experiences required of new students for admission to a teacher education curriculum in the teacher education institutions.

Community involvement. This refers to the educational services and other agencies and organizations that correlate the interests and services of those agencies and combines their efforts for the elimination of overlapping of effort and for a better understanding and solution of local problems; school and youth programs are included in these activities (Good, 1973: 119). In this study, this refers to the school educational services initiated in and for the community. Activities that helps develop the community specially the community where the school is located.

Employability. This refers to a criterion by which achievement is measured in the vocational areas of business education (Good, 1973: 211). In this study, this refers to greater/wider opportunities of employment, or helps augment family income, that while waiting for P.R.C. or Civil Service Eligibility and placement in that formal structure of Education through the DepEd, possible employment opportunities maybe available.

Employees. This refers to those who work for another in return for a salary, wages, or other consideration (Webster, 1987: 414). In this study this refers to the non-teaching personnel of the private teacher education institutions such as the Registrar, Librarian, Clerk, Cashier, School nurse, etc.

Employment status. This refers to the position of a teacher within the social structure (Good, 1973: 558). In this study, this refers to the classification of a teacher by the employer as to "permanent" or "probationary" or whether a

teacher who, by virtue of certification and tenure is entitled to continue his position until retirement or removal from his position for due cause.

Enhanced Teacher Education Curriculum. This refers to a selectively modified curriculum which includes an additional educational content intended to supply the means to meet the individual educational needs and interests of learners enrolled in class (Good, 1973: 212). In this study, this refers to a flexible curriculum based on social process and community needs, training and experience community action programs, and community activities which is designed to prepare the graduates into several ways of serving the community and wider employment opportunities due to various skills integrated in the curriculum.

Experts. This refers to those who has special skill or knowledge; a specialist (Webster, 1987: 447). In this study, this refers to those employed in the Department of Education who are deputized or appointed as public school principals or head teachers who assume expertise in the field of basic education.

Extent of relevance of teacher education program. This refers to the responsiveness of teacher education to the demands of a rapidly changing society and to the challenge of global competitiveness (CMO No. 11, s.1999). In this study this indicates how responsive the graduates of said programs to the demands of the society and opportunities for employment.

Faculty development. This refers to a study program implemented, which enhances the teacher's capability and allows them to obtain at least

master's degree in the areas that they are teaching to increase and deepen the teacher's knowledge of the subject they teach (Castillo, 2005: 349). Operationally, this refers to an organized activity, which looked into the characteristics of the faculty that is considered imperative to the manpower capability of the Teacher Education curriculum among private TEIs in the Island of Samar, such as: age, sex, civil status, educational qualifications, monthly income, teaching status, teaching experience and in-service trainings attended.

Instructional strategies/approaches. This refers to a set of decisions to achieve an objective that results in a plan, or one's viewpoint toward teaching. This also refers to a series of related and progressive acts performed by a teacher and students to achieve the objectives of the lesson (Villamin et. al., 2001: 83). In this study this refers to the methods/techniques/ways/styles employed or used by the teachers in facilitating the training needs or learning among students. This also determines the degree of desired assistance of teachers to the learners.

Learning areas/ competencies. This refers to a provision for flexibility in curriculum organization that makes the depth of instruction depend on occupational objectives and competencies needed by individual students and on their abilities (Good, 1973: 38). In this study, this refers to the subject matter/lessons/concepts/ skills introduced or developed among students while pursuing their chosen courses.

Marginalized sector. Marginalized means to relegate to a marginal position within a society or group (Webster, 1995: 711). In this study

marginalized sector refers to the less developed communities where majority of the population belongs to the poverty line.

Perceptions. This refers to the act, power, process, or product of perceiving or any insight or intuitive judgment that implies unusual discernment of fact or truth (Webster, 1987: 936). In this study this refers to the ideas and opinions of selected groups of respondents.

Poor/Indigent. This refers to those who are lacking of means of comfortable subsistence, the needy or lacking in good qualities or the qualities that render a thing valuable (Webster, 1987: 982). In this study this refers to the level of poverty in which real hardships and deprivation are suffered and the comforts of life are wholly lacking.

Relevance. This means the fitting or suiting of given requirements; pertinent; applicable commonly with to (Webster, 1987: 1064). In this study this refers to the match between what private TEIs do and what the faculty, administrators, students, graduates, parents, etc. expect of them.

Samar Island. This forms the eastern extremity of the central part of the Philippines. Its boundaries are the San Bernardino Strait on the North, the Samar Sea and San Juanico Strait on the west and the Leyte Gulf on the South. The entire eastern coast faces the Pacific Ocean (Almario, 1998: 154-155). In this study, this refers to the Island includes three provinces, namely: Province of Northern Samar, Eastern Samar and Western Samar.

Teaching. This refers to the process that involves both thinking and feeling as well as the attitudes of the teacher in the total process of education (Villegas, 1994: 42).

Teaching status. This refers to the state of being employed in the instructional services of the field of education, usually under the term of a written, oral, or implied contract (Good, 1973: 211). In this study, this refers to the criteria, the specifications of the educational preparations skills, competencies required for a teacher to carry out "an- honest – to goodness" quality education.

Values formation. This refers to the desirability or worth of a thing (Webster, 1987: 1386). In this study this refers to the kind of orientation, exposures, training needs and desired competencies or skills expected from them and will make them responsive to the manpower demand of the society. Students will not only view schooling as a means of getting diploma for employment but will forward with excitement to be of service to their respective community particularly the Island of Samar.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher sought the views and ideas of many authors to conceptualize this particular investigation and to obtain relevant information. He reviewed several books, unpublished materials, periodicals, and other reading materials, both foreign and local, to concretize concepts, enrich insights, achieve better understanding of the research investigation pursued as well as come upon with valuable inputs in terms of the conduct of the study.

Related Literature

A striking and modern concept about education states that "All education spring from the images of the future, and all education creates images of the future. Thus, all education whether so intended or not is a preparation for the future, unless we understand the future for which we are preparing, we may do tragic damage to those we touch" (Toffler as cited by Campos, 2002: 10). Thus, it is imperative that curricular offerings of educational institutions should be geared towards the understanding of the immediate future

Education is not only building up of the individual, but also of the community. Community building would be accomplished by preparing the building stones, and the building stones are to be fashioned and re-fashioned

according to the building they are to constitute (Botor and Ortiniro, 1994: 69-70).

Likewise, education can make a difference in economic, political and social life of the Filipino if the policies and practices in the Philippine education take into serious account the immutable reality in the society (Cortes, 1996: 54).

The abovementioned concepts are recognized by former United Nations President Carlos P. Romulo (2001: 146) when he said that:

Upon the educators, the government has placed the burden of keeping the flame of knowledge and civilization burning. For if the government is the guardian of the people's welfare, the educators are the immediate agents of the government in the performance of the duties and guardianship. If the government is the protector and conservator of society, the educators are the one, whom the protection and conservation are accomplished.

Likewise, President, Gloria Macapagal-Arroyo, during the 2001 International Conference on Teacher Education stressed that, "in this age of information where development is increasingly being defined as the capability to adopt and pioneer in rapid technological developments, there exists a growing need to re-examine and further investments in teacher education to make it relevant and responsive to the changing needs of the individuals, the community and the state in a technologically evolving and converging world. The enhancement or innovative vision and programs of action for teacher education that it is suited to the present and future needs of our society and that will serve as catalyst for the realization of our national goals for sustainable development.

Moreover, Dr. Ofelia Triste said in one of the conferences of teacher education in Region VIII, that in the recognition of Private Schools Act, the

government is until now maintaining its supervision to ensure their efficiency as supplement to the public education system. This is because when the Philippines gained its political independence in 1946, the private schools helped in the enormous lack of social and economic reconstruction. Until today private colleges and universities continue to provide education to the majority of the collegiate populations.

In the Philippine setting, the plight of the Filipinos relative to socio-economic status is indicative of the need for more relevant as well as responsive educational services to the people. As reported by Burgos (2001: 18), the *Bangko Sentral ng Pilipinas* attributed the rise to increased borrowing and adjustments amid a depreciation of the peso. Foreign banks has projected the swelling of the country's budget deficit for the year 2001 to more than PhP160 Billion or 4.2 percent of the country's gross domestic product. The financial market was expecting the peso to remain under pressure during the rest of the year. The peso will be driven by increasing oil prices, uncertainties over Iraq-US situation, the Philippine deficit and other economic data (Batino, 2002: 13-20).

The 1991 EDCOM Report as cited by Refuerzo (1998: 17) stated that the quality of Philippine education is declining continuously and that elementary and high school teachers are failing to teach the competence the average citizens needs to be more responsible, productive and self-fulfilling. Moreover, the said report surmised based on the review and assessment of the Philippine education, very perplexing and disturbing results, as follows (Espiritu, 2000: 26-

27): 1) The Philippines is not spending enough for education compared to the countries in the ASEAS – 1.3 percent of GNP in the Philippines compared to 3.7 percent, 3.6 percent and 6.0 percent in Indonesia, Thailand and Malaysia, respectively; 2) Disparities in access to education, formal and non-formal, prevail at all levels (elementary, secondary, tertiary) biased in favor of rich, urban, high income students and communities. The percentage of incomplete primary/elementary schools are highest in depressed regions; 3) Achievement levels are low. Students from rich, urban and developed communities have higher achievement records. Pupils on average learn only 55 percent or even less of what must be learned; 4) Drop-out rates in both elementary and secondary schools are highest in rural and less developed communities and among poor students; 5) Muslims and cultural communities as well as special learners suffer from benign neglect; 6) Early childhood care and development are limited to the rich and affluent; 7) Non-formal educations services are inadequate and are found mainly in developed communities; 8) Class interruptions and the length of the school year reduce learning and its quality; 9) Science and Technology education is inadequate; 10) Innovations in education and technology hardly find their adoption in schools; 11) Values education in schools is lacking and ineffective; 12) Mismatches occur between the supply and demand for educated and trained manpower; 13) Irrelevance of education to individual and social needs; 14) Teachers are inadequately trained; 15)

Graduate education is mediocre, limited and unemployed; and 16) The organizational structure of the educational system is inefficient and ineffective.

Espiritu further stressed that the same problems were reported by earlier survey of Philippine education, from the Monroe Survey in 1925 to the EDCOM survey in 1991, indicating no significant improvement in Philippine education for over 65 years – a situation of continuous reform without change. Higher education in the Philippines is characterized by large enrollment, unbalanced distribution, under investment and poor quality, mismatch between programs and graduates and between employment and society needs, and limited and underdeveloped graduate education (Aquino, 2001: 179).

Apostol (2002: 17) reported that in an Ateneo study, it was revealed that out of 100 students who enter grade 1, only 66 will finish grade VI, only 42 will graduate from high school, and only 14 will earn a college degree. Even worse, only half of elementary school graduates truly understand reading, writing, and arithmetic. The same applies to high school graduates. That means that college students spend much time on remedial work.

The Medium-Term Higher Education Development and Investment Plan (2001–2004) reported that in 1992 – 2000, Teacher Education accounted for 13.2 percent of the total graduates, which is next to Business Education. Over the last three years, the gross enrollment ratio and transition rate from secondary to higher education have increased, but the survival rate has declined. More than

4/5 of high school graduates enter the higher education system but less than 1/2 of those who enter make it to the 4th year.

In Region VIII, Colinares (2001: 92-96) observed that educators exerted the Herculean efforts to deliver quality education despite the socio-economic crises obtaining in the most depressed region of the country even before the national calamities of typhoons, earthquakes, coup d'états came in. Non-educators pointed out that rigid or strict admission requirements is a must if we have to maintain our standards and consequently attain some prosperity. The schools in Region VIII are more inclined towards selective retention rather than selective admission and they have their own laudable reasons.

For some schools, especially the private ones, the problem is survival – a problem that their counterparts in the government do not encounter. Private schools, however, help maintain government schools by paying taxes. If private institutions require stringent pre-requisites for admissions, they will have less students. Less students mean less revenues for the teachers as well as money for school facilities.

The following are some of the problems and issues in Teacher education:

- 1) low quality of students entering teacher education;
- 2) poor quality of faculty and facilities of many teachers training institutions;
- 3) curricular, instructional and substructural weaknesses in pre-service programs; and
- 4) insufficient and ineffective in-service teacher training.

The picture obtaining in the country a decade ago is the same scenario prevailing today; in the economy as it is in education. All the foregoing problems, issues and situations highlighted the weakest condition of the Philippines, particularly in Samar Island. It seems that there was no clear understanding of what really were the educational problems that need to be immediately addressed to, hence the continuous decline of the quality of education in the country.

Aquino (2001: 483) said, "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 mentality of our education is no longer relevant to a world tormented by hatred and avarice, besiege by hunger and want, threatened by pollution, overpopulation, fratricidal strife, and ideological convulsions. What is necessary is an innovations."

According to Goldland as cited by Lagrada (2000: 8), for schools to get better, they must have better teachers, universities must have access to school settings exhibiting the very best practices. To assure the best practices, schools must have on-going access to alternative ideas and knowledge. For universities to have access to exemplary settings and for those setting to become and remain exemplary, the schools and the preparing institutions must develop symbiotic relationship through joining together as equal partners.

Lucido (2001: 1) said, "Teacher education should be dynamic and attained to changes in what we now recognize as a quickly developing borderless world,

the education is the field of human endeavor that is fast changing. As curriculum packager envisions, there is a need to raise the quality of the Filipino learners and graduates, as well as to empower them for lifelong learning, which would require the attainment of functional literacy.

If the teacher education institution wants to survive and remain relevant, they have to relate rather than isolate, associate rather than compete, reformulate and reinvigorate otherwise they become obsolete, and build proverbial bridges to other institutions or organizations rather than erect walls of isolation (Lagrada, 2003: 6).

Andres and Francisco (1989: 177-180) support the "community school education" as one of the possible grounds for reforms in education. The community school transforms the traditional role of the neighborhood school into that of a total community center where education is considered a lifelong process for which the individual and the society are jointly responsible. The schools belong to the people, and that local resources can be harnessed to attack community problems.

Thus, the school may serve a four-fold role as: a) an educational center learner and adults have optimum opportunities for study and learning; b) a neighborhood center for cultural and recreational activities; c) a center for social services; and d) a center for neighborhood and community life assisting citizens in the study and solution of neighborhood problems. Community school education is life-centered, it looks at individual differences related to most

community participation. The community educator is committed to the idea that people learn from the total environment. That is, the entire community is the school plant. All the people are potential teachers. Everything in the community is a potential resource. The method employed is group responsibility and group planning geared to community concerns; grappling with solutions to community problems; and development or responsible community participation. It advocates a flexible curriculum based on social process and community needs, training and experience in community action programs, and community activities. It gives rigor emphasis to the local community; its measurement of outcomes and achievements is the subject matter and personality values plus achievement in community information.

Community school education believes that the best way to learn the art of living is from life itself in its community setting, its program as its training program is dynamic, constantly changing to meet emerging community needs.

The primer on 2002 Basic Education Curriculum states that, a curriculum develops a dynamic process and is subject to periodic evaluation, which produces recommendation for modifications or even major changes. Our philosophy of education, which should be the ultimate basis of any curriculum design or reform, has to be relevant and responsive to our rapidly changing world.

The people's lives are being reshaped by multi-lateral interactions among global systems, local practices, international trends, and personal lifestyles. This

interlocking of the global, the local and the personal can be smooth or rough for communities and individual, who respond favorably or adversely to it, and this interlocking makes local knowledge and local events no longer purely local. The Filipino learners must be educated to filter information critically, seek credible sources of knowledge, and use data and facts creatively so that they can survive, overcome poverty, raise their personal and national self-esteem, and realize a gracious life in our risky new world. This a world that has become borderless to information commodities, financial investments, crime, terrorism and ecological problems. To actualize a gracious life in a changing world, Filipino learners need an educational system that empowers them for lifelong learning or enables them to be competent in learning how to learn anywhere even when they are left to themselves. Lifelong “meets the challenges posed by a rapidly changing world,” but it is nearly impossible today for anybody without innovations for functional literacy.

The following articles prove that the demand or needs of the Philippines particularly its marginalized sectors for educational reforms and also felt by almost all nations.

Appropriate education processes that can empower citizens to make critical choices and act for personal societal changes are needed to transcend a culture of violence (Hin, 2001: 12). Therefore, teacher education institutions have a crucial role in preparing future and present teachers to integrate peace-building perspective into their work.

Tabata (2001: 14) opined that those educational problems are evident in the present bullying cases, violence at schools, and refusal to attend school especially at lower secondary school level. The seriousness of the problem is felt more and more keenly with the emergence of problems like the "class collapse" phenomenon at elementary schools and increasing atrocious crimes being the trademark of "seventeen-year old youth" and younger teenagers. Aside from these problems, there is the rapid development of information technology challenging teacher education institutes not to fall behind and the continually decreasing trend in the number of children since the mid 1970s pushing teacher education institutions to downsize to meet the actual demand.

Trends to cope with these problems and to meet the increasing demand for school teachers, measures have been taken in teacher certification practices such as to expand the level of certification to the master's degree level, to increase educational requirements for certification by increasing credit hours, to increase flexibility in teacher education programs, to introduce non-teachers to schools, to introduce the induction of the programs for new teachers, and to strengthen in-service training programs. Downsizing of the teacher education programs by reducing one-third in admission capacity has been in progress at the national universities.

New trends in teacher education institutions are faced with the task of preparing teachers for the new "course of study," teachers are also the "result" of the education we provide. Problems in education are also reflected in teachers

themselves. Therefore, teacher education institutions should innovate or find means for alternative mode of preparing teachers for the future.

According to Wilson (2001: 15-16), Australia has the highest per capita emission of greenhouse gases, reconciliation between indigenous and mainstream society remains unresolved, and the rich/poor and urban/rural divides are intensifying. Drugs, youth suicide and long-term unemployment are also major concerns. Addressing such issues involves the creation of a society that is, at all levels, more critically aware and more literate in terms of its sense of civic responsibility. Hence, a number of Australian Academics Contributions to international and local initiatives was made and to be implemented/was implemented.

Pelayo (2001: 16) said that in-order to face the challenge of today's society; the Spanish educational system is under reform. Some of its most relevant principles where said reform is catered are: (1) decentralization; (2) social participation; (3) regulation; and (4) financing.

Biao (2001: 16) reported that although Africa experienced great educational expansion between 1960 and 1983 and although teacher-training endeavor knew tremendous expansion during the same period, Africa continues to plague by serious social and economic crises. Current analysis shows that political instability begot by corruption, illiteracy poor health delivery and poverty are the malaises confronting Africa. These malaises would not be eradicated through the educational system and teacher-training program

currently run by African countries. If these countries are interested in making any significant progress in the 21st century, they must address the identified malaises through the means of education. The teachers are the main group of workers best suited to help African countries eradicate these ills. Teachers are particularly useful in this exercise because traditionally the African teachers is viewed and accepted as a reliable change agent.

However, before he/she could be depended upon in the present exercise, he/she must be made to undergo a new type of training, which is here referred to as "Matador Teacher Education."

In an article written by Bernie Ikegulu (2001: 17) entitled, "Enriching the Teacher Education Programme in Nigeria Through the Infusion of Population/Family Life Education Content and Message," emphasized another alternative/innovation to be existing Teacher Education Program in Nigeria, that, population/family life education content and concepts have been infused into the curricula of upper primary as well as junior and senior secondary schools in Nigeria through carries subjects.

Due to the positively tremendous impact of this infusion in the knowledge, behavior and practice of adolescents this concept was also infused into the teacher- training programme in the Colleges of Education. The modalities, content, core messages, strategies, etc. was also modified problems and prospects are also highlighted with the aim of improving the situation which

would lead to the enhancement of the quality of lives of those adolescents now and in the future.

Yoshida (2001: 37) in an article entitled, "Revision of Teacher-Training Program in AICHI University of Education in Japan," said that the Aichi University is one of typical universities that has teacher-training program courses for kindergarten, elementary, junior and senior teachers. Teacher-training programs are designed for students to get two or three certificates in the Bachelor's degree. The program consists of the following subjects: 1) General Education (including foreign languages, physical education); 2) Pedagogy (Educational Principles, Psychology, Moral Education, Guidance, etc.); 3) Methods of Teaching (Elementary and High School levels); 4) Teaching Practice; 5) Major subject studies; and (6) Graduation Thesis Research.

Accordingly, teacher-training programs in the university were revised to improve teachers' qualifications. Practical skills, like pedagogy, methods of teaching, and teaching practices are emphasized more than before. Graduate school programs were also revised to admit schoolteachers who wanted to improve their teaching skills and knowledge. Night classes and satellite classes are provided for teachers who have lectures after their work.

Fermin (2001: 41) said that there are at least two major educational reform trends, which have informed the growing concern on reflectivity and scholarship in teacher education. There is on the one hand the rise of constructivism and on the other, the formation of centers of inquiry. Between these two, it is the last

one where opportunities to proactively problemize the evolving eduscape (where both pre-service and in-service teachers are immersed) that offers a milieu for the revival of a genuine spirit for teaching. And in the light of changing global concerns on a teacher education, this trend lends itself to creating new visions for teacher plagued by the changes and challenges of global modernities. This gives an outlook to the possibilities of transforming centers for teacher education as centers of inquiry and informed action.

Vicencio (2001: 41) emphasized the need of exploring different modalities in indigenizing the curriculum for basic education to make it more relevant to the needs of the local communities, especially of Indigenous Cultural Communities (ICCs). There are current initiatives towards indigenizing the curriculum in the Philippines and in other countries and identifies a curriculum model appropriate for indigenous communities in the Philippines.

In this regard therefore, there is an increasing need by curriculum experts to provide a sound conceptual base for curriculum building. However, nobody can be a better judge as to how to make the curriculum truly relevant and optional in the day-to-day realities in the classroom than the implementers of the curriculum, namely the school personnel themselves. Aristotle aptly appointed this out centuries ago, when he said that "the user of the house should have more to say about the house than the builder of the house," or some words to that effect. The following features should be taken into consideration in building a curriculum: 1) systematic. That is holistic. The idea is to view the curriculum in

its totality, to look at the "big picture," so to speak. It is useful to look at curriculum as a system, to study parts as a subsystems, to recognize their relationship with one another and how each part contributes to the overarching function or purpose of the whole enterprise; 2) collegial, or participatory. Just as the curriculum itself is a system, the whole process of making and improving the curriculum should be systematic and systematic with all school segments concerned taking on active part in a collaborative manner towards the attainment of the common goal; 3) developmental, that is, dynamic and growth-oriented. The curriculum is an instrument of change, of growth. It should be in a constant state of evolution that would bring the school organization to increasingly higher levels of excellence; 4) relevant; relevant to the realities of the central purpose of schooling. The curriculum should provide the substance of teaching and learning as it fleshes out the school vision and mission (Palma, 1992: 1).

By addressing the assessment of curriculum development systematically, Palma (1992: 1) further stressed Tyler's concept of structural cycle whereby evaluation can lead to a reconsideration of purpose. Such a cycle reduces the cumbersome process of planning and makes it possible to treat curriculum-making in a systematic manner. Viewed from this perspective then, the school curriculum has three fundamental elements: 1) purpose, which indicates the goals and directions the school should take; 2) means, which suggest the learning experiences and resources that are to be selected, organized, and

implemented in pursuit of the purpose; and 3) assessment of outcomes, which measures the degree to which purpose have been met.

The three subsystems – purpose, means and assessment constitute the totality of curriculum, and that curriculum development is a continuous process. Curriculum is a far from being static. Put in another way, one can never speak of a “finished curriculum.” Curriculum is always “tentative” and is meant to undergo a process of development to bring it to even higher levels of effectiveness. The concurrent process of planning and implementing, evaluating and revising the curriculum goes on in a never-ending cycle always taking into consideration the constantly shifting needs of the learners, the emerging thrusts of the school and its sponsors, the changing expectations of the larger society, and the exigencies of the times.

Finally, the all-important process of curriculum development has one and only one function, that is, the formation of the “ideal graduate,” this becomes the ultimate measure of the success or failure of the total enterprise. It should be pointed out, however, that the conception of the “ideal graduate” will vary since it depends on the school’s peculiar clientele, ecology and thrusts.

Aristotle once said as quoted by Oliver (1972: 17), “All people do not agree in those things which they would have a child learn . . . from the present mode of education one cannot determine with certainty to which men incline, whether to instruct a child in what will be useful to him in life, or what tends to virtue, or what is excellent, for all these things have their separate defenders.”

Moreover, Oliver said, any student of society will acknowledge that “change” is of central concern in curriculum improvement. There is change therefore, in content, student body, society’s expectations from education, materials and methods of instructions, and finally there is an increasing refinement of strategies for changing people.

Basic education is the inalienable right of every Filipino citizen. This is so since universal education is an inescapable corollary of universal suffrage. The better the education the citizens received, the better they are able to exercise their rights and duties. For as Plato put it: “The best man makes the best citizen.” These lofty ideals can be achieved if one would look back to examine and improve the curriculum. The curriculum is the very heart of the educational process. Without it, one will be faced with the parallelism of Marx’s “heart of the heartless soul” (Banzon, 2001: 1).

The aforecited literature are cognizant of the tremendous demands that face the Philippine educational system – the need to continuously assess and/or review the modes of delivery, the relevance as well as the emphasis of the classroom instructions undertaken in the classroom specifically among teacher education classes.

Related Studies

Baysa (2000) conducted a study entitled, “Integrated Science and Mathematics Program (ISMP) for Secondary Schools in Eastern Visayas: A

Model.” Said study attempted to analyze the existing Science I and Mathematics I programs in the secondary curriculum of National High Schools in Eastern Visayas with an end view of developing a model for the integration of Science I and Mathematics into one subject. It was concluded by Baysa that the integration of key topics in Science I with key topics in Mathematics I, and vice versa, is necessary to a “much extent” as perceived by Science and Mathematics teachers and supervisors. A model program can therefore be developed based on the list of key topics in Science I and Mathematics I prioritized by Science and Mathematics supervisors and teachers. Baysa recommended for the integration of Science and Mathematics in other levels of the secondary curriculum.

This study is related to that of Baysa in as much as both dealt on innovating or enhancing the existing curriculum or structure/scheme or approaches in education. The present study focused on teacher education curricula while Baysa’s study was more on integration of two separate subjects or learning areas in high school, namely: Science and Mathematics. The geographical location is concentrated both in Region VIII but the present study concentrated specifically in the Island of Samar.

Villegas (1994) conducted a study entitled, “An Assessment of Catholic Tertiary Education in Region 8: Proposed Alternative Approaches to Education.” The study assessed the Catholic tertiary education in Region 8 with the end in view of devising alternative approaches, methods, modes and models of

learning/education, which were adaptable and responsive to the present socio-economic and cultural realities of the region.

The mission and goals, courses offered, students development programs, and community extension programs of the respondent schools, as well as their enrolment, and graduation turn out, together with the educational qualification of the administrators and faculty were surveyed in order to get a picture of their peculiar characteristics, charisma, and profile.

The study focused strongly on the participation and involvement of students in the conduct of trilogy functions of tertiary education: instruction, research and extension services, with Christian formation as a special function of Catholic schools. The extent of the integration of contemporary issues concerning basic sectors of the present society was measured.

The results of the study provided Villegas bases for concluding that through the centuries, alternative approaches to education had been introduced. The present educational system in the country had undergone several changes, but recent innovations should be geared towards more empowering education to enable individuals to transform self and society.

Villegas, based on the results of her study recommended to: 1) Provide innovative courses that would be relevant to the needs of the community; 2) Gear instruction towards the development of nationalistic attitude to get rid of colonial traits that loosen the anchorage of the people on the country in favor of foreign employment or permanent residence; 3) Train students to be creative to

enable them to develop industries in the country rather than educate them for employment abroad; 4) Inculcate love or integrate learning skills for skilled labor to minimize unemployment; 5) Offer short term courses relevant to the needs of the community or innovate existing structures of curriculum or programs to enhance employability of the students; 6) Replace traditional classroom instruction with critical teaching that is participatory, affective, and problem-posing, aimed towards empowering education for self and social transformation; 7) Adopt critical teaching methods in teacher-training colleges through demonstration and models; 8) Develop more cultural activities to enhance self-image among the students and 9) Provide scholarship or self-help schemes to assist indigent students.

The present study bears similarity to that of Villegas' inasmuch as both studies assessed the extent of relevance of tertiary education to its immediate community especially the marginalized sectors of the society. Furthermore, both studies desired to propose enhanced approaches in education.

Both studies also aimed to improve the present educational system in the context of the present socio-political and cultural realities of the society and that the results of both studies were used as springboard towards the improvement of modes of learning to supplement the weaknesses and deficiencies of the present formal education in the country particularly the teacher education curriculum.

Arayon (1996) conducted a study entitled, "Sports Development Program for Samar: A Proposed Model." The implementation of Physical Education and

School Sports (PESS) program as emphasized by the researcher is the primary concern of school administrators and teachers and mandated by the state. Like any other education program, Physical Education and Sports Program (PESS) necessitates an on-going and regular evaluation. Such evaluation will provide the implementing people with inputs for them to arrive at the best strategy to effect the desired outcome/goals of the PESS program.

It was revealed in the study that the school administrators, as well as the PESS coordinators or P.E. teachers perceived the implementation of the five components of the PESS program as "slightly implemented."

Arayon concluded that: 1) There is still an urgent need to improve the level of implementation of the five components of the PESS program in the Division of Samar for the said program to succeed.

The present study bears similarity to that of Arayon inasmuch as both dealt with the assessment of existing education program or curriculum and proposed an enhanced or innovative model geared towards relevant development or improvement of such programs.

Babalcon (1993) conducted a study entitled, "A Development Plan for Trade Technical Schools in the Island of Samar: A Model." The Island of Samar was identified as one of the depressed areas of the country today. A multitude of its population is beset with problems on poverty, malnutrition, unemployment and other predicaments, which are believed to be causing major hindrances for its development. The island despite its present state of underdevelopment is

blissfully endowed with bountiful natural resources a phenomenon which is quite paradoxical. Aware of this problem, one major goal set by the government is the development of potential resources, which would encourage growth especially of rural industries with the use of indigenous materials. Along this line, trade-technical schools play a vital role towards the attainment of this objective. Such development goal is hoped to be achieved by the research through the identification of course priorities and the formulation of strategies to develop trade-technical schools in order to cater to the industrial needs of the community particularly in the Island of Samar.

It was recommended by Babalcon that: 1) Trade-technical schools should maximize the use of resources available in the locality for effective technical-vocational instruction; 2) New industries with feasible business potential must be granted for productive commercial/industrial activities; 3) The inclusion of trade-technical/vocational courses not offered in the curricular program of trade-technical schools but while are perceived relevant by the respondents needs preferential attention to satisfy industry demand; 4) Emphasize entrepreneurship in all trade-technical education courses to encourage trade-technical school graduates to venture on commercial/industrial business for self employment purposes; 5) The strategies to improve the curricular offerings and administration of trade-technical school graduates in the Island of Samar as perceived by the two groups of respondents; 6) Course priorities and strategies to improve trade-technical schools in the Island of Samar should be subjected to

continuous research to determine future trends and projections; 7) The development plan should be piloted in one of the trade-technical schools in each of the Province of Samar; and 8) A follow-up study should be conducted after four years of implementation of the development plan.

The present study is related to that of Babalcon inasmuch as both were concerned on revising existing curriculum to make it more responsive to the demands of the society particularly the Island of Samar. Both studies aimed to improve the curricular offerings of HEIs that would lead existing curriculum to be a real and effective weapon for community development. Meanwhile, they on the type of curriculum assessed; the present study focused on Teacher Education Curricula offered by Teacher Education Institutions while Babalcon's study focused on Trade-Technical Curriculum offered by Trade-Technical Schools.

Pacolor (1993) conducted a study entitled, "Determinants of Achievements in Mathematics of Fourth Year Secondary Students in Samar Island: An Input to a Model Training Design." One of the bases of the study was the importance and relevance of Mathematics to technological changes make it imperative that academic achievement in Mathematics be upgraded in accordance with standards commensurate to the requirements of modern technology. Valid observations and surveys have found that students' performance in mathematics is far below the expected output. Greater efforts should be expected to improve the educational product particularly in the field

of Mathematics. The realization of such objective is difficult to achieve, if the continuous deterioration in the performance in Mathematics is not abated. To improve the product of Philippine schools, the education department launched the present secondary Mathematics curriculum under the project of the well-known Secondary Education Development Program to keep abreast with innovations in Mathematics education, as well as change of students' learning outcomes. The secondary school graduates of 1993 will be products of two educational curricular innovations, therefore, evaluation in terms of students' achievement in Mathematics is imperative in order to determine their extent of improvement and accomplishment and it is equally important and necessary to determine the factors associated with their achievement, which will be used as basis in planning for a teacher training for Mathematics teachers in the Island of Samar.

The following were the recommendations proposed by Pacolor: 1) The training of Mathematics teachers on content, teaching strategies, and assessment techniques is imperative, to improve their teaching skills and competencies; 2) Curriculum of teacher training institutes may contain courses for the development of teachers' personality traits, social relationship traits and other traits affecting teacher skills and competencies; 3) Since the change in student learning outcomes is Mathematics the ultimate criterion in evaluating the effectiveness of the secondary Mathematics curriculum, desirable change in teachers' classroom practices is imperative to achieve the minimum competency

level of the students in the same subject; 4) An in-depth evaluation and review be made of the present multi-lateral learning contents of the secondary mathematics curriculum to determine its possible effects on students' retention and transfer of basic mathematical learning; 5) Mathematics educators should use the test to gather empirical data for future planning and innovations in secondary mathematics education; 6) The course content of textbooks in Mathematics IV is worth looking into; 7) The findings of the study further stressed the need for Mathematics teacher training program in order: a) to improve the teaching of the students, first by identifying specific sources of error requiring remediation, as well as, developing proper students study habits and attitude; b) to improve the teaching of the lesson, by identifying those instructional strategies which are most successful; and c) to improve the student learning outcomes by improving the teachers qualities and skills and address issues of concern recognized by the teachers themselves.

The present study bears similarity to that of Pacolor inasmuch as both dealt on determining the achievement of education and aimed to provide relevant trainings to teachers to make them more effective conveyor of learning necessary to the development of the community especially the Island of Samar. However, the study of Pacolor focused on Mathematics achievement while this study focused on teacher education curricula in Samar Island.

Cabanganan (1998) conducted a study entitled, "The Guidance Program of State Colleges and Universities in Region VIII: A Model." This study aimed to

come up with a comprehensive and functional model guidance program for the nine state colleges and universities of Region VIII, with the intention of coming up with measures for improvement. The focus of the assessment was on the aspects of the guidance program; namely the guidance physical facilities and the guidance services. More specifically, the study attempted to determine the adequacy of the guidance center as to location, facilities, materials and supplies, the worth of the guidance service, the supportiveness of the school administrations and the competence and dedication to guidance work of the guidance counselor and faculty members.

A comprehensive and formal guidance program for SUCs was deemed necessary to optimize the school's impact on the students in the community. The money, time and effort that the proposed guidance demands will pay off in the form of a more systematic and professional service functions of the school system.

Cabanganan's study concluded that there is inadequacy of the existing guidance services, hence, the need to improve and systematize its development and implementation. A functional guidance program will undoubtedly contribute much to the realization of educational goals that the state colleges and universities in Region VIII are striving for.

The present study bears similarity to that of Cabanganan inasmuch as both assessed the effectiveness of two most important entities in school - the teaching forces and the guidance services. Both study also proposed to enhance

the existing educational programs in school. Guidance programs and Teacher Education Curriculum are similar in the sense that both are designed to prepare/develop students to the real missionary nature of the teachers' job when they graduate, that, for true community/public servants and concerns on the development of the society, particularly their respective communities.

Guerra (1992) conducted a study entitled, "Management style on the Quality of School Governance in Selected Private High Schools and Colleges in Eastern Visayas, Philippines." It is said that the management is essential to national wealth building. It is not enough for a country to have land, labor, capital and natural resources. Above all, it needs the talent, ability and drive of the managers to turn these resources into profitable enterprises.

The study mainly investigated the frequency and quality of management functions in selected private high schools and colleges in Eastern Visayas, Philippines.

This study revealed that the frequency and quality performance have the same management style, which is the traditional type of management. The teachers' work attitude and their job satisfaction level were found to be at the "average" level.

The present study bears similarity to that of Guerra in the sense that both were concerned on the management styles of private schools in promoting relevance or responsiveness of the curricular programs offered and managed by said schools.

The present study gave more emphasis on how private educational institutions managed the teacher education curricula they offer to be able to produce graduates with an assurance of employment opportunities and with an orientation for true community services which aims further of developing marginalized sector of the society particularly the Island of Samar.

Noroña and Rosalado (1990) conducted a study entitled, "An Evaluation of the Program for Decentralized Educational Development (PRODED) in Eastern Visayas: A Proposed Implementation Scheme." This study evaluated the extent of implementation of PRODED in Samar and Leyte Island Divisions along the four components, namely: staff development, physical facilities development, instructional materials development and special studies (NESC).

It was concluded by Noroña and Rosalado that the teachers perceived themselves to adequately possess the skills in technical or instructional, classroom management and interpersonal skills, but a moderate evidence of positive values as influenced by the TFP. This was concurred by the administrators. Moreover, it was found that the administrators had high self-perception of their managerial capabilities, interpersonal skills and an adequate or moderate, manifestation of positive values. On the other hand, the teachers perceived their administrators to possess interpersonal skills adequately but moderately on managerial capabilities and values development, both teachers and administrators need to strengthen their values formation. Generally, Samar and Leyte Island Divisions revealed low indicators on achievement level,

dropout rate, participation rate, and survival rate, and there is a need to improve the survival rate of the region.

The teachers revealed that their schools received inadequate supplies of physical facilities. Consequently, it followed that these physical facilities were utilized to a very limited degree. This was so because the extent of adequacy was very limited.

For the inadequate values formation of teachers and administrators, it was recommended that values development program in both teacher-training institutions and in-service training should be strengthened. On the performance indicators identified such as achievement level, dropout rate, participation rate and survival rate, there is a need to improve them, with more effort on survival rate by strengthening the curriculum in both the elementary, secondary and teacher training schools.

The present study bears similarity to the study of Noroña and Rosalado in as much as both dealt on assessing educational programs. The difference was on the kind of program; the present study focused on teacher education curricular offerings while that of Noroña and Rosalado was on PRODED. Furthermore, both studies proposed model for the implementation scheme.

Cardoso (1996) conducted a study entitled, "Information System Strategies Plan (ISSP) for State Universities and Colleges (SUCs) in Eastern Visayas: A Model."

Said study was conducted in order to provide educational managers, specifically in the Eastern Visayas Region, adequate, accurate, reliable and timely information for a more efficient, effective and acceptable management of their respective state university/college by proposing an Information System Strategic Plan (ISSP) model focusing on four major areas, namely: student management system, personnel management information system, supplies/equipment management information system, and financial management information system.

This study attempted to analyze the existing and current information system of state universities and colleges in Eastern Visayas and assessed the physical and manpower capability of SUCs and produce a statement of information specification required with the intention of proposing a model for an Information System Strategies Plan (ISSP), a tool for a more effective, efficient and acceptable management of educational institutions.

The present study bears similarity to that of Cardoso in the sense that both studies analyzed the existing system in higher education sectors in Region VIII. Moreover, they both proposed to improve educational delivery mode to ensure that higher education graduates possess skills most relevant or attuned to the demands of the present status of the society. Both studies also used the descriptive – developmental research design.

Ellado (1998) conducted a study entitled, "Validation of Developed Instructional Materials in High School Chemistry." This study primarily dealt

with the validation of developed instructional materials in Chemistry (Behavior of Gases) intended for the third year high school students of Samar College, Catbalogan, Samar.

The developed self-learning instructional materials would help develop and maintain students' interest in a difficult subject like Chemistry inasmuch as they would be doing activities rather than watch and listen.

The researcher intended to instill among secondary students a feeling of achievement in their work, an interest in their environment, an ability to research and discover for themselves, and finally, to develop a desire amongst the young to learn more about the world they live in.

Ellado recommended that Chemistry teachers in the secondary level be upgraded in relation to their knowledge on content and teaching strategies. They should be sent to seminars, trainings, as well as workshops where they will be taught how to develop and design innovative strategies, techniques and methods of teaching the subject.

Both studies had the intention of coming up with improved/enhanced delivery mode in educational system to make the existing educational structure more responsive and effective tool for the development of society especially rural or less privileged communities.

Paldez (1998) in his study entitled, "Perceptions of Instructors and Graduates on Ladderized Diploma in Agricultural Technology and Bachelor of Agricultural Technology: Inputs to Curricular Redirection," said that there is

really a need for a continuous evaluation of the curriculum in order to keep abreast with the rapid change in technology and the demands of time.

This study intended to furnish the school administrators, the heads of college department and the instructors with reliable data to determine the strengths and weaknesses of the curricular program thereby provide immediate solutions for improvement. It would also provide immediate assistance to the students and community in order to increase job opportunities, production and maximize learning outcomes.

The main point among the recommendations of Paldez's study is to encourage school officials and people concerned for revisions or enhancement that maybe incorporated in the curriculum of any curricular offerings among tertiary institutions especially on Agriculture.

The present study and that of Paldez both assessed the perceptions of graduates and instructors on curricular offerings; these perceptions were used as bases for curricular redirections or enhanced models. Both study aimed to provide school officials information to help them determine the strengths and weaknesses of the curricular offerings as bases for improvement. Finally, both studies intended to ensure the relevance and degree of responsiveness of students' training to the society especially the local needs of the marginalized sectors of the society.

Gabon (2003) conducted a study entitled "Correlates of Examinees" Performance in the Licensure Examination for Teachers (LET): Basis for Teacher

Education Curriculum Improvement.” The study aimed to ascertain the degree of relationship between the level of performance of the examinees in the 2001 LET from the 14 selected public and private TEIs in Eastern Visayas and the following: faculty-related, administrator-related, TEI-related, and room examiner and proctor-related factors.

It was revealed in the study that: the performance of examinees from public TEIs was higher and better in the general education, professional education as well as field of specialization components of the LET in the secondary level.

Furthermore, Gabon recommended that: 1) the faculty members in the public and private TEIs must be, as much as possible, young, energetic and able to cope up with the primary demands of the teaching profession; must be educationally qualified; must handle subjects where they can serve their students well; must take further training in their own fields of specialization; 2) the administrators of the public and private TEIs should be educationally qualified; should possess the necessary trainings such as managerial, leadership, required traits and the technical know-how in the overall administrative functions expected of them; 3) the TEIs should submit for voluntary accreditation; implement admission and retention evaluation procedures; offer refresher/review classes in preparation of LET; 4) conduct a study on the status of the BEED and BSED curricula in the region, which will serve as the basis in

developing more improved BEED and BSED curricula for the public and private TElS.

The present study bear similarity to the aforementioned study since both studies aimed at improving the BEED and BSED curricula, covering policies, procedures, techniques, manpower, facilities, etc., and the implementation of strategic activities. Both studies were conducted in Region VIII. However, the study of Gabon considered the results of the Licensure Examination for teachers as basis of improving the two curricula while the present study considered the relevance of these curricula in terms of accessibility as well as faculty development.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures that were undertaken in this study. It includes the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

This study employed the descriptive-developmental research design. The researcher determined the relevance of the teacher education programs among private TEIs in Region VIII as assessed by the school administrators, faculty, personnel, graduates, students and parents. Moreover, the researcher looked into the problems encountered by the six groups of respondents relative to teacher education and its possible solutions. Also, four groups of respondents – the experts, faculty, administrators as well as employees were made to identify the competencies needed to improve the teacher education curriculum in their respective institutions. The results of the analyses of the data collected were used as inputs or bases for coming up with proposals for an enhanced teacher education curriculum best suited to the prevailing characteristics of private schools in the Island of Samar. Specifically, the priority

of this undertaking was to propose prototype BEED and BSED curricula that were anchored on the findings of this study.

The enhanced teacher education curriculum for private schools in the Island of Samar is envisioned to cater to the needs and concerns of the administrators, faculty, students, and their parents, graduates, employees and experts in the field of basic education.

The researcher-made questionnaire was used as the main instrument in gathering pertinent data. The statistical tools used in analyzing the collected data are the weighted means, standard deviation, one-way analysis of variance and Scheffe's test.

Instrumentation

As stated, the researcher utilized the questionnaire as the main instrument in the data-collection. This was supplemented by interview, documentary analysis and observation.

Questionnaire. The questionnaire was the principal instrument to be used by the researcher to elicit perceptions from the respondents relative to the extent of relevance of the Teacher Education Program among private TEIs in the Island of Samar in terms of the following indicators, namely: (1) accessibility to: admission requirements, tuition and other fees, scholarship, enrollment procedure, distance from home; (2) faculty development; (3) instructional strategies and approaches; (4) values formation; (5) community involvement; and

(6) employability. Likewise, the questionnaire elicited information from the respondents with regards to the problems encountered in the implementation of the teacher education program, as well as the suggested solutions to address the problems encountered.

There were seven sets of questionnaires used for each category of respondent. All sets of questionnaires composed of five parts. Part I is the section that elicited information regarding the profile of the respondents; Part II was on the perception of the respondents relative to the extent of relevance of the teacher education curriculum; Part III learning areas or competencies necessary for the enhancement of the teacher education curriculum; Part IV was on the problems encountered in the implementation of the teacher education program; and Part V was on the suggested solutions to address the problems encountered.

The perceived extent of relevance of the identified aspects of the curricula was quantified using the five-point Likert scales of 5, 4, 3, 2, 1 for extremely relevant (ER), highly relevant (HR), moderately relevant (MR), slightly relevant (SR) and not relevant (NR), respectively. Also, the learning areas were assessed as very much needed (VMN) or 5, much needed (MN) or 4, moderately needed (Mod N) or 3, slightly needed (SB) or 2 and not needed (NN) or 1. Moreover, the problems identified were assessed by the respondents as follows: 5 for always encountered (AE), 4 for often encountered (OE), 3 for sometimes encountered (SoE), 2 for rarely encountered (RE), and 1 for not encountered (NE). Finally, the responses on the listed solutions were as follows: 5 for strongly agree (SA), 4 for

agree (A), 3 for undecided (U), 2 for disagree (D) and 1 for strongly disagree (SD).

Documentary analysis. This data gathering technique was utilized to obtain information with regards to the profile of the respondents by reviewing pertinent documents available to the researcher.

Validation of the Instrument

The questionnaire used in the data gathering is a self-structured instrument prepared by the researcher himself. Hence, it passed through expert validation through his adviser and post-graduate professors of the Samar State Polytechnic College Graduate School. Finally, expert validation was made by the members of the panel of oral examiners during the pre-oral. All suggestions and comments during the expert validation process were considered and incorporated in the final draft.

Moreover, to ascertain the reliability of the instrument, the researcher adopted the test-retest reliability method. The pilot testing was conducted at the Divine Gratine College, Dolores, Eastern Samar twice in an interval of two days in a week to the same group of respondents. Results of the two pilot-tests were tabulated, organized and analyzed whereby the coefficient of reliability was computed using the Pearson r and interpreted based on the Table of Reliability suggested by Ebel (1965: 242). The value of the reliability coefficient was 0.87

which was interpreted to be "fairly high," indicating that the instrument is adequate for individual measurements.

Sampling Procedure

In the selection of the private schools offering teacher education curriculum included in this study, total enumeration was used. There were six respondent-schools identified in the Island of Samar, namely: 1) St. Francis College, Allen, Northern Samar; 2) Northern Samar Colleges, Catarman, Northern Samar; 3) Christ the King College, Calbayog City; 4) St. Mary's College of Catbalogan, Catbalogan, Samar; 5) Samar College, Catbalogan, Samar; 6) St. Mary's College of Borongan, Borongan, Eastern Samar.

Moreover, in the selection of the administrators, experts and faculty respondents, total enumeration was employed. This means that all administrators, experts and faculty members connected with the six respondent-schools served as respondents of the study.

For the employees, the researcher identified the following: 1) registrars; 2) librarians; 3) cashiers; 4) school nurses; and 5) clerks.

The expert-respondents considered in this study were the principal/head teachers/teachers-in-charge of public elementary and secondary schools supervised by the Department of Education and are assigned only in the central schools located in the poblacion of every respondent-municipality.

On the other hand, in the selection of graduates and students, stratified random sampling was used. The researcher prepared a sampling frame, which contained information relative to the population for each group per school. Then, the sample size was computed using the Sloven's formula (Sevilla, et. al., 1992: 182):

$$n = \frac{N}{1 + Ne^2}$$

where:

n - the sample size;

N - the population size; and

e - the desired margin of error.

The selection of the parent-respondents was done through purposive sampling inasmuch as only those parents of student-respondents were taken as samples. The researcher entrusted the survey-questionnaires intended for their parents to the student-respondents.

Data Gathering Procedure

For the data gathering aspect of the study, the researcher first and foremost made it a point that the corresponding instruments for gathering the required data were already validated before the actual data collection would push through. After the validation phase, the researcher sought permission and approval of the different concerned officials who might be affected or involved,

when the study would finally be set in motion. This was realized through letters of requests and other letters of communication forwarded to said officials in order to secure sufficient ethical as well as legal mandate from the smooth, systematic, and well-coordinated conduct of the study.

Firstly, the researcher sought permission from the Regional Director of the Commission on Higher Education, Region VIII, Tacloban City to conduct the study among private teacher education institutions in the Island of Samar. Similar letter of request was made and addressed to the Director of the Department of Education, Region VIII, Tacloban City to field part III of the survey-questionnaire to the principals/head teachers/teachers-in-charge in both elementary and secondary public schools in the Island of Samar.

Secondly, the researcher prepared another letter-request to the Regional Director of the Commission on Higher Education carrying the following requests: 1) enrollment; 2) faculty profile; 3) administrators' profile; 4) library and other educational facilities; 5) graduation turn-out for the past five years of the respondents private teacher education institutions. Similar letter-request was made and addressed to the Regional Director of the Department of Education carrying the following requests: 1) number and percentage of teacher applicants and the newly hired teachers in the Department of Education through the Division of Samar, Eastern Samar, Northern Samar; 2) number and percentage of hired teachers in the Department of Education in the Island of Samar who are graduates from the respondent schools.

Thirdly, the researcher prepared another letter-request to the Regional Director of the Professional Regulation Commission (PRC), Tacloban City, requesting data on the number and percentage of passing rate in the licensure examination for teacher (LET) for the past five years among respondents schools.

All the cited letters were meant to ask clearance and the subsequent permission for the researcher to freely and legally undertake the required activities of the study. Upon satisfying the pre-requisites to actual data gathering, the researcher then administered his survey questionnaires to the intended respondents of the study.

For the graduate respondents, the researcher also sought the help of some students who served as their courier of the questionnaires for graduates who were their neighbors, relatives, friends or a friend of their friends. Some schools conducted LET review orientation where said graduate-respondents were found present which made it easier for the researcher to contact them. Due to the difficulty encountered by the researcher in contacting said graduates, the researcher resorted to those graduates whom his student-couriers are familiar to.

The student-respondents were given additional set of questionnaires intended for their respective parents or parent-respondents. It was found beneficial to the researcher because the students themselves were the ones who assisted, helped and explained further the doubts and queries of their parents.

The researcher in fielding the questionnaire deployed an assistant enumerator. It was ensured that if necessary, additional explanation,

clarification and help in answering the survey questionnaire were extended to the respondents either by the researcher himself or the assistant enumerators. In addition, unstructured interviews with the different respondents were done. The data collection phase was done during the period February to March 2004.

Statistical Treatment of Data

The data gathered were tabulated, organized and analyzed using appropriate descriptive and inferential statistics, namely: frequency count and percentages, arithmetic mean and standard deviation, weighted mean, Pearson-Product-Moment Correlation Coefficient, one-way analysis of variance and Scheffe's test.

Frequency count and percentages. These descriptive statistics were used to present the profile of the respondents by category.

Arithmetic mean and standard deviation. These descriptive statistics were used to present the average age, years of service, experience and in-service trainings attended, as well as, in describing the variability of the data.

Weighted mean. This statistic was used to present the group perceptions of the respondents with regards to the extent of relevance of the Teacher Education Curriculum among TEIs as well as the competencies necessary to enhance the TECs in the island of Samar with the use of the five-point Likert scale as follows:

<u>Scale</u>	<u>Range</u>	<u>Interpretation</u>
5	4.51 – 5.00	Extremely Relevant/Very Much Needed (ER/VMN)
4	3.51 – 4.50	Highly Relevant/ Much Needed (HR/MN)
3	2.51 – 3.50	Moderately Relevant/ Moderately Needed (MR/ModN)
2	1.51 – 2.50	Slightly Relevant/Slightly Needed (SR/SN)
1	1.00 – 1.50	Not Relevant (NR/NN)

Likewise, the same statistic was used to determine the gravity of the problems encountered in the implementation of the Teacher Education Program among TEIs as perceived by the respondents using the following five-point scale:

<u>Scale</u>	<u>Range</u>	<u>Interpretation</u>
5	4.51 – 5.00	Always Encountered (A)
4	3.51 – 4.50	Often Encountered (O)
3	2.51 – 3.50	Sometimes Encountered (So)
2	1.51 – 2.50	Seldom Encountered (Se)
1	1.00 – 1.50	Not Encountered (N)

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):

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

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;
ΣX^2	-	refers to the sum of squared X score;
ΣY^2	-	refers to the sum of squared Y score; and
Σ	-	refers to summation.

In evaluating the computed r_{xy} , the Table of Reliability Coefficient suggested by Ebel (1965: 242) was used as shown 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 six groups of respondents relative to the extent of relevance of the teacher education program among private T.E.I.s, as well as the gravity of the problems encountered in the implementation of the teacher education program, the one-way analysis of variance was used adopting the following formula (Walpole, 1982: 387), viz:

$$F = \frac{MS_{\text{Bet}}}{MS_{\text{Within}}} \quad \begin{array}{l} \text{with } df_{\text{Bet}} = k - 1 \\ df_{\text{Within}} = N - k \end{array}$$

where:

K - the number 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 six categories of respondents on the extent of relevance of the teacher education program among TEIs as well as the gravity of the problems encountered in the implementation of the teacher education curriculum, the Scheffe's posteriori test was employed with the following formula (Snedecor & Cochran, 1975: 271):

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

where:

S_w^2 - the mean square within groups.

Finally, testing of hypotheses was done using $\alpha = .05$ as the level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter covers the presentation, analysis and interpretation of the collected data. Included in this chapter are the profile of the private TEIs in the region in terms of enrollment, faculty, students' characteristics, and administrators' profile. Moreover, the assessments of the different groups of respondents pertaining to relevance of the curricular offerings, competencies needed, problems encountered, suggested solutions as well as results of the tests of hypotheses are herein discussed.

Profile of the Teacher Education Curriculum (TEC) Among the Respondent-TEIs

The researcher looked into the profile of the TEC among private TEIs to give background information regarding its status. Among the indicators considered necessary were: enrollment, faculty, students' characteristics and administrators' profile.

Enrollment. Table 1 presents the profile of the TEC among private TEIs in terms of enrollment. As presented in the said table, it can be noted that Samar College posted the highest number of TEC enrollment with 723 or 64.44 percent. This was followed by St. Francis College with an enrollment of 150 or 13.37 percent. On the other hand, Northern Samar College registered the least number

Table 1

**Enrollment Profile of the Teacher Education Curriculum
Among Respondent-TEIs**

Teacher Education Institutions	Enrollment	Percent	Rank
Christ the King College	133	11.85	3
St. Mary's College of Catbalogan	55	4.90	4
Samar College	723	64.44	1
Northern Samar Colleges	12	1.07	6
St. Francis College	150	13.37	2
St. Mary's College of Borongan	49	4.37	5
Total	1,122	100.00	-
Mean	187	-	-
S.D.	267.83	-	-

of TEC enrollment with 12 students or 1.07 percent of the total TEC enrollment in the Island of Samar. Thus, the mean number of TEC enrollment in the Island of Samar was pegged at 187 students with a standard deviation of 267.83 students.

Faculty-respondents' profile. The characteristics of the faculty of the TEC among private TEIs in the Island of Samar are herein discussed such as: age and sex, civil status, educational qualification, monthly income, teaching status, teaching experience and in-service trainings attended.

Table 2 presents the age and sex distribution of faculty members of the TEC among private TEIs in the island of Samar. Out of the 70 faculty-

Table 2

Age and Sex Distribution of the Faculty-Respondents

Age Bracket	Male		Female		Total	
	f	%	f	%	f	%
55 – 63	2	2.85	3	4.29	5	7.14
46 – 54	2	2.86	8	11.43	10	14.29
37 – 45	3	4.28	11	15.72	14	20.00
28 – 36	8	11.43	12	17.14	20	28.57
19 – 27	10	14.29	11	15.71	21	30.00
Total	25	35.71	45	64.29	70	100.00
Mean	33.08 years		37.00 years		35.60 years	
S.D.	21.36 years		22.25 years		21.93 years	

respondents, the highest number between 19 to 27 years comprised 21 or 30.00 percent. This was followed by those between 28 to 36 years with 20 or 28.57 percent. Meanwhile, the least number, that is five or 7.14 percent were 55 to 63 years old. Hence, the mean age of the faculty-respondents was pegged at 35.60 years with SD of 21.93 years which indicated that the faculty members of the TELs in the Island of Samar were in their mid 30's and were relatively young.

Moreover, majority of the faculty-respondents were female as evidenced by the fact that out of 70, 45 or 64.29 percent were of this sex and the remaining 25 or 35.71 percent composed the males. The data support the general observation that teaching, generally, is considered a "female profession."

The data on the civil status of the faculty-respondents are shown in Table 3. Among the private TEIs in the island of Samar, majority of the faculty members were married with 43 out of 70 or 61.43 percent; 25 of them or 35.71 percent were singles and only two or 2.86 percent were widows/ers.

Table 3

Civil Status Profile of the Faculty-Respondents

Civil Status	Frequency	Percent
Widow/er	2	2.86
Married	43	61.43
Single	25	35.71
Total	70	100.00

In terms of educational qualification of the faculty-respondents, Table 4 shows that majority, that is, 45 out of 70 or 64.29 percent were baccalaureate degree holders with MA/MS units while 17 or 24.28 percent were baccalaureate degree holders. Furthermore, six or 8.57 percent were MA holders. Noteworthy were the two faculty members or 2.86 percent who are Ph. D. degree holders.

The data showed that the TEC faculty possessed the minimum educational qualification for the position. However, based on the CHED requirement that 40.00 percent of the faculty teaching in college should have master's degree, majority of the faculty of the TEC among private TEIs in the

Table 4

Educational Qualification of the Faculty-Respondents

Educational Qualification	Frequency	Percent
Ph. D.	2	2.86
M. A.	6	8.57
With M. A. Units	45	64.29
Baccalaureate	17	24.28
Total	70	100.00

Province of Samar fell short of educational preparation. This denoted that majority of the faculty members need updating of their educational qualification through pursuing graduate and advanced education.

Pertaining to monthly income of the faculty members among private TEIs in the island of Samar, Table 5 shows that the highest number of faculty-respondents, that is, 20 out of 70 or 28.57 percent earned monthly income of PhP12,800.00–PhP14,999.00; followed by 17 faculty-respondents or 24.29 percent with income of PhP10,600.00– PhP12,799.00. On the other hand, the least number of two or 2.86 percent earned PhP15,000.00–PhP17,199.00. The average monthly income of the faculty-respondents was posted at PhP10,725.21, which proved to be lower than the poverty threshold set by NEDA for the year 2003, which is PhP10,783.

Table 5

Average Monthly Income Distribution of the Faculty-Respondents

Income Bracket in Php	Frequency	Percent
15,000 – 17,199	2	2.86
12,800 – 14,999	20	28.57
10,600 – 12,799	17	24.29
8,400 – 10,599	13	18.57
6,200 – 8,399	12	17.14
4,000 – 6,199	6	8.57
Total	70	100.00
Mean	PhP10,725.21	

The data denoted that the faculty members of private TEIs in the island of Samar were living below the poverty level, indicating that they can barely provide their family members the basic necessities in life such as food, clothing, shelter as well as education.

The profile of the TEC among private TEIs in terms of teaching status of their faculty members are only of two categories, that is, permanent or probationary status. Based on data collected, majority of them that is, 56 out of 70 faculty-respondents or 80.00 percent were on permanent status while the remaining 14 or 20.00 percent were on probationary status. This indicated that

most of the faculty members from the private TEIs have security of tenure and cannot just be removed from their positions without due cause.

Table 6 reveals the profile of the TEC among private TEIs in terms of teaching experience of faculty. As shown in the said table, the highest number of the 70 faculty-respondents, that is, 27 or 38.57 percent had been in the service for 8-14 years, followed by 26 or 37.14 percent who had been in service for 1-7 years. One faculty or 1.43 percent has served for 22 - 28 years.

Table 6
Faculty-Respondents' Teaching Experience

No. of Years of Experience	Frequency	Percent
29 - 35	3	4.29
22 - 28	1	1.43
15 - 21	13	18.57
8 - 14	27	38.57
1 - 7	26	37.14
Total	70	100.00
Mean	10.80 years	
S. D.	14.69 years	

On the average, the faculty-respondents had been in the service for 10.80 years with standard deviation of 14.69 years. The data denoted that the faculty had been in the service for a long period of time, indicating that they had

enough experience relative to problems as well as difficulties in serving a private TEL.

As regards the profile of the TEC among private TELs in terms of in-service trainings attended by faculty, the data are shown in Table 7. As gleaned from the said table, it can be noted that highest number of the faculty-

Table 7

**Profile of the Faculty-Respondents in Terms of
In-Service Trainings Attended**

No. of In-Service Trainings Attended	Frequency	Percent
21 - above	4	5.71
16 - 20	15	21.43
11 - 15	13	18.57
6 - 10	12	17.14
1 - 5	26	37.15
Total	70	100.00

respondents, that is, 26 or 37.15 percent were able to attend 1-5 in-service trainings, while 15 or 21.43 percent were able to attend 16-20 in-service trainings. The least number of them - 4 or 5.71 percent attended at least 21 trainings. The data show that the faculty-respondents were given opportunities to pursue professional advancement.

Student-respondents' profile. This sections discusses data pertaining to the profile of the students from the private TELs in the island of Samar as follows:

age and sex, civil status, type of secondary school graduated, residence or home origin, average family income, family size and religious affiliations.

Table 8 presents the profile of the TEC among private TEIs in terms of age and sex distribution of students. As presented, majority of the students between 17 to 21 years comprised 197 or 72.69 percent. This was followed by those who were 22 – 26 years old with 51 or 18.87 percent and the lowest number, that is one student was between 32 to 36 years of age. Thus, the mean age of the students involved in the study was posted at 20.88 years with standard deviation of 10.04 years.

Table 8
Age and Sex Distribution of the Student-Respondents

Age Bracket	Male		Female		Total	
	f	%	f	%	f	%
32 – 36	1	0.37	4	1.48	5	1.85
27 – 31	5	1.84	13	4.80	18	6.64
22 – 26	20	7.38	31	11.44	51	18.82
17 – 21	44	16.24	153	56.45	197	72.69
Total	70	25.83	201	74.17	271	100.00
Mean	21.36 years		20.72 years		20.88 years	
S. D.	11.07 years		9.54 years		10.04 years	

As regards their sex, majority of the TEC students were females comprising 201 or 74.17 percent while the remaining 70 or 25.83 percent were males. This result validated the findings of other researchers relative to dominance of females in the pre-service and in-service teaching profession.

As regards the civil status of the students, two categories were collected. Majority of the students were single comprising 239 out of 271 or 88.19 percent while 32 students or 11.81 percent were married.

The data in terms of the secondary schools where the students graduated are shown in Table 9. The highest number of students graduated from a public high school in the central area comprising 121 or 44.64 percent, while 75 or 27.68 percent graduated from private high schools and the remaining 75 or 27.68 percent graduated from a public high school in the barangays.

Table 9

Type of Secondary School Where the Student-Respondents Graduated

Type of Secondary School	Frequency	Percent
Private High School	75	27.68
Public High School (Barangay)	75	27.68
Public High School (Central)	121	44.64
Total	271	100.00

Table 10 reveals that majority of the students involved in the study - 203 or 74.91 percent were residing within the locality where the school was located, while 41 or 15.13 percent were residing in other municipalities and 27 or 9.96 percent from other provinces.

The data showed that the service area of the respondent-TEIs covered not only the residents of the locality where the school was located but also residents from other municipalities and other provinces.

Table 10
Student-Respondents' Residence or Home Origin

Residence/Home Origin	Frequency	Percent
Within Locality	203	74.91
From Other Municipalities	41	15.13
From Other Provinces	27	9.96
Total	271	100.00

Table 11 shows the profile of the TEC among private TEIs in terms of average family income of the student-respondents. Majority of the family of the 271 students involved in the study earned an average monthly income of Php9,600.00–Php12,399.00 comprising 139 or 51.29 percent, followed by 44 or 16.24 percent earned Php12,400.00 – Php15,199.00 and 40 or 14.76 percent earned

Table 11

Student-Respondents' Average Family Monthly Income

Income Bracket	Frequency	Percent
18,000 – 20,799	5	1.85
15,200 – 17,999	40	14.76
12,400 – 15,199	44	16.24
9,600 – 12,399	139	51.29
6,800 – 9,599	22	8.12
4,000 – 6,799	21	7.74
Total	271	100.00
Mean	Php11,774.41	

Php15,200.00–Php17,999.00. The lowest number of five students 1.85 percent had average family monthly income of Php18,000.00–Php20,799.00.

The average monthly family income of the student-respondents was pegged at Php11,774.41, which proved to be higher than the poverty threshold set by NEDA for the year 2003, which is Php10,783.00. This implies that their family can sustain both the basic nutritional and educational needs of the students.

Understandably, the student-respondents came from well-off families inasmuch as their parents can afford to pay tuition fees in private institutions.

In terms of family size, 192 or 70.85 percent of the student-respondents belonged to a family of 4-6 members and 33 or 12.17 percent with 1-3 family members. Notably, eight (the least number of student-respondents) or 2.95 percent belonged to a family size of 13 - 15 members (Table 12).

The mean number of family members of the students was posted at 5 members with standard deviation of 3 members. The data denoted Generally, the student-respondents came from big family sizes, in comparison to the ideal

Table 12
Student-Respondents' Family Size

Family Size	Frequency	Percent
13 - 15	8	2.95
10 - 12	15	5.54
7 - 9	23	8.49
4 - 6	192	70.85
1 - 3	33	12.17
Total	271	100.00
Mean	5 family members	
S. D.	3 family members	

number of family members of four, which was set by NEDA based on the calculation of the poverty threshold.

Table 13 presents the profile of the TEC among private TEIs in terms of religious affiliations. As presented, 244 or 90.04 percent of the student-respondents belonged to the Catholic denomination, while 11 or 4.06 percent were Pentecostals, eight or 2.95 percent were Baptists, three or 1.11 percent were Mormons, two or 0.74 percent were UCCPs, another two or 0.74 percent were Seventh Day Adventists and only one or 0.36 percent belonged to the Jehovah's Witnesses sect.

Table 13

Student-Respondents' Religious Affiliation

Religious Affiliation	Frequency	Percent
Catholic	244	90.04
Mormons	3	1.11
Baptist	8	2.95
Pentecostal	11	4.06
UCCP	2	0.74
Seventh Day Adventist	2	0.74
Jehovah's Witnesses	1	0.36
Total	271	100.00

Administrator-respondents' profile. This part presents the profile of the administrators of the TEIs involved in this study along age and sex, civil status, educational attainment, work experience as an administrator, employment status and relevant trainings attended.

The age and sex distribution of the administrators of the TEIs in the Island of Samar is presented in Table 14. The oldest among the administrator-respondents was 64 years old while the youngest was 35 years of age. This showed that their age distribution was widely spaced. Thus the average age of this group of respondents was posted at 47.67 years with a standard deviation of 9.85 years.

Table 14
Age and Sex Distribution of the Administrator-Respondents

Age	Male		Female		Total	
	f	%	f	%	F	%
64	1	16.67	-	-	1	16.67
50	1	16.67	1	16.67	2	33.33
46	-	-	1	16.67	1	16.67
41	1	16.67	-	-	1	16.67
35	1	16.67	-	-	-	16.67
Total	4	66.67	2	33.33	6	100.00
Mean	47.50 years		48.00 years		47.67 years	
S. D.	12.61 years		2.83 years		9.85 years	

Furthermore, majority of the administrators of private TEIs were males with four or 67.67 percent while the remaining two or 33.33 were female administrators.

There were only two groups of administrators according to civil status. Out of the six administrators involved in the study, majority of them were married with five or 83.33 percent while the remaining one or 16.67 percent was single.

Presented in Table 15 are data on the educational attainment of the administrators involved in the study. Majority of the administrators were M. A. degree holders with three or 50.00 percent. The remaining three were equally distributed as follows: one or 16.67 percent, Ph. D.; another one or 16.67 percent,

Table 15

Administrator-Respondents' Educational Attainment

Educational Attainment	Frequency	Percent
Ph. D.	1	16.67
Ph. D. units	1	16.67
MA/MS	3	50.00
With MA/MS units	1	16.67
Total	6	100.00

with Ph. D. units and still another one or 16.67 percent, with M. A. units. Thus, in general, the administrators of private TEIs in the island of Samar fall short of the educational attainment requirement of CHED policies and standards on teacher education, which is a doctorate degree. As suggested by the data collected, only one among them is educationally qualified, however, indicators of professional advancement among this group are evident.

In terms of experience as administrators, Table 16 shows that the number of years of experience of the administrators varied from 7 years to 34 years.

Table 16

Administrative Experience of the Administrator-Respondents

No. of Years of Work Experience	Frequency	Percent
34	1	16.67
12	1	16.67
11	1	16.67
10	1	16.67
9	1	16.67
7	1	16.67
Total	6	100.00
Mean	13.83 years	
S. D.	10.03 years	

Generally, the administrators are experienced in terms of the position they are occupying as evidenced by their average administrative experience pegged at 13.83 years with a standard deviation of 10.03 years.

Relative to employment status, All the six administrator-respondents were regular employees of their respective TELs, indicating that they were enjoying security of tenure and cannot be removed without due cause and process.

Pertaining to in-service trainings attended by the administrators in Table 17, majority of the administrator-respondents attended 2 relevant trainings, that is, three or 50.00 percent, while one or 16.67 percent attended 10

Table 17

In-Service Trainings Attended by the Administrator-Respondents

No. of In-Service Trainings Attended	Frequency	Percent
10	1	16.67
8	1	16.67
5	1	16.66
2	3	50.00
Total	6	100.00
Mean	5 trainings	
S. D.	3 trainings	

relevant in-service trainings, another one or 16.67 percent attended 8 relevant in-service trainings and another one or 16.66 percent attended 5 relevant in-service trainings. The administrators of private TELs are continuously upgrading themselves by means of attending seminar and/or trainings. The mean number of trainings attended by the administrators was five trainings with a standard deviation of 3 trainings.

Extent of Relevance of TECs Among Private TELs in the Island of Samar

The respondents' perceived extent of relevance of the TEC among private TELs in the Island of Samar along accessibility, faculty development, instructional strategies and approaches, values formation, community involvement and employability are herein presented and discussed.

Accessibility. The perceptions of the six groups of respondents relative to the relevance of the TEC among private TELs in terms of accessibility are herein presented and discusses. In this particular area, the researcher considered six factors, namely: admission and retention requirements; tuition and other fees; scholarship; student services; enrollment procedure; and distance from home.

In terms of admission and retention requirements in Table 18, the administrators, faculty and graduates considered it "extremely relevant" being manifested by the sub-means of 5.00, 4.77 and 4.63, respectively while the personnel, students and parents considered it "highly relevant" with sub-means

Table 18

**Respondents' Perceptions on the Extent of Relevance of the
TEC Among Private TEIs Along Accessibility
(Admission and Retention Requirements)**

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
Admission & Retention Requirements	5.00 ER	4.97 ER	4.57 ER	4.97 ER	3.89 ER	5.00 ER
1. Interview						
2. Entrance Examination	5.00 ER	4.91 ER	2.86 MR	4.49 HR	3.42 MR	4.91 ER
3. Physical Examination	5.00 ER	3.83 HR	3.95 HR	3.95 HR	1.54 SR	4.06 HR
4. Grade Point Average Requirement of 85% or Above	5.00 ER	4.66 ER	3.95 HR	4.01 HR	2.84 MR	3.36 MR
5. Provision of information bulletin or handbook on policies, standards and procedure.	5.00 ER	4.94 ER	4.32 HR	4.26 HR	5.00 ER	3.58 HR
6. Grade Average Requirement for Gen Educ subjects as part of the retention policies.	5.00 ER	4.69 ER	3.81 HR	5.00 ER	4.05 HR	3.21 MR
7. Grade Average Requirement for Prof Educ subjects as part of the retention policies.	5.00 ER	4.89 ER	3.73 HR	5.00 HR	3.86 HR	2.08 SR
8. Grade Average Requirement for Major subjects as part of the retention policies.	5.00 ER	5.00 ER	3.08 MR	5.00 ER	3.68 HR	2.90 MR
9. Grade Average Requirement for the Minor subjects as part of the retention policies.	5.00 ER	5.00 ER	3.95 HR	5.00 ER	3.67 HR	3.24 MR
Area Mean	5.00 ER	4.77 ER	4.06 HR	4.63 ER	3.81 HR	3.71 HR

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)

Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

of 4.06, 3.81 and 3.71, respectively.

Along tuition and other fees in Table 19, the administrators considered it "extremely relevant" with a sub-mean of 4.65. However, the other groups of respondents – faculty, personnel, graduates, students and parents considered the

Table 19

Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Tuition and Other Fees)

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Affordable tuition fees	4.57 ER	4.93 ER	4.86 ER	5.00 ER	5.00 ER	5.00 ER
2. Installment basis of collection of fees	5.00 ER	5.00 ER	4.86 MR	5.00 HR	5.00 MR	5.00 ER
3. Collection of miscellaneous fees	5.00 ER	4.26 HR	4.19 HR	5.00 ER	4.37 HR	3.73 HR
4. Collection of laboratory fees.	5.00 ER	4.74 ER	3.95 HR	4.16 HR	3.60 HR	3.02 MR
5. Collection of Internet/ computer fees.	4.29 HR	2.67 MR	4.22 HR	3.28 MR	3.46 MR	2.91 MR
6. Collection of insurance premium.	4.43 HR	2.73 MR	4.14 HR	3.61 HR	3.87 HR	3.34 MR
7. Collection of socialized or discounted fees	4.29 HR	4.03 HR	2.97 MR	2.58 MR	3.07 MR	3.96 HR
Area Mean	4.65 ER	4.05 HR	4.20 HR	4.01 HR	4.11 HR	3.85 HR

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)
 Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

tuition and other fees of private TEIs as “highly relevant” with sub-means of 4.05, 4.20, 4.01, 4.11 and 3.85, respectively.

As to scholarship shown in Table 20, the five groups of respondents – administrators, faculty, personnel, graduates and students considered the program as “extremely relevant.” This is supported by the sub-means of 5.00, 4.70, 5.00, 5.00 and 4.91, respectively. While the parents considered the program as “highly relevant” with a sub-mean of 4.32.

Table 20

Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Scholarships)

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Academic/honor scholarships	5.00 ER	5.00 ER	5.00 ER	5.00 ER	4.72 ER	4.44 HR
2. Government organizations sponsored scholarships such as DOST, CHED, etc.	5.00 ER	4.09 HR	5.00 ER	5.00 HR	5.00 MR	4.51 ER
3. Non-government organizations sponsored scholarships such as alumni Association, Faculty Associations, etc.	5.00 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER	4.01HR
Area Mean	5.00 ER	4.70 ER	5.00 ER	5.00 ER	4.91 ER	4.32 HR

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)
 Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

With regards to students services, Table 21 shows that the administrators, personnel, graduates, students and parents confidently expressed that they are “extremely relevant” by giving sub-means of 4.60, 4.57, 4.73, 4.65 and 4.64, respectively. The faculty, on the other hand, considered the services as “highly relevant” with a sub-mean of 4.36.

Table 21

Respondents’ Perceptions on the Extent of Relevance of the TEC Among Private TFI’s Along Accessibility (Student Services)

Indicators	Respondents’ Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Orientation for new and continuing students	5.00 ER	4.93 ER	4.81 ER	4.96 ER	4.97 ER	4.97 ER
2. Medical/Health Services	5.00 ER	4.04 HR	4.70 ER	4.98 ER	4.94 MR	4.94 ER
3. Security Services	5.00 ER	5.00 ER	4.73 ER	4.99 ER	4.97 ER	4.97 ER
4. Dormitory Services	3.00 MR	2.81 MR	3.65 HR	4.12 HR	3.37 MR	3.33 MR
5. Guidance Services	5.00 ER	5.00 ER	4.97 ER	4.58 ER	5.00 ER	5.00 ER
Area Mean	4.60 ER	4.36 HR	4.57 ER	4.73 ER	4.65 ER	4.64 ER

Legend: 4.51–5.00 Extremely Relevant (ER) 1.51–2.50 Slightly Relevant (SR)
 3.51–4.50 Highly Relevant (HR) 1.00–1.50 Not Relevant (NR)
 2.51–3.50 Moderately Relevant (MR)

Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

As regards enrollment procedure, the six groups of respondents unanimously agreed that the procedures were “extremely relevant” as shown in Table 22. The sub-means are: 5.00, 4.90, 4.78, 4.91, 5.00 and 5.00 for the

administrators', faculty's, personnel's, graduates', students' and parents' groups, respectively.

Table 22

Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Enrollment Procedure)

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Provision of information bulletin of procedure in enrollment	5.00 ER	4.96 ER	4.84 ER	5.00 ER	5.00 ER	5.00 ER
2. Ensuring that enrollment can be done in at most three days.	5.00 ER	4.81 ER	4.73 ER	4.84 ER	5.00 ER	5.00 ER
3. Implementation of "first come-first served basis during enrollment.	5.00 ER	4.94 ER	4.76 ER	4.82 ER	5.00 ER	5.00 ER
4. Provision of faculty-assistants or aides during enrollment.	5.00 ER	4.87 HR	4.81 HR	5.00 ER	5.00 ER	5.00 ER
Area Mean	5.00 ER	4.90 ER	4.78 ER	4.91 ER	5.00 ER	5.00 ER

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)
 Adm - Administrators; Per-Personnel ; Grad - Graduates; Stud-Students

In terms of the distance from home, the respondents were asked for the accessibility of the TEIs. As shown in Table 23, the administrators, faculty, personnel, graduates and students expressed that TEIs were "highly relevant" in terms of its strategic location. This is supported by the sub-means of 3.86, 4.30,

3.90, 3.94 and 3.51. The parents, on the other hand, expressed that the TEIs were “moderately relevant” with a sub-mean of 3.50 in terms of its strategic location.

Table 23

Respondents’ Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Distance from Home)

Indicators	Respondents’ Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. The TEI is situated in the capital municipality	3.71 HR	3.99 HR	3.76 HR	3.90 HR	4.02 HR	3.97 HR
2. The TEI is accessible by both land and water.	4.00 HR	4.96 ER	4.08 HR	3.88 HR	3.75 HR	3.75 HR
3. The TEI is near terminals/ ports.	3.86 ER	4.20 ER	3.86 ER	4.18 ER	3.15 ER	3.14 ER
4. Provisions for public transports to facilitate students’ travel from home to school	3.86 HR	4.04 HR	3.89 HR	3.82 HR	3.13 MR	3.13 MR
Area Mean	3.86 HR	4.30 HR	3.90 HR	3.94 HR	3.51 HR	3.50 MR

Legend: 4.51–5.00 Extremely Relevant (ER) 1.51–2.50 Slightly Relevant (SR)
 3.51–4.50 Highly Relevant (HR) 1.00–1.50 Not Relevant (NR)
 2.51–3.50 Moderately Relevant (MR)
 Adm - Administrators; Per-Personnel ; Grad - Graduates; Stud-Students

In summary, the administrators, faculty and graduates considered the TEIs as “extremely relevant” in terms of accessibility being manifested by the grand means of 4.69, 4.51 and 4.54, respectively. While the personnel, students and parents considered them “highly relevant” in terms of their accessibility with grand means of 4.42, 4.33 and 4.17, respectively (Table 24).

Table 24

**Summary of the Respondents' Perceptions on the Extent of Relevance of the
TEC Among Private TEIs Along Accessibility**

Areas	Respondents' Category/ Area Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Admission and Retention	5.00 ER	4.77 ER	4.06 HR	4.63 ER	3.81 HR	3.71 HR
2. Tuition and other fees.	4.65 ER	4.05 HR	4.20 HR	4.01 HR	4.11 HR	3.85 HR
3. Scholarship	5.00 ER	4.70 ER	5.00 ER	5.00 ER	4.91 ER	4.32 HR
4. Student Services	4.60 ER	4.36 HR	4.57 ER	4.73 ER	4.65 ER	4.64 ER
5. Enrolment Procedure	5.00 ER	4.90 ER	4.78 ER	4.91 ER	5.00 ER	5.00 ER
6. Distance from Home	3.86 HR	4.30 HR	3.90 HR	3.94 HR	3.51 HR	3.50 MR
Grand Mean	4.69 ER	4.51 ER	4.42 HR	4.54 ER	4.33 HR	4.17 HR

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)

Adm - Administrators; Per-Personnel ; Grad - Graduates; Stud-Students

Faculty development. Table 25 presents data on the perceptions of the six groups of respondents relative to the relevance of the TEC among private TEIs in terms of faculty development. The administrators, personnel, students and parents had the same perceptions with regards to this area. They considered

Table 25

**Respondents' Perceptions on the Extent of Relevance of the TEC Among
Private TEIs Along Faculty Development**

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Selection of qualified personnel to teach the different subjects.	5.00 ER	4.77 ER	5.00 ER	4.27 HR	5.00 ER	5.00 ER
2. Periodic assessment of teachers' performance and skills.	5.00 ER	4.93 ER	5.00 ER	4.42 HR	5.00 ER	5.00 ER
3. Enhancement of teachers' capability through seminars and trainings	5.00 ER	4.99 ER	5.00 ER	4.30 HR	5.00 ER	5.00 ER
4. Professional development of teachers by enrolling in MA/MS or Ph.D./Ed.D. courses	5.00 ER	4.96 ER	5.00 ER	4.21 HR	5.00 ER	5.00 ER
5. Granting of scholarships to qualified teachers.	5.00 ER	4.94 ER	5.00 ER	4.10 HR	5.00 ER	5.00 ER
Grand Mean	5.00 ER	4.92 ER	5.00 ER	4.24 HR	5.00 ER	5.00 ER

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)
 Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

all the indicators as "extremely relevant" with a mean 5.00 for each indicator. Consequently, the over-all perception of this group of respondents relative to the relevance of faculty development obtained a grand mean of 5.00 also which denoted "extremely relevant."

The faculty likewise considered all indicators as "extremely relevant" with means ranging from 4.77 to 4.99. The indicator corresponding to "Enhancement

of teachers' capability through seminars and trainings" obtain the highest weighted mean of 4.99 and "Selection of qualified/competent teachers to teach" obtained the least weighted mean of 4.77. In the over-all assessment of this group of respondents, they considered faculty development as "extremely relevant" with a grand mean of 4.92.

From the point of view of the graduates, they considered all the indicators along this area as "highly relevant" with weighted means ranging from 4.10 to 4.42. The indicator corresponding to "Periodic assessment of teachers' performance" obtained the highest weighted mean of 4.42 while "Granting of scholarships to qualified teachers" obtained the least weighted mean of 4.10. In summary, the graduates considered faculty development of TEIs as "highly relevant" being manifested by the grand mean of 4.24.

Instructional strategies and approaches. Table 26 presents the perceptions of the six groups of respondents relative to the relevance of the TEC among private TEIs in terms of instructional strategies and approaches. As shown in the said table, the six groups of respondents considered all the indicators along this area as "extremely relevant." As the result these groups of respondents considered in the over-all the instructional strategies and approaches adopted by the TEIs as "extremely relevant" with grand means of 4.9, 4.61, 5.00, 4.95, 4.92 and 5.00 for administrators, faculty, personnel, graduates, students and parents, respectively.

Table 26

**Respondents' Perceptions on the Extent of Relevance of the TEC Among
Private TEIs Along Instructional Strategies and Approaches**

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Questioning techniques of the teachers	5.00 ER	4.93 ER	5.00 ER	4.80 ER	4.82 ER	5.00 ER
2. Problem-solving approaches of the teachers.	5.00 ER	4.03 HR	5.00 ER	4.80 ER	4.59 ER	5.00 ER
3. Test and evaluative instruments used.	4.86 ER	4.03 HR	5.00 ER	5.00 ER	4.93 ER	5.00 ER
4. Use of variety of strategies and techniques in teaching.	4.71 ER	4.96 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
5. Modeling strategies Used.	5.00 ER	4.10 HR	5.00 ER	5.00 ER	5.00 ER	5.00 ER
6. Ability to recognize students' difficulties and provide appropriate activities.	4.86 ER	4.97 ER	5.00 ER	5.00 ER	4.88 ER	5.00 ER
7. Effective utilization of audio-visual aids.	5.00 ER	4.07 HR	5.00 ER	4.87 ER	4.91 ER	5.00 ER
8. Clear and accurate presentation of the subject matter.	5.00 ER	4.91 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
9. Ability to diagnose students' weaknesses.	5.00 ER	4.89 ER	5.00 ER	4.95 ER	5.00 ER	5.00 ER
10. Ability to plan & implement formative & summative evaluation of students' achievement	5.00 ER	4.89 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
Grand Mean	4.95 ER	4.61 ER	5.00 ER	4.95 ER	4.92 ER	5.00 ER

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)

Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

Values formation. Table 27 shows the perceptions of the six groups of respondents relative to the relevance of the TEC among private TEIs in terms of values formation. In the said table, it can be gleaned that the six groups of respondents were unanimous in assessing all the indicators along values formation as "extremely relevant" with weighted means ranging from 4.73 to 5.00.

On the whole, the assessment of the six groups of respondents arrived at the same evaluation, "extremely relevant" with grand means of 5.00, 4.80, 5.00, 4.99, 4.98 and 5.00 for the administrators', faculty's, personnel's, graduates', students' and parents' groups.

Community involvement. Table 28 reveals the data on the perceptions of the six groups of respondents relative to the relevance of the TEC among private TEIs in terms of community involvement. Like the foregoing area, the six groups of respondents unanimously considered all indicators along community involvement as "extremely relevant" with weighted means ranging from 4.86 to 5.00.

As the result, the grand mean was pegged at 5.00, 4.79, 4.99, 4.67, 4.88 and 5.00 for the administrators, faculty, personnel, graduates, students and parents which all denoted that per assessment of these groups of respondents community involvement of TECs among private TEIs were "extremely relevant."

Table 27

**Respondents' Perceptions on the Extent of Relevance of the TEC Among
Private TEIs Along Values Formation**

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Ability of the teacher to love & care for the students.	5.00 ER	4.87 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
2. Honesty & security of the teacher..	5.00 ER	4.89 HR	5.00 ER	5.00 ER	5.00 ER	5.00 ER
3. Creativity & flexibility of the teacher.	5.00 ER	4.73 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
4. Humility & sense of responsibility of the teacher.	5.00 ER	4.89 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
5. Punctuality & Self discipline of the teacher.	5.00 ER	4.97 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
6. Ability to relate effectively with co-teachers.	5.00 ER	4.96 ER	5.00 ER	5.00 ER	4.88 ER	5.00 ER
7. Ability to relate effectively with supervisors.	5.00 ER	4.96 ER	5.00 ER	4.87 ER	4.82 ER	5.00 ER
8. Ability to keep oneself morally upright.	5.00 ER	4.97 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
9. Refraining from participating in business influences as a teacher..	5.00 ER	3.83 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
10. Ability to show evidence of concern/ respect for the dignity & worth of the individual.	5.00 ER	4.97 ER	5.00 ER	5.00 ER	5.00 ER	5.00 ER
Grand Mean	5.00 ER	4.80 ER	5.00 ER	4.99 ER	4.98 ER	5.00 ER

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)

Adm - Administrators; Per-Personnel ; Grad - Graduates; Stud-Students

Table 28

**Respondents' Perceptions on the Extent of Relevance of the TEC Among
Private TEIs Along Community Involvement**

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Teachers' participation in relevant activities of the school.	5.00 ER	4.93 ER	5.00 ER	4.01 HR	5.00 ER	5.00 ER
2. Teachers' participation in civic organizations	5.00 ER	3.87 HR	5.00 ER	4.18 ER	5.00 ER	5.00 ER
3. Teachers' membership in school-based organizations.	5.00 ER	4.90 ER	5.00 ER	4.86 ER	3.97 ER	5.00 ER
4. Teachers' membership in community organizations.	5.00 ER	4.86 ER	5.00 ER	4.91 ER	4.90 ER	5.00 ER
5. Teachers' participation in community development activities.	5.00 ER	4.93 ER	5.00 ER	4.21 ER	5.00 ER	5.00 ER
6. Effective relationship with parents and pupils.	5.00 ER	4.89 ER	5.00 ER	4.91 ER	5.00 ER	5.00 ER
7. Knowledge of the needs and resources of the community where the school is located.	5.00 ER	4.91 ER	5.00 ER	4.91 ER	4.97 ER	5.00 ER
8. Effective relationship with the community	5.00 ER	4.84 ER	4.97 ER	4.91 ER	5.00 ER	5.00 ER
9. Involvement in promoting cleanliness, sanitation & beautification.	5.00 ER	4.94 ER	4.95 ER	4.91 ER	5.00 ER	5.00 ER
10. Organization of trainings for livelihood skills for the unemployed in the community.	5.00 ER	4.84 ER	4.97 ER	4.91 ER	5.00 ER	5.00 ER
Grand Mean	5.00 ER	4.79 ER	4.99 ER	4.67 ER	4.88 ER	5.00 ER

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)
 Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

Table 29

**Respondents' Perceptions on the Extent of Relevance of the TEC Among
Private TEIs Along Employability**

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Promotion of education courses that are needed by the community.	4.86 ER	4.79 ER	4.95 ER	4.91 HR	5.00 ER	5.00 ER
2. Provision of review classes for the LET.	4.86 ER	4.94 HR	4.95 ER	4.91 ER	5.00 ER	5.00 ER
3. Provision of placement services to education graduates.	4.43 ER	4.79 ER	4.97 ER	4.91 ER	5.00 ER	5.00 ER
4. Establishment of linkage with local, national and international agencies that are prospective markets of education graduates.	4.86 ER	3.93 HR	4.95 ER	4.91 ER	5.00 ER	5.00 ER
5. Accreditation of education courses by accrediting agencies	4.86 ER	4.84 ER	4.92 ER	4.91 ER	5.00 ER	5.00 ER
6. Provision of off-campus training.	4.86 ER	4.10 ER	5.00 ER	4.91 ER	5.00 ER	5.00 ER
7. Exposure of students to the use of tools, instruments, equipment & other major courses.	4.86 ER	4.06 ER	5.00 ER	4.91 ER	5.00 ER	5.00 ER
Grand Mean	4.80 ER	4.49 ER	4.96 ER	4.91 ER	5.00 ER	5.00 ER

Legend: 4.51-5.00 Extremely Relevant (ER) 1.51-2.50 Slightly Relevant (SR)
 3.51-4.50 Highly Relevant (HR) 1.00-1.50 Not Relevant (NR)
 2.51-3.50 Moderately Relevant (MR)
 Adm - Administrators; Per-Personnel ; Grad - Graduates; Stud-Students

Employability. Table 29 appraises the perceptions of the six groups of respondents relative to the relevance of the TEC among private TEIs along employability. Table 26 shows that the administrators, personnel, graduates,

students and parents agreed that all the indicators along this area were "extremely relevant" by giving weighted means ranging from 4.86 to 5.00. While the faculty considered four out of seven indicators as "extremely relevant" with weighted means ranging from 4.92 to 4.97 and the remaining three indicators were considered "highly relevant" with weighted means ranging from 3.93 to 4.10. The indicator corresponding to "Provision of placement services to education graduates " obtained the highest weighted mean of 4.97 while "Establishment of linkage with local, national and international agencies" obtained the least weighted mean of 3.93.

In summary, the administrators, personnel, graduates, students and parents assessed the employability of the TEC among private TEIs as "extremely relevant" with grand means of 4.80, 4.96, 4.91, 5.00 and 5.00, respectively. While the faculty considered it as "highly relevant" with a grand mean of 4.49.

Comparison of Perceptions of the Six Groups of Respondents Relative to the Relevance of the TEC Among Private TEIs

This section presents the comparison of the perceptions of the six groups of respondents if significant variation existed in their perceptions along relevance of the TEC among private TEIs in terms of accessibility, faculty development, instructional strategies and approaches, values formation, community involvement and employability.

Accessibility. It can be recalled that in terms of accessibility, the grand means were as follows: administrators, 4.69 with adjectival interpretation of "extremely relevant;" faculty, 4.51 denoting "extremely relevant;" personnel, 4.42 being interpreted as "highly relevant;" graduates, 4.54 meaning "extremely relevant;" students, 4.33 being interpreted as "highly relevant;" and parents, 4.17 as "highly relevant." Numerically, there were variations observed among the six grand means. To ascertain if the numerical differences were significant, the one-way analysis of variance was applied. Table 30 presents the summary.

Table 30

ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Accessibility

Source of Variation	Sum of Squares	df	F value		Evaluation
			Computed	Tabular	
Between Groups	0.943	5	0.804	2.53	Not Significant
Within Groups	7.038	30	-	-	-
Total	7.981	35	-	-	-

In the comparison of the perceptions of the six groups of respondents, the computed F was 0.804 which turned lesser than the critical F-value of 2.53 at .05 level of significance with $df = 5$ and 30. This signifies that the numerical differences in the grand means of the perceptions among the six groups of respondents were not significant. This led to the acceptance of the

corresponding null hypothesis. This means that there are no significant differences among the perceptions of the six groups of respondents relative to the relevance of the TEC among private TEIs along accessibility.

Faculty development. Along faculty development, the following were the grand means of the perceptions of the five groups of respondents: for the administrators, 5.00 which means "extremely relevant;" for the faculty, 4.92 which means "extremely relevant" also; for the personnel, 5.00 which denoted "extremely relevant;" for the graduates, 4.24 which means "highly relevant;" for the students, 5.00 which means "extremely relevant;" and parents, 5.00 which means "extremely relevant."

Table 31

ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Faculty Development

Source of Variation	Sum of Squares	df	Mean Squares	F value		Evaluation
				Computed	Tabular	
Between Groups	2.808	5	0.562	170.181	2.53	Reject Ho.
Within Groups	0.099	30	0.0033	-	-	-
Total	2.907	35	-	-	-	-

It can be noted that numerical differences existed among the six groups of respondents' perceptions. To ascertain if these differences were significant, the one-way ANOVA was undertaken as shown in Table 31.

From the analysis, it can be noted that the computed F-value was 170.181 which was greater than the critical F-value of 2.53 at .05 level of significance and $df = 5$ and 30. This denoted that the numerical differences in the grand means among the six groups of respondents were significant. This led to the rejection of the corresponding null hypothesis.

Considering that a disparity existed among the six groups, further analysis using the Scheffe's test was employed to ascertain from which group the significant difference/differences existed. Table 32 presents the summary.

As revealed in Table 32, significant differences existed between the following pairs: administrators and graduates with a mean difference of 0.7617 with F' value of 580.10; faculty and graduates with a mean difference of 0.6783 with F' value of 460.00; personnel and graduates with a mean difference of 0.7617 with F' value of 580.10; graduates and students with a mean difference of 0.7617 with F' value of 580.10; and graduates and parents with a mean difference of 0.7617 with F' value of 580.10.

Instructional strategies and approaches. Along this aspect, the grand means of the six groups of respondents were posted as follows: administrators – 4.95, “extremely relevant;” faculty – 4.61, “extremely relevant;” personnel – 5.00,

Table 32

**Scheffe's Test for Comparing the Perceptions of the Six Groups of
Respondents on the Relevance of TEC Along
Faculty Development**

Categories of Respondents Compared	df	F'-value		Evaluation
		Computed	Tabular	
Administrators and Faculty	0.0833	6.90	12.65	Not Significant
Administrators and Personnel	0.0000	0.00	12.65	Not Significant
Administrators and Graduates	0.7617	580.10	12.65	Significant
Administrators and Students	0.0000	0.00	12.65	Not Significant
Administrators and Parents	0.0000	0.00	12.65	Not Significant
Faculty and Personnel	0.0833	6.90	12.65	Not Significant
Faculty and Graduates	0.6783	460.00	12.65	Significant
Faculty and Students	0.0833	6.90	12.65	Not Significant
Faculty and Parents	0.0833	6.90	12.65	Not Significant
Personnel and Graduates	0.7617	580.10	12.65	Significant
Personnel and Students	0.0000	0.00	12.65	Not Significant
Personnel and Parents	0.0000	0.00	12.65	Not Significant
Graduates and Students	0.7617	580.10	12.65	Significant
Graduates and Parents	0.7617	580.10	12.65	Significant
Students and Parents	0.0000	0.00	12.65	Not Significant

"extremely relevant;" graduates - 4.95, "extremely relevant;" students - 4.92, "extremely relevant;" and parents - 5.00, "extremely relevant."

The grand means showed numerical disparity among the six groups of respondents and to ascertain if these differences were significant, the one-way ANOVA was employed with the results summarized in Table 33.

In the comparison of the perceptions among the six groups of respondents relative to the relevance of TEC among private TEIs along instructional strategies and approaches, the computed F-value was 6.591 which turned greater than the critical F-value of 2.37 at .05 level of significance with $df = 5$ and 60. This denoted that significant differences existed among the grand means of the six groups of respondents' perceptions. This led to the rejection of the corresponding null hypothesis.

Table 33

**ANOVA Table for Comparing the Perceptions of the Six Groups of
Respondents on the Relevance of TEC Along
Instructional Strategies and Approaches**

Source of Variation	Sum of Squares	df	Mean Squares	F value		Evaluation	Decision
				Computed	Tabular		
Between Groups	1.222	5	0.244	6.591	2.37	Significant	Reject H_0 .
Within Groups	2.226	60	0.0371	-	-		
Total	3.448	65	-	-	-	-	-

With the rejection of the null hypothesis, further analysis was employed using the Scheffé's test to prove where the significant difference lay among the six groups. Table 34 presents the summary.

As presented in the same table, the differences were found significant in the following pairs: administrators and faculty with a mean difference of 0.3418 with F' value of 17.43; faculty and personnel with a mean difference of 0.3936 with F' value of 23.12; faculty and graduates with a mean difference of 0.3409 with F' value of 17.34; faculty and students with a mean difference of 0.3145 with

Table 34

Scheffe's Test for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Instructional Strategies and Approaches

Categories of Respondents Compared	df	F' value		Evaluation
		Computed	Tabular	
Administrators and Faculty	0.3418	17.43	11.85	Significant
Administrators and Personnel	0.0518	7.73	11.85	Not Significant
Administrators and Graduates	0.0009	0.00	11.85	Not Significant
Administrators and Students	0.0273	4.07	11.85	Not Significant
Administrators and Parents	0.0518	7.73	11.85	Not Significant
Faculty and Personnel	0.3936	23.12	11.85	Significant
Faculty and Graduates	0.3409	17.34	11.85	Significant
Faculty and Students	0.3145	14.76	11.85	Significant
Faculty and Parents	0.3936	21.12	11.85	Significant
Personnel and Graduates	0.0527	0.40	11.85	Not Significant
Personnel and Students	0.0791	0.93	11.85	Not Significant
Personnel and Parents	0.0000	0.00	11.85	Not Significant
Graduates and Students	0.0264	0.09	11.85	Not Significant
Graduates and Parents	0.05273	0.40	11.85	Not Significant
Students and Parents	0.0791	0.93	11.85	Not Significant

F' value of 14.76; and faculty and parents with a mean difference of 0.3936 with F' value of 21.12.

Values formation. Along values formation, the following were the grand means of the respondents' perceptions: administrators – 5.00 for “extremely relevant;” faculty – 4.80 for “extremely relevant;” personnel – 5.00 for “extremely relevant;” graduates – 4.99 for “extremely relevant;” students – 4.98 for “extremely relevant;” and parents – 5.00 for “extremely relevant.”

Numerically, the six grand means showed differences and to ascertain if these numerical differences were significant, the one-way ANOVA was employed. Table 35 reveals the data.

Table 35

ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Values Formation

Source of Variation	Sum of Squares	df	Mean Squares	F value		Evaluation	Decision
				Computed	Tabular		
Between Groups	0.303	5	0.0606	2.850	2.45	Significant	Reject Ho.
Within Groups	1.149	54	0.0213	-	-		
Total	1.452	59	-	-	-	-	-

From Table 35 it can be noted that the computed F value to compare the perceptions of the six groups of respondents relative to the extent of relevance of TEC among private TEIs along values formation was 2.850 which was greater than the critical F-value of 2.45 at .05 level of significance and $df = 5$ and 54. This denoted that the numerical differences were significant thus, led to the rejection of the corresponding null hypothesis.

Community involvement. For this aspect, the following were the grand means of the respondents' perceptions, which were all equivalent to "extremely relevant": administrators - 5.00 , faculty - 4.79, personnel - 4.99, graduates - 4.67, students - 4.88 and parents - 5.00.

Table 36

ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Community Involvement

Source of Variation	Sum of Squares	df	Mean Squares	F value		Evaluation	Decision
				Computed	Tabular		
Between Groups	0.914	5	0.183	3.119	2.45	Significant	Reject Ho.
Within Groups	3.164	54	0.0586	-	-		
Total	4.077	59	-	-	-	-	-

Based on the grand means, it there are numerical differences observed among the six groups of respondents' evaluation. To ascertain if these differences were significant, the one-way ANOVA was employed. Table 36 presents the data.

In the analysis, the computed F-value was 3.119 which turned greater than the critical F-value of 2.45 at .05 level of significance and $df = 5$ and 54. This signified that the observed differences were significant. This led to the rejection of the corresponding hypothesis.

Employability. Along employability, the perceptions of the six groups of respondents were summarized in terms of grand means as follows: administrators, 4.80 ("extremely relevant"); faculty, 4.49 ("highly relevant"); personnel, 4.96 ("extremely relevant"); graduates, 4.91 ("extremely relevant"); students, 5.00 ("extremely relevant"); and parents, 5.00 ("extremely relevant"). It can be observed that the grand means differ from each other. To ascertain if the differences are significant, the one-way ANOVA was employed. Table 37 presents the results.

Table 37

The ANOVA Table Comparing the Perceptions of the Six Groups of Respondents Relative to the Relevance of TEC Among Private TEIs Along Employability

Source of Variation	Sum of Squares	df	Mean Squares	F value		Evaluation	Decision
				Computed	Tabular		
Between Groups	1.336	5	0.267	7.291	2.53	Significant	Reject H_0
Within Groups	1.319	36	0.03664	-	-		
Total	2.655	41	-	-	-	-	-

As the result of the comparison of the six groups of respondents, the computed F-value was 7.291 which was greater than the critical F-value of 2.53 at .05 level of significance and $df = 5$ and 36. This means that the noted numerical differences were significant. This led to the rejection of the corresponding null hypothesis.

Table 38

The Scheffe's Table Comparing the Perceptions of the Six Groups of Respondents Relative to the Relevance of TEC Among Private TEIs Employability

Categories of Respondents Compared	df	F value		Evaluation
		Computed	Tabular	
Administrators and Faculty	0.3057	8.98		Not Significant
Administrators and Personnel	0.1643	2.59		Not Significant
Administrators and Graduates	0.1114	1.19		Not Significant
Administrators and Students	0.2014	3.89		Not Significant
Administrators and Parents	0.2014	3.89		Not Significant
Faculty and Personnel	0.4700	21.24		Significant
Faculty and Graduates	0.4171	16.72		Significant
Faculty and Students	0.5071	24.72		Significant
Faculty and Parents	0.5071	24.72		Significant
Personnel and Graduates	0.0529	0.26		Not Significant
Personnel and Students	0.0371	0.13		Not Significant
Personnel and Parents	0.0371	0.13		Not Significant
Graduates and Students	0.0900	0.78		Not Significant
Graduates and Parents	0.0900	0.78		Not Significant
Students and Parents	0.0000	0.00		Not Significant

With the rejection of the null hypothesis, further test was employed using the Scheffe's test to determine from what pair of groups the differences existed. Table 38 presents the results.

As gleaned from the said table, the significant differences were found from the following pairs: faculty and personnel with a mean difference of 0.4700 with F' value of 21.24; faculty and graduates with a mean difference of 0.4171 with F' value of 16.72; faculty and students with a mean difference of 0.5071 with F' value of 24.72; and faculty and parents with a mean difference of 0.5071 with F' value of 24.72.

**Learning Areas/Competencies Necessary
for the Enhancement of TEC in the
Island of Samar as Perceived by the
Four Groups of Respondents**

Table 39 presents 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. As gleaned from the said table, the experts considered 19 out of 28 areas/competencies as "very much needed" with the same weighted mean of 5.00 while two areas/competencies were considered "much needed" with weighted means of 4.17, six areas/competencies were considered "moderately needed" with weighted means of 3.33 corresponding to the following: Humanities, Physical Education, Environmental Issues and Concerns, Population Education, Environmental Science and Community

Table 39

**Learning Areas/Competencies Necessary for the Enhancement of the TEC in
the Island of Samar as Perceived by the Four Groups of Respondents**

Areas/Competencies	Respondents' Category/Weighted Mean & Interpretation								Combined Mean
	Experts		Adminis- trators		Faculty		Personnel		
1. English	5.00	VMN	4.86	VMN	4.96	VMN	2.70	ModN	4.38 MN
2. Filipino	5.00	VMN	4.86	VMN	4.94	VMN	4.54	VMN	4.84 VMN
3. Humanities	3.33	ModN	4.86	VMN	3.90	MN	4.59	VMN	4.17 MN
4. Mathematics	5.00	VMN	4.86	VMN	4.86	VMN	1.62	SN	4.09 MN
5. Natural Sciences	4.17	MN	4.86	VMN	4.93	VMN	2.84	ModN	4.20 MN
6. Physical Education	3.33	ModN	4.71	VMN	4.10	MN	3.89	SN	4.01 MN
7. Social Sciences	4.17	MN	4.86	VMN	3.93	MN	4.59	VMN	4.39 MN
8. Professional Education:									
a) Education 1 - Livelihood & Non-Formal Education	5.00	VMN	4.86	VMN	4.61	VMN	4.59	VMN	4.77 VMN
b) Education 2 - Professional Ethics	5.00	VMN	4.86	VMN	5.00	VMN	4.59	VMN	4.86 VMN
c) Education 3 - Principles & Methods of Teaching	5.00	VMN	4.86	VMN	5.00	VMN	2.97	ModN	4.46 MN
d) Education 4 - Human Growth Learning & Devt	5.00	VMN	4.86	VMN	4.96	VMN	2.97	ModN	4.45 MN
e) Education 5 - Psychological, Sociological & Anthropological	5.00	VMN	4.86	VMN	4.93	VMN	4.59	VMN	4.85 VMN
f) Education 6 - Guidance & Counseling including Special Education	5.00	VMN	4.86	VMN	4.93	VMN	4.59	VMN	4.85 VMN
g) Education 7 - Educational Measurement & Evaluation	5.00	VMN	4.86	VMN	4.93	VMN	1.62	SN	4.10 MN
h) Education 8 - Historical, Philosophical & Legal Basis in Education	5.00	VMN	4.86	VMN	4.70	VMN	4.59	VMN	4.79 VMN
i) Education 9 - Introduction to Research	5.00	VMN	4.86	VMN	4.51	VMN	1.62	SN	4.00 MN
j) Education 10 - Education Teaching Strategies I	5.00	VMN	4.86	VMN	4.50	MN	4.59	VMN	4.74 VMN

Table 39 continued

Areas/Competencies	Respondents' Category/ Weighted Mean & Interpretation								Combined Mean	
	Experts		Adminis- trators		Faculty		Personnel			
k) Education 11 – Education Teaching Strategies II	5.00	VMN	4.86	VMN	5.00	VMN	4.59	VMN	4.86	VMN
l) Education 12 – Teaching Strategies III	5.00	VMN	4.86	VMN	4.71	VMN	4.59	VMN	4.79	VMN
m) Education 13 – Teaching Strategies in the Major Field	5.00	VMN	4.86	VMN	5.00	VMN	4.59	VMN	4.86	VMN
n) Education 14 – Education Technology	5.00	VMN	4.86	VMN	5.00	VMN	4.94	VMN	4.95	VMN
o) Education 15 – Observation & Community Integration	5.00	VMN	4.86	VMN	5.00	VMN	4.59	VMN	4.86	VMN
p) Education 26/27 - Practice Teaching (Elementary & Secondary)	5.00	VMN	4.86	VMN	5.00	VMN	4.59	VMN	4.86	VMN
9) Other subjects needed:										
a) Environmental Issues & Concerns	3.33	ModN	4.86	VMN	4.93	VMN	2.97	ModN	4.02	MN
b) Population Education	3.33	ModN	4.86	VMN	4.93	VMN	2.97	ModN	4.02	MN
c) Environmental Science	3.33	ModN	4.86	VMN	4.93	VMN	2.97	ModN	4.02	MN
d) Community Development & Management	3.33	ModN	4.86	VMN	4.97	VMN	2.97	ModN	4.03	MN
e) Samar Island History	2.50	SN	4.86	VMN	4.86	VMN	2.97	ModN	3.80	MN
Grand Mean	4.49	VN	4.85	VMN	4.79	VMN	3.72	MN	4.46	MN

LEGEND:

4.51-5.00 Very Much Needed (VMN) 1.51-2.50 Slightly Needed (SN)

3.51-4.50 Much Needed (MN) 1.00-1.50 Not Needed (NN)

2.51 - 3.50 Moderately Needed (ModN)

Development and Management; and the remaining one area/competency as “slightly needed” with a weighted mean of 2.50 corresponding to “Samar Island history.” Thus, the experts generally considered the identified

areas/competencies in TEC as "much needed" in the Island of Samar with a grand mean of 4.49.

From the point of view of the administrators, they considered all the identified areas/competencies in TEC as "very much needed" weighted means ranging from 4.71 to 4.86. The area/competency corresponding to Physical Education obtained the least weighted mean of 4.71. Generally, the administrators deemed the identified areas/competencies as "very much needed" in the enhancement of the TEC in the Island of Samar.

Among the faculty-respondents, they considered 24 out of 38 areas/competencies as "very much needed" with weighted means ranging from 4.51 to 5.00 while the remaining four areas/competencies were considered by them as "much needed" with weighted means ranging from 3.90 to 4.50. The areas/competencies that obtained the highest weighted mean of 5.00 were the following: Education 2 - Professional Ethics; Education 3 - Principles and Methods of Teaching; Education 13 - Teaching Strategies in the Major Field; Education 14 - Education Technology; Education 15 - Observation and Community Integration; and Education 26/27 - Practice Teaching (Elementary and Secondary) while Humanities obtained the least weighted mean of 3.90.

On the whole, the faculty-respondents considered the identified areas/competencies as "very much needed" in the enhancement of TEC in the Island of Samar with a grand mean of 4.79.

For the parents' group, they considered 15 out of 28 learning areas/competencies as "very much needed" with weighted means ranging from 4.54 to 4.94 while one area/competency was considered "much needed" with a weighted mean of 3.89, four areas/competencies were considered "moderately needed" with weighted means ranging from 2.70 to 2.97 and the remaining eight areas/competencies were considered "slightly needed" with weighed means ranging from 1.62 to 2.97. Generally, the parent-respondents considered the identified areas/ competencies as "much needed" since the grand mean was 3.72.

Basing from the combined responses of the four groups of respondents, the following were the first five areas/competencies needed: Education Technology (4.95), Professional Ethics (4.86), Education Teaching Strategies II (4.86), Observation and Community Integration (4.86) and Filipino (4.84).

**Comparison of the Perceptions of the Four
Groups of Respondents Relative to the
Learning Areas/Competencies Necessary
in the Enhancement of TEC**

In summary, the following were the grand means of the responses of the four groups of respondents relative to the areas/competencies necessary for enhancement: 4.85 or "very much needed" (administrators), 4.75 or "very much needed" (faculty), 4.49 or "much needed" (experts) and 3.73 or "much needed" (personnel).

To ascertain if the noted numerical differences among these means were significant, the one-way ANOVA was employed and shown in Table 40.

Table 40

**ANOVA Table for Comparing the Perceptions of the Four Groups
of Respondents on the Learning Areas/Competencies
Necessary in the Enhancement of TEC in the
Island of Samar**

Source of Variation	Sum of Squares	df	Mean Squares	F value		Evaluation	Decision
				Computed	Tabular		
Between Groups	22.603	3	7.534	15.96	2.76	Significant	Reject Ho.
Within Groups	50.999	108	0.472	-	-	-	-
Total	73.602	111	-	-	-	-	-

As shown in the said table, the computed F-value was 15.96 and proved to be greater than the critical F-value of 2.76 at .05 level of significance and $df = 3$ and 108. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the four groups of respondents in terms of learning areas/competencies that are necessary for the enhancement of teacher education curriculum in the Island of Samar."

To determine where the significant difference/s existed, Scheffé's test in Table 41 showed that the significant differences were found in the following paired groups: experts and personnel with a mean difference of 0.7711 and F'

Table 41

**The Scheffe's Table Comparing the Perceptions of the Four Groups
of Respondents Relative to the Learning Areas/Competencies
Necessary in the Enhancement of TEC in the
Island of Samar**

Categories of Respondents Compared	df	F value		Evaluation
		Computed	Tabular	
Experts and Administrators	0.3611	3.87	8.28	Not Significant
Experts and Faculty	0.2929	2.54	8.28	Not Significant
Experts and Personnel	0.7711	17.64	8.28	Significant
Administrators and Faculty	0.0682	0.14	8.28	Not Significant
Administrators and Personnel	1.1321	38.03	8.28	Significant
Faculty and Personnel	1.0639	33.58	8.28	Significant

value of 17.64; administrators and personnel with a mean difference of 1.1321 with F' value of 38.03; and faculty and personnel with a mean difference of 1.0639 with F' value of 33.58.

**Problems Encountered by the Private TEIs
in the Island of Samar in the Implementation
of the TEC as Perceived by the Six Groups
of Respondents**

Table 42 presents the data on the perceptions of the six groups of respondents relative to the problems encountered by private TEIs in the implementation of the TEC in the Island of Samar.

As gleaned from the said table, the administrators considered two out of 11 identified problems as "often encountered" corresponding to: "Problems on

Table 42

Problems Encountered by the Private TEIs in the Island of Samar in the Implementation of the TEC as Perceived by the Six Groups of Respondents

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Difficulty in relating with peers/co-teachers/co-employees, school heads parents and community	2.14 SeE	3.70 OE	4.19 OE	4.84 AE	4.64 AE	5.00 AE
2. Unreasonable "work pay" relations	2.14 SeE	3.80 OE	3.14 SoE	1.00 NE	2.00 SeE	1.00 NE
3. Problems on honorarium/incentives to extra load/assignments & overtime	4.43 OE	3.63 OE	4.27 OE	1.00 NE	2.00 SeE	1.00 NE
4. Difficulty in getting assistance to training/seminars/further studies/graduate and post graduate studies	2.14 Ses	3.14 SoE	4.27 OE	1.00 NE	2.00 SeE	1.00 NE
5. Daily personal expenses such as rentals, bills, etc.	2.14 Ses	3.01 SoE	4.27 OE	1.00 NE	2.00 SeE	1.00 NE
6. Lack of instructional facilities like library holdings, laboratory supplies, and equipment, gymnasium, and the like	2.14 SeE	3.06 SeE	4.27 OE	4.73 AE	4.63 AE	4.50 OE
7. Lack of trainings, seminars and graduate studies assistance for teachers and staff	2.14 SeE	3.01 SeE	4.27 OE	4.73 AE	4.70 AE	3.71 OE
8. Traditional teaching strategies/approaches used by teachers	2.14 SeE	3.54 OE	2.92 SoE	4.73 AE	4.75 AE	4.83 AE
9. Other problems:						
a) Arrogant and sarcastic teachers to the students	2.14 SeE	3.54 OE	4.27 OE	4.73 AE	4.75 AE	4.83 AE
b) Gossips/"back fighting" rampant among teachers and personnel	4.43 OE	3.54 OE	4.27 OE	4.73 AE	4.75 AE	4.17 OE
c) Autocratic managerial style	2.14 SeE	3.54 OE	4.27 OE	4.73 AE	4.75 AE	4.17 OE
Grand Mean	2.56 SeE	3.41 SoE	4.04 SoE	3.38 SoE	3.73 SoE	3.20 SoE

Legend: 4.51-5.00 Always Encountered (AE) 1.51-2.50 Seldom Encountered (SeE)
 3.51-4.50 Often Encountered (OE) 1.00-1.50 Not Encountered (NE)
 2.51-3.50 Sometimes Encountered (SoE)

Adm - Administrators; Per-Personnel; Grad - Graduates; Stud-Students

honorarium/incentives to extra load" and "Gossips/back fighting rampant among teachers and personnel," with the same weighted means of 4.43. The remaining nine problems were considered as "seldom encountered" with weighted means of 2.14. On the whole, the administrators considered the problems encountered in the implementation of TEC in the Island of Samar as "sometimes encountered" with a grand mean of 2.56.

From the point of view of the faculty, they considered 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;" "Problems on honorarium/incentives to extra load;" "Traditional teaching strategies/approaches used by teachers;" "Arrogant and sarcastic teachers to the students;" "Gossips/back fighting rampant among teachers and personnel;" and "Autocratic managerial style" with weighted means ranging from 3.54 to 3.80. Four of the problems were considered as "sometimes encountered" with weighted means ranging from 3.01 to 3.14. Thus, the faculty generally considered the problems encountered as "sometimes encountered" with a grand mean of 3.41.

The personnel considered nine identified problems as "often encountered" with weighted means ranging from 4.19 to 4.27 corresponding to the following: "Difficulty in relating with peers/co-teachers/co-employees, school heads, parents and community;" "Problem on honorarium/incentives to extra load;" "Difficulty in getting assistance to training/seminars/further

studies/graduate and post-graduate studies;" "Daily personal expenses such as rental, bills, food, etc.;" "Lack of instructional facilities like library holdings, laboratory supplies and equipment, gymnasium and the like;" "Lack of trainings, seminars, and graduate studies assistance for teachers and staff;" "Arrogant and sarcastic teachers to the students;" "Gossips/back fighting rampant among teachers and personnel;" and "Autocratic managerial style." One problem was "seldom encountered" with a weighted mean of 2.92 while the remaining one problem was "sometimes encountered" with a weighted mean of 3.14. As a whole, this group considered the listed problems as "often encountered" as evidenced by the grand mean of 4.04.

From the viewpoint of the graduates, eight identified problems were considered "always encountered" with weighted means ranging from 4.73 to 4.84 with "Difficulty in relating with peers/co-teachers/co-employees, school heads, parents and community" having obtained the highest weighted mean. The remaining four problems were considered "not encountered" with weighted means of 1.00. Generally, the graduates considered the listed problems "sometimes encountered" with a grand mean of 3.38.

From the students' group, they assessed seven problems to be "always encountered" with weighted means ranging from 4.63 to 4.75 with "Lack of instructional facilities like library holdings, laboratory supplies and equipment, gymnasium and the like" having obtained the least weighted mean. The remaining four problems were considered as "seldom encountered" with the

same weighted mean of 2.00. The over-all assessment of the students revealed that they perceived the listed problems as "sometimes encountered" with a grand mean of 3.72.

From the parents' group, they considered three problems to be "always encountered" with weighted means ranging from 4.83 to 5.00 with "Difficulty in relating with peers/co-teachers/co-employees, school heads, parents and community" having obtained the highest weighted mean. Four of the identified problems were "often encountered" with weighted means ranging from 4.17 to 4.50 where "Lack of instructional facilities like library holdings, laboratory supplies and equipment, gymnasium and the like" having obtained the highest weighted mean. The remaining four identified problems were considered "not encountered" with weighted means of 1.00. As a whole, the parents perceived the listed problems as "sometimes encountered" with a grand mean of 3.20.

Comparison of the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in the Implementation of the TEC

The grand means of the responses of the respondents by group showed numerical differences. To ascertain if the numerical differences were significant, ANOVA was employed as shown in Table 43.

The computed F-value was 1.697 which turned lesser than the critical F-value of 2.29 at .05 level of significance and at $df = 5$ and 60. This denoted that

the numerical differences were not significant therefore the corresponding null hypothesis was accepted.

Table 43

ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered by Private TEIs in the Implementation of the TEC in the Island of Samar

Source of Variation	Sum of Squares	df	Mean Squares	F value		Evaluation	Decision
				Computed	Tabular		
Between Groups	13.881	5	2.776	1.697	2.29	Not Significant	Accept Ho
Within Groups	98.140	60	1.636	-	-		
Total	112.021	65	-	-	-	-	-

Suggested Solutions to Address the Problems Encountered in the Implementation of the TEC Among Private TEIs

Table 44 contains the summary of the suggested solutions given by the six groups of respondents to address the problems encountered in the implementation of TEC among private TEIs in the Island of Samar.

It can be gleaned from the said table that the six groups of respondents unanimously agreed that all the suggested solutions were "very much appropriate" to address the problems encountered. This was supported by the weighted means ranging from 4.81 to 5.00.

Table 44

Solutions Suggested by the Six Groups of Respondents to Address the Problems Encountered by the Private TELs in the Implementation of the TEC in the Island of Samar

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
1. Encourage communication between and among students, teachers, parents and school administrators	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA
2. Adjust scheme of compensation for faculty overload, honorarium, overtime should be established	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA
3. A realistic and functional faculty staff development program should be developed to ensure continuous capability enhancement among Personnel	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA
4. There should be a continuous procurement/ acquisition program for laboratory supplies/ Equipment	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA
5. The school/ institution should establish linkage with other agencies for prospective funding of viable school projects	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA
6. There is a need for the school/ institution to enhance its production and income generating activities to augment its financial resources and enhance its capability to finance worthwhile staff development program and other projects	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA
7. Lack of trainings, seminars and graduate studies assistance for teachers and staff	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA

Table 44 continued

Indicators	Respondents' Category/ Weighted Mean & Interpretation					
	Adm	Faculty	Per	Grad	Stud	Parents
8. Other suggestions:						
a) Continuous re-orientation training on management, values formation and methods of teaching	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA
Grand Mean	5.00VMA	4.81 VMA	4.86 VMA	5.00 VMA	5.00 VMA	5.00 VMA

Legend: 4.51-5.00 Very Much Applicable (VMA) 1.51-2.50 Slightly Applicable (SA)
 3.51-4.50 Much Applicable (MA) 1.00-1.50 Not Applicable (NA)
 2.51-3.50 Moderately Applicable (MoA)
 Adm - Administrators; Per-Personnel ; Grad - Graduates; Stud-Students

Generally, the six groups of respondents considered the suggested solutions as "very much appropriate." This is manifested by the grand means as follows: administrators, 5.00; faculty, 4.81; personnel, 4.86; graduates, 5.00; students, 5.00; and parents, 5.00.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, the corresponding conclusions that were drawn as well the recommendations formulated on the basis of the results of the study.

Summary of Findings

The following are the salient findings of the study:

1. The mean number of TEC enrollment in the Island of Samar was posted at 187 students with a standard deviation of 267.83 students.
2. The mean age of the faculty-respondents was 35.60 years with SD of 21.93 years.
3. Majority of the faculty-respondents were female, that is, out of 70, 45 or 64.29 percent belonged to this gender and the remaining 25 or 35.71 percent composed the males.
4. Majority of the faculty members were married with 43 out of 70 or 61.43 percent; 25 or 35.71 percent were single and only two or 2.86 percent were widow/er.
5. In terms of educational qualification of the faculty-respondents, Majority, that is, 45 out of 70 or 64.29 percent were baccalaureate degree holder

with MA/MS units while 17 or 24.28 percent were baccalaureate degree holder. Furthermore, six or 8.57 percent were MA holder. Noteworthy were the two faculty members or 2.86 percent who are Ph. D. degree holder.

6. The average monthly income of the faculty-respondents was posted at PhP10,725.21, which proved to be lower than the poverty threshold set by NEDA for the year 2003, which is PhP10,783.

7. Majority of the faculty-respondents, that is, 56 out of 70 or 80.00 percent were on permanent status while the remaining 14 or 20.00 percent were on probationary status.

8. On the average, the faculty-respondents had been in the service for 10.80 years with a standard deviation of 14.69 years.

9. As regards the in-service trainings attended by faculty, 26 or 37.15 percent were able to attend 1-5 in-service trainings, while 15 or 21.43 percent were able to attend 16-20 in-service trainings. The least number of them – four or 5.71 percent attended at least 21 trainings.

10. The mean age of the students involved in the study was posted at 20.88 years with standard deviation of 10.04 years.

11. As regards their sex, majority of the TEC students were females comprising 201 or 74.17 percent while the remaining 70 or 25.83 percent were males.

12. As regards the civil status of the students, majority of the students were single comprising 239 out of 271 or 88.19 percent while 32 students or 11.81 percent were married.

13. The highest number of students graduated from a public high school in the central area comprising 121 or 44.64 percent, while 75 or 27.68 percent graduated from private high schools and the remaining 75 or 27.68 percent graduated from a public high school in the barangays.

14. Majority of the students involved in the study - 203 or 74.91 percent were residing within the locality where the school was located, while 41 or 15.13 percent were residing in other municipalities and 27 or 9.96 percent from other provinces.

15. The average monthly family income of the student-respondents was PhP11,774.41, which proved to be higher than the poverty threshold set by NEDA for the year 2003, which is PhP10,783.00.

16. In terms of family size, the mean number of family members of the students was posted at 5 members with standard deviation of 3 members.

17. Majority of the students involved in the study, that is, 244 or 90.04 percent of the student-respondents belonged to the Catholic denomination, while 11 or 4.06 percent were Pentecostal, eight or 2.95 percent were Baptist, three or 1.11 percent were Mormons, two or 0.74 percent were UCCP, another two or 0.74 percent were Seventh Day Adventist and one or 0.36 percent belonged to the Jehovah's Witnesses sect.

18. The average age of the administrator-respondents was posted at 47.67 years with a standard deviation of 9.85 years.

19. Majority of the administrators of private TEIs were males with four or 67.67 percent while the remaining two or 33.33 were female administrators.

20. Majority of the administrators were married, with five or 83.33 percent while the remaining one or 16.67 percent was single.

21. Majority of the administrators were M. A. degree holder with three or 50.00 percent. The remaining three were equally distributed as follows: one or 16.67 percent, Ph. D.; another one or 16.67 percent, with Ph. D. units and still another one or 16.67 percent, with M. A. units.

22. In terms of experience as administrators, the average administrative experience was 13.83 years with a standard deviation of 10.03 years.

23. Relative to employment status, All the six administrator-respondents were regular employees of their respective TEIs.

24. The mean number of trainings attended by the administrators was five trainings with a standard deviation of 3 trainings.

25. The administrators, faculty and graduates considered the TEIs as "extremely relevant" in terms of accessibility being manifested by the grand means of 4.69, 4.51 and 4.54, respectively. While the personnel, students and parents considered them "highly relevant" in terms of their accessibility with grand means of 4.42, 4.33 and 4.17, respectively.

26. For faculty development, the administrators, personnel, students, parents and faculty gave an assessment of "extremely relevant" as evidenced by the grand means of 5.00, 5.00, 5.00, 5.00 and 4.92, respectively. Meanwhile, the graduates considered faculty development as "highly relevant" with a grand mean of 4.24.

27. Along instructional strategies, the six groups of respondents considered all the indicators along this area as "extremely relevant" with grand means of 4.9, 4.61, 5.00, 4.95, 4.92 and 5.00 for administrators, faculty, personnel, graduates, students and parents, respectively.

28. For values formation, the six groups of respondents were unanimous in assessing all the indicators along values formation as "extremely relevant" with grand means of 5.00, 4.80, 5.00, 4.99, 4.98 and 5.00 for the administrators', faculty's, personnel's, graduates', students' and parents' groups.

29. As regards community involvement, the grand means were 5.00, 4.79, 4.99, 4.67, 4.88 and 5.00 for the administrators, faculty, personnel, graduates, students and parents respectively which all denoted "extremely relevant."

30. The administrators, personnel, graduates, students and parents assessed the employability of the TEC among private TEIs as "extremely relevant" with grand means of 4.80, 4.96, 4.91, 5.00 and 5.00, respectively. While the faculty considered it as "highly relevant" with a grand mean of 4.49.

31. In the comparison of the perceptions of the six groups of respondents along accessibility, the computed F was 0.804 which turned lesser

than the critical F-value of 2.53 at .05 level of significance with $df = 5$ and 30. This signifies that the numerical differences in the grand means of the perceptions among the six groups of respondents were not significant. This led to the acceptance of the corresponding null hypothesis that "there are no significant differences among the perceptions of the six groups of respondents relative to the relevance of the TEC among private TEIs along accessibility."

32. For faculty development, the computed F-value was 170.181 which was greater than the critical F-value of 2.53 at .05 level of significance and $df = 5$ and 30. This denoted that the numerical differences in the grand means among the six groups of respondents were significant. This led to the rejection of the corresponding null hypothesis.

33. The Scheffe's test showed that significant differences existed between the following pairs: administrators and graduates with a mean difference of 0.7617 with F' value of 580.10; faculty and graduates with a mean difference of 0.6783 with F' value of 460.00; personnel and graduates with a mean difference of 0.7617 with F' value of 580.10; graduates and students with a mean difference of 0.7617 with F' value of 580.10; and graduates and parents with a mean difference of 0.7617 with F' value of 580.10.

34. For instructional strategies and approaches, the computed F-value was calculated to 6.591 which turned greater than the critical F-value of 2.37 at .05 level of significance with $df = 5$ and 60. This denoted that significant

differences existed among the grand means of the six groups of respondents and led to the rejection of the corresponding null hypothesis.

35. Further analysis showed that the differences were found significant in the following pairs: administrators and faculty with a mean difference of 0.3418 with F' value of 17.43; faculty and personnel with a mean difference of 0.3936 with F' value of 23.12; faculty and graduates with a mean difference of 0.3409 with F' value of 17.34; faculty and students with a mean difference of 0.3145 with F' value of 14.76; and faculty and parents with a mean difference of 0.3936 with F' value of 21.12.

36. For values formation, the computed F value to compare the perceptions of the six groups of respondents relative to the extent of relevance of TEC among private TEIs along values formation was 2.850 which was greater than the critical F -value of 2.45 at .05 level of significance and $df = 5$ and 54. This denoted that the numerical differences were significant thus, led to the rejection of the corresponding null hypothesis.

37. For Community involvement, the computed F -value was 3.119 which turned greater than the critical F -value of 2.45 at .05 level of significance and $df = 5$ and 54. This signified that the noted numerical differences in the grand means were significant. This led to the rejection of the corresponding hypothesis.

38. Relative to Employability, the computed F -value was calculated to be 7.291 which was greater than the critical F -value of 2.53 at .05 level of

significance and $df = 5$ and 36 . This means that the noted numerical differences were significant. This led to the rejection of the corresponding null hypothesis.

39. Based on the Scheffe's test, the significant differences were found from the following pairs: faculty and personnel with a mean difference of 0.4700 with F' value of 21.24 ; faculty and graduates with a mean difference of 0.4171 with F' value of 16.72 ; faculty and students with a mean difference of 0.5071 with F' value of 24.72 ; and faculty and parents with a mean difference of 0.5071 with F' value of 24.72 .

40. 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 being manifested by the grand mean of 4.49 .

41. From the point of view of the administrators, the identified areas/competencies were found by them "very much needed" in the enhancement of the TEC in the Island of Samar.

42. From the faculty-respondents, they considered the identified areas/competencies as "very much needed" in the enhancement of TEC in the Island of Samar as proven by the grand mean of 4.79 .

43. The parents' group, on the other hand, considered the identified areas/competencies as "much needed" being manifested by the grand mean of 3.72 .

44. In the comparison of the perceptions of the four groups of respondents, the computed F-value was 15.956 which was greater than the critical F-value of 2.76 at .05 level of significance and $df = 3$ and 108. This signified that the noted numerical differences were significant. This led to the rejection of the corresponding null hypothesis.

45. Further test using Scheffe's test showed that the significant differences were found in the following paired groups: experts and personnel with a mean difference of 0.7711 and F' value of 17.64; administrators and personnel with a mean difference of 1.1321 with F' value of 38.03; and faculty and personnel with a mean difference of 1.0639 with F' value of 33.58.

46. The administrators considered two out of 11 identified problems as "often encountered" corresponding to: "Problems on honorarium/incentives to extra load" and "Gossips/back fighting rampant among teachers and personnel," with the same weighted mean value of 4.43. The remaining nine problems were considered by them as "seldom encountered."

47. From the point of view of the faculty, they considered 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;" "Problems on honorarium/incentives to extra load;" "Traditional teaching strategies/approaches used by teachers;" "Arrogant and sarcastic teachers to the students;" "Gossips/back fighting rampant among teachers and personnel;" and

"Autocratic managerial style" with weighted means ranging from 3.54 to 3.80. Four of the problems were considered by them as "sometimes encountered" with weighted means ranging from 3.01 to 3.14.

48. The personnel considered nine identified problems as "often encountered" with weighted means ranging from 4.19 to 4.27 corresponding to the following: "Difficulty in relating with peers/co-teachers/co-employees, school heads, parents and community;" "Problem on honorarium/incentives to extra load;" "Difficulty in getting assistance to training/seminars/further studies/graduate and post-graduate studies;" "Daily personal expenses such as rental, bills, food, etc.;" "Lack of instructional facilities like library holdings, laboratory supplies and equipment, gymnasium and the like;" "Lack of trainings, seminars, and graduate studies assistance for teachers and staff;" "Arrogant and sarcastic teachers to the students;" "Gossips/back fighting rampant among teachers and personnel;" and "Autocratic managerial style." One problem was "seldom encountered" with a weighted mean of 2.92 while the remaining one problem was "sometimes encountered" with a weighted mean of 3.14.

49. From the viewpoint of the graduates, eight identified problems were considered by them "always encountered" with weighted means ranging from 4.73 to 4.84 with "Difficulty in relating with peers/co-teachers/co-employees, school heads, parents and community" having obtained the highest weighted mean.

50. From the students' group, they assessed seven problems to be "always encountered" with weighted means ranging from 4.63 to 4.75 with "Lack of instructional facilities like library holdings, laboratory supplies and equipment, gymnasium and the like" having obtained the least weighted mean.

51. From the perception of the parents, they considered three problems to be "always encountered" with weighted means ranging from 4.83 to 5.00 with "Difficulty in relating with peers/co-teachers/co-employees, school heads, parents and community" having obtained the highest weighted mean. In the over-all, the parents expressed that the problems were "sometimes encountered" with a grand mean of 3.20.

52. As the result of the comparative analysis, the computed F-value was 1.697 which turned lesser than the critical F-value of 2.29 at .05 level of significance and at $df = 5$ and 60. This denoted that the numerical differences were not significant therefore the null hypothesis of no significant differences among the perceptions of the respondents on problems encountered was accepted.

53. All the eight listed solutions were deemed or assessed by the six groups of respondents as "very much appropriate" to address the problems encountered as manifested by the grand means as follows: administrators, 5.00; faculty, 4.81; personnel, 4.86; graduates, 5.00; students, 5.00; and parents, 5.00.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. 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.

2. The typical faculty of private TEIs in the Island of Samar is female, mid 30's, married, baccalaureate degree holder with units in MA/MS, with average monthly income of PhP10,725.21, holding a permanent status, with teaching experience of 10.80 years and has attended from one to five trainings.

3. The typical student enrolled in the private TEIs in the Island of Samar is female, in early 20's, single, graduated from a public high school in the central area, residing within the locality where the TEI is located, with average monthly family income of PhP11,774.41, comes from a family of five members and is a Catholic.

4. The typical administrator of private TEIs in the Island of Samar is male, in his late 40's, married, M. A. degree holder, with 13.83 years of administrative experience, enjoying a regular appointment, and has attended five relevant trainings or seminars.

5. While the degree of relevance of the TEC of the private TEIs in the region varied from the viewpoints of the different groups of respondents, the grand means indicate that the TEC of the private TEIs in the Island of Samar

have shown relevance in terms of accessibility, faculty development, instructional strategies and procedure, values formation, community involvement, and employability of graduates.

6. The different identified areas were likewise assessed as “very much needed” in the enhancement of TEC in the Island of Samar, thus, these identified areas are good inputs for enhancement proposals.

7. The prevailing problems in the private TEIs in the Island of Samar are manageable as evidenced by the responses given, ranging from often encountered to seldom encountered

8. Given data on the assessed relevance, competencies needed as well recommendations by the different stakeholders of the private TEIs in the Island of Samar, further enhancement and/or improvement of the TEC is found wanting.

Recommendations

The following are recommendations are herein presented:

1. There is a need for a realistic and continuous faculty development program to be implemented in the private TEIs. This program should likewise cover the administrators of these TEIs inasmuch as few faculty members were MA/MS degree holders and none among the deans have met the prescribed educational qualification.

2. There is a need for private TEIs to improve the present compensation scheme for the faculty members. Based on the results of this study, the faculty members of the respondent-institutions are living below the poverty threshold set by NEDA, indicating that the faculty-respondents can barely afford their basic needs.

3. For purposes of enhancement or improvement of the present TEC among private TEIs in the Island of Samar, the proposed curriculum in Chapter 6 is recommended for pilot testing.

4. The following researches could be undertaken:

4.1 Parallel study for an enhanced teacher education curriculum among SUCs in the province or even in the region; and

4.2 A study on the correlates of the performance of teacher education faculty among private TEIs in the province.

Chapter 6

ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR

I. Rationale

Normally, private schools, being a self-liquidating institution depends much from the students population which means more students-more income, better facilities and higher salary rates of teachers, which remains a problem to said institutions today because of the government mandates through the CHED Memo. No.11 S. 1999 which is for strict compliance, and the department of education to give preference to graduates from accredited institutions.

Parents, students and the general public still believe that teachers are the best profession for them and employment opportunities are wider considering the rapid increase in population, dropouts, newly opened schools in all barangays throughout the country and being a "learned" professional several employers still opened its doors to the teachers.

Private Teacher Education Institutions In the province of Samar are found potential training grounds for pre-service

teachers as evidenced by a good number of enrollees among these institutions. It was found accessible to students from other municipalities or provinces with good faculty development programs and implements effective teaching strategies and methodologies with relevant values formation and community involvement activities.

The existing learning areas/competencies are found necessary, There is a need to integrate concepts to the said learning areas or offers said concepts as separate learning competencies such as; Reading Readiness, Environmental Science, Population Education, Health and Nutrition, Local Samarnon Games & Sports, Good Grooming and Personality Development, Human Rights and Environment be integrated in Social Philosophy, Basic Statistics, Community Development and Management Education, Curriculum Development & Design. The Private T.E.Is. are presently experiencing the following weaknesses of its system such as; unreasonable work pay relations, gossips which usually weakens bonding among its members, difficulty in relating with peers/co-employees, school heads, parents and community, traditional teaching strategies, arrogant and sarcastic teachers and autocratic managerial styles but still

are manageable. The trend of enrollment among private teacher education institutions in Samar Island usually decreases as they go to higher levels, which means that several students dropped after a year or two year in school mostly for financial reasons.

Majority of Teacher Education Students enrolled in Private Teacher Education Institutions are products of public Barangay Secondary/High Schools who belongs to families in the middle/below the poverty line. Furthermore, majority of said students are not prepared or equipped with necessary or most relevant skills for a College Work as "College Student". Therefore the role of private T.E.I's on the kind of trainings to their students is more on a "remedial" approach. Results/performance of graduates in the Licensure Examination for Teachers (LET) shows that there is a need for improvement to said examination results due to lack of training periods of the most relevant competencies. The community clamors that every teacher now should be a reading specialist due to the poor reading skills among school aged children. Mostly, municipal librarians in the different municipalities in the island of Samar are not graduates in library science or a licensed librarian.

Samar island considering the many skilled, intellectuals and professionals who are occupying key positions in other parts of the country or country's abroad is still considered or noted of having or "in housing" more unproductive or idle individuals which unknowingly are waiting for experts such as the teachers and tapped their inherent potentials or capacities. In spite of being rich in natural resources, Samar Island is still considered the poorest and remotest region in the country.

The enhancement of Elementary and Secondary Teacher Education Curricula in the private schools would ensure the public especially the students of the quality training they will get from private Teacher Education Institutions.

Teachers therefore, being the immediate "care-taker" of the community should master the prescribed learning competencies/skills of the Commission on Higher Education and be equipped with other skills catered to the demands of the marginalized sector of the community.

Teacher Education graduates, after this training, would therefore prove that teachers are really the custodian of the community and its potential resource for development, while education as the strongest force for peace and progress.

II. Objectives

Generally, curricular enhancement for teacher education in the private schools in the island of Samar is a response to a long felt need, i.e., the need to develop educational management and rural development catered to the marginalized sector of the society particularly Samar island.

Specifically, the curricula aims to:

1. equip the teacher education students adequate knowledge, skills and values necessary to them and make them more responsive to the demands of the teaching profession and its immediate clientele and community, the Samar Island.
2. provide ample training to education students enrolled in private schools on the prescribed learning areas/ competencies by the Commission on Higher Education.
3. offer more related and relevant trainings or even increase the number of training periods/ years to the teacher education students who did not meet the required trainings to ensure of producing better graduates.
4. ensure and improve the self-esteem among teacher education students; that they will get the teacher education curriculum they are pursuing with pride and confidence and

avoid frustration and embarrassment by being eliminated to further continue their chosen future profession or branded as "half - baked " graduates.

5. offer alternative measures to private schools of attracting and minimizing "turn-outs" of students.

6. provide relevant knowledge, skills, trainings and values necessary for community development and management, environmental education and other employment opportunities.

III. Bases for Enhancement

EXISTING CURRICULA		PROPOSED CURRICULA	
(A.) BACHELOR OF ELEMENTARY EDUCATION (BEED)			
1. The Minimum Academic units of 149 for a four (4) year degree curriculum is required for graduation		1. The Minimum Academic units for a four (4) year degree curriculum are 180 or 189 including NSTP-CWTS and ADD-ON Subjects.	
2. The General Education Subjects is suggested to be 68 units as required for graduation.		2. The general Education subjects are suggested to be 71 Units as required for graduation.	
2.1 English	9 units	2.1 English (Language)	12 units
2.2 Literature (English)	3 units	2.2 Literature (World)	3 units
2.3 Filipino Literature	3 units	2.3 Literature (Philippine)	3 units
2.4 Filipino	6 units	2.4 Filipino (Language)	6 units
2.5 Natural Sciences	6 units	2.5 Natural Sciences	6 units
2.6 Mathematics	6 units	2.6 Mathematics	6 units
2.7 Humanities	6 units	2.7 Humanities	3 units
(Music & Arts separated)		(Music & Arts Combined)	
2.8 Social Studies	12 units	2.8 Social Studies	18 units
2.9 Mandated Subjects	6 units	2.9 Mandated Subjects	3 units
2.10 Computer Literacy	3 units	2.10 Computer Literacy	6 units
2.11 Physical Education	8 units	2.11 Physical Education	8 units

3. The Professional Education subjects required for graduation is only 57 units with the following subjects;		3. The Professional Education Subjects required for graduation in only 58 units. One subject (Curriculum Development and Design) is added but still cited in Article V, Sec.2, 2.2, 2.2.1 of C.M.O. No.11 series 1999.	
3.1 Human Growth, Learning and Development	3 units	3.1 ED.1 Human Growth, Learning and Development	3 units
3.2 Foundation I (Sociological, Psychological, and Anthropological Foundations)	3 units	3.2 ED.2 Foundation I (Psychological, Sociological, and Anthropological Bases in Education)	3 units
3.3 Foundation II (Historical, Philosophical and Legal Foundations of Education)	3 units	3.3 ED.3 Non-Formal Education and Community Livelihood Management	3 units
3.4 Principles & Methods of Teaching (including Alternative Teaching Delivery modes)	3 units	3.4 ED.4 Professional Ethics (Code of Ethics for Teachers)	3 units
3.5 Education Technology	3 units	3.5 ED.5 Education Technology	3 units
3.6 Educational Measurements & Evaluation	3 units	3.6 ED.6 Foundation II (Historical, Philosophical and Legal Bases in Education)	3 units
3.7 Intro. to Educational Research	3 units	3.7 ED.7 Principles & Methods of Teaching (including Alternative Teaching Delivery Modes)	3 units
3.8 Guidance & Counseling (including Special Education)	3 units	3.8 ED.8 Educational Measurement & Evaluation	3 units
3.9 Social Philosophy I (Intro to Soc.Philos. w/Human Rights Concepts)	3 units	3.9 ED.9 Principles & Strategies in Teaching Communication Arts (English & Filipino)	3 units
3.10 Social Philosophy 2 (Gen.& Prof Ethics)	3 units	3.10 ED.10 Principles & Strategies in Teaching of Elementary Mathematics, Science, & Health, EPP, & MFE	3 units
3.11 Livelihood & Non-Formal Education	3 units	3.11 ED.11 Principles & Strategies in Teaching HEKASI, MAPE, EKAWP.	3 units
3.12 Community Integration	3 units	3.12 ED.12 Guidance & Counseling (including Special Education)	3 units
3.13 Teaching Strategies 1	3 units	3.13 ED.13 Intro. to Social Philosophy (including issues, concerns, concepts on human rights and environment)	3 units
3.14 Teaching Strategies 2	3 units	3.14 ED.14 Intro. to Educational Research with Basic Statistics	3 units
3.15 Teaching Strategies 3	3 units	3.15 ED.15 Community Integration (w/Community Development and Management Education)	3 units
3.16 Students Teaching	12 units	3.16 ED.16 Intro. To Curriculum Development and Design (w/class Observation)	12 units
		3.17 ED.17 Practice Teaching	10 units

4. The required units for concentration subjects are 24. The following serves as the fields of concentration;	4. The required units for concentration subjects is also 24 but a double concentration in ;
English	Reading and English
Filipino	Filipino
Mathematics	Mathematics
Social Studies	Social Studies
Science & Health	Science & Health
	MSEP
	Pre-school Education

IV. The Enhanced Curricula

A. PROPOSED BACHELOR OF ELEMENTARY EDUCATION (BEED) CURRICULUM W/ Double Concentration in READING and -----

C O R E P R O G R A M

I - GENERAL EDUCATION ----- 71

A. English & Literature

English 1	Grammar & Composition I	3
English 2	Grammar & Composition II	3
English 3	Speech & Oral Communication	3
English 4	Philippine Literature	3
English 5	World Literature	3
English plus	Reading Readiness	3

18

B. Filipino

Filipino 1	Sining ng Pakikipaglalastasan	3
Filipino 2	Retorika	3

6

C. Mathematics

Math 1	Fundamentals of Mathematics	3
Math 2	College Algebra	3

6

D. Natural Science

Nat. Sci. 1	Intro. to Biological Science	3
Nat. Sci. 2	Intro. to Physical Science (Including Environmental Science)	3

6

E. Mandated

Soc. Sci. 4	Life & Works of Rizal	3
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F. Social Science & Humanities

Soc. Sci. 1	Philippine History	3
Soc. Sci. 2	Society & Culture w/ Population Education	3
Soc. Sci. 3	Basic Economics w/ T.A.R.	3
Pol. Sci. 1	Politics & Governance W/ Phil. Constitution	3
Philos. I	Intro. to Philosophy	3
Humanities I	Fundamentals of Music & Art Education	3
Psych. I	General Psychology	3

 21
G. Computer Literacy

Computer I	Software System I: Word Processing, Presentation & Internet	3
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H. Physical Education

P.E. 1	Physical Fitness (including Health & Nutrition)	2
P.E. 2	Fundamentals of Rhythmic Activities	2
P.E. 3	Games & Sports (Including local Samaron Games & Sports)	2
P.E. 4	Recreational Leadership (w/ Good Grooming & Personality Dev't)	2

 8
II - PROFESSIONAL EDUCATION ----- 58

ED. 1	Human Growth, Learning & Development	3
ED. 2	Foundation of Education I (Psychological, Sociological, & Anthropological bases in Educ.)	3
ED. 3	Non-Formal Education and Community Livelihood Management.	3
ED. 4	Professional Ethics (Code of Ethics for Teachers)	3
ED. 5	Education Technology	3
ED. 6	Foundation of Education 2 (Historical, Philosophical & Legal bases in Educ.)	3
ED. 7	Principles & Methods of Teaching (w/ Alternative Teaching Delivery Modes)	3
ED. 8	Educational Measurement & Evaluation	3
Elem. ED. 9	Principles & Strategies in Teaching Communication Arts (English & Filipino)	3
Elem. ED. 10	Principles & Strategies in Teaching of Elem. Mathematics, Science & Health, EPP & NFE	3
Elem. ED. 11	Principles & Strategies in Teaching of HEKASI, EKAWP, and MAPE	3

Elem. ED. 12	Guidance & Counseling (including special Educ.)	3
Elem. ED. 13	Intro. to Social Philosophy (including issues, concerns, concepts on human rights & environment)	3
ED. 14	Intro. to Educational Research w/ Basic Statistics	3
ED. 15	Community Integration (w/ Community Dev't and Mgt. Education)	3
ED. 16	Intro. to Curriculum Dev't & Design (w/ Class Observation)	3
ED. 20	Practice Teaching	10
		<hr/> 58

III - CONCENTRATION ----- 24

A. English:

English 10	Developmental Reading (w/ Teaching Strategies in Reading)	3
English 20	Teaching English as a 2 nd Language	3
English 30	Reading in the Elementary Grades	3
English 40	Language Testing	3
English 50	Children's Literature	3
English 60	Reading Remediation	3
English 70	Campus Journalism	3
English 80	Introduction to Linguistics	3
		<hr/> 24

B. Filipino:

Filipino 10	Maunlad na Filipino	3
Filipino 20	Panitikan Pambata/ Pangkabataan	3
Filipino 30	Pamamahayag Pampa-aralan	3
Filipino 40	Paraan at Pamamaraan ng Pagtuturo sa Filipino	3
Filipino 50	Panimulang Linguistika	3
Filipino 60	Paghahanda ng mga Kagamitang Pagtuturo	3
Filipino 70	Maikling Katha, Kuwento at Nobela	3
Filipino 80	Pagsaling-Wika at Paglinang ng Kurikulum	3
		<hr/> 24

C. Mathematics:

Math 10	Fundamental Concepts of Mathematics	3
Math 20	Number Theory	3
Math 30	Probability & Statistics	3
Math 40	Plane & Solid Geometry	3
Math 50	Plane & Spherical Trigonometry	3
Math 60	Business Mathematics	3

Math 70	Analytic Geometry	3
Math 80	Differential Equation	3

		24

D. Social Studies:

Soc. Studies 10	Fundamentals of Sociology	3
Soc. Studies 20	World History & Geography I	3
Soc. Studies 30	Phil. Economics & Development	3
Soc. Studies 40	Cultural Anthropology	3
Soc. Studies 50	World History & Geography 2	3
Soc. Studies 60	Intro. to Political Science	3
Soc. Studies 70	Asian Studies	3
Soc. Studies 80	Sociological & Political Theories & Movement	3

		24

E. Science & Health:

SH 10	Ecology	3
SH 20	Biology	3
SH 30	Safety Education & First Aid	3
SH 40	Environment & Sanitation	3
SH 50	School Health & Applied Nutrition	3
SH 60	General & Inorganic Chemistry	3
SH 70	Zoology	3
SH 80	Physics (Mechanics, Sound & Thermodynamics)	3

		24

F. Pre-School Education:

PSE 10	The Pre-School Child	3
PSE 20	Philosophy, Principles, Methods & Techniques of Teaching Kindergarten Children	3
PSE 30	Creative Arts in Kindergarten	3
PSE 40	Child Psychology	3
PSE 50	Materials and Equipment for Kindergarten Free Play	3
PSE 60	The Kindergarten Curriculum & Program Planning	3
PSE 70	Supervision, Operation & Maintenance of Kindergarten	3
PSE 80	Historical, Philosophical Foundations of Pre-Elementary Education	3

		24

G. MSEP

MSEP 10	Foundation of Physical, Health, Music and Art Education.	3
MSEP 20	Safety Education, Scouting & Outdoor Pursuit	3
MSEP 30	Integrated Music Theory	3

MSEP 40	Creative Drawing & Painting (including Color & Design.)	3
MSEP 50	Movement Education/Recreational Leadership	3
MSEP 60	Applied Music	3
MSEP 70	Fundamentals of Rhythms	3
MSEP 80	Supervision of Physical, Arts & Music Education	3

 24
H. READING

Reading 10	Psychology in Teaching Reading	3
Reading 20	Reading Vocabulary Development	3
Reading 30	Reading: Comprehension Skill Development	3
Reading 40	Teaching Reading in Games and Dramatics From Kindergarten to College	3
Reading 50	Development Reading for the Elem. & Secondary Grades	3
Reading 60	Instructional Materials in Reading for Elem. & Secondary Levels	3
Reading 70	Content Area Reading	3
Reading 80	Construction of Reading Test from Kindergarten to College	3

 24
IV - ELECTIVE: -----3

Computer 2	Software System II: Electronics Spreadsheets & Data Bases	3
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V - NSTP - CWTS-----6

NSTP - CWTS-1	National Service Training Program (Civic Welfare Training Service-1)	3
NSTP - CWTS-2	National Service Training Program (Civic Welfare Training Service-2)	3

 6
VI - ADD-ON: -----20

Seminar 1	Teaching Beginning Reading & Writing	3
Seminar 2	Review on General Education (w/ Personality Education 1: Interpersonal Skills & Values Development)	3
Seminar 3	Review on Professional Education (w/ Personality Education 2: Building Person- Centered Communities)	3

Seminar 4	Review on the Field of Concentration (w/ Personality Education 3: System Skills Values Development)	3
Seminar 5	Environmental Education and Basic Entrepreneurial Skills Training (w/ Personality Education 4: Career Planning and Employment)	3
Seminar 6	Practicum 11 (Community Research, Organizing and Development)	5

		20

SUMMARY

FOUR YEAR BACHELOR OF ELEMENTARY EDUCATION (BEED) CURRICULUM	
I-General Education	71
II- Professional Education	58
III-Concentration	24
IV-Double Concentration	
(Reading)	<u>24</u>
IV-Elective	<u>3</u>
TOTAL UNITS	180
V-NSTP-CWTS	6
VI-ADD-ON	<u>3</u>
GRAND TOTAL OF UNITS	189

FIVE YEAR BACHELOR OF ELEMENTARY EDUCATION (BEED) CURRICULUM	
I-General Education	71
II- Professional Education	58
III-Concentration	24
IV-Double Concentration	
(Reading)	24
IV-Elective	<u>3</u>
TOTAL UNITS	180
V-NSTP-CWTS	6
VI-ADD-ON	<u>20</u>
GRAND TOTAL OF UNITS	206

TWO YEAR COMMUNITY AID TEACHER	
(C.A.T.) CERTIFICATE	
I-General Education	58
II- Professional Education	24
IV- Electives	3
TOTAL UNITS	85
V-NSTP-CWTS	6
VI-ADD-ON	3
GRAND TOTAL OF UNITS	94

**DISTRIBUTION OF COURSES OF THE PROPOSED BACHELOR
OF ELEMENTARY EDUCATION (BEED) CURRICULUM
WITH DOUBLE CONCENTRATION IN READING
AND -----**

**FIRST YEAR
FIRST SEMESTER**

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
English 1	Grammar & Composition 1	3
Filipino 1	Sining ng pakikipagtalastasan	3
Math 1	Fundamentals of Mathematics	3
Pol. Sci. 1	Politics & Governance w/ Phil. Constitution	3
Psychology 1	General Psychology	3
Humanities 1	Fund'ls. of Music & Art Education	3
Reading 10	Psychology in Teaching Reading	3
P.E. 1	Physical Fitness (Incl. Health & Nutrition)	2
NSTP-CWTS-I	National Service Training Program (Civic Welfare Training Service-I)	3
		<hr/> 26

SECOND SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
English 2	Grammar & Composition 2	3
Filipino 2	Retorika	3
Math 2	College Algebra	3
Nat. Sci. 1	Intro. to Biological Science	3
Soc. Sci. 1	Philippine History	3
Computer 1	Software System I: Word Processing, Presentation and Internet	3
Reading 20	Reading Vocabulary Development	3
P.E. 2	Fundamentals of Rhythmic Activities	2
NSTP-CWTS -II	National service Training Program (Civic Welfare Training Service-II)	3
		<hr/> 26

SECOND YEAR
FIRST SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
English 3	Speech & Oral Communication	3
Soc. Sci 2	Society & Culture w/ Population Education	3
Soc. Sci. 3	Basic Economics w/ T.A.R.	3
Computer 2	Software System II: Electronics	
	Spreadsheets and Data Bases	3
ED. 1	Human Growth, Learning and Development	3
ED. 2	Foundation of Education I (Psychological, Sociological & Anthropological bases in Educ.)	3
ED. 3	Non-Formal Education & Community Livelihood Management	3
ED. 4	Professional Ethics (Code of Professional Ethics for Teacher)	3
		24

SECOND SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
Philosophy 1	Intro. to Philosophy	3
Nat. Sci. 2	Intro. to Physical Science(including Environmental Science)	3
ED. 5	Educational Technology	3
ED. 6	Foundation of Education 2 (Historical, Philosophical & Legal Bases in Educ.)	3
ED. 7	Principles & Methods of Teaching (with alternative Teaching Delivery Modes)	3
ED. 8	Educational Measurement & Evaluation	3
Seminar 1	Teaching Beginning Reading & Writing	3
English Plus	Reading Readiness	3
		24

Note: Students with difficulty in pursuing their chosen courses especially financial reason, that upon completion of two (2) year period with satisfactory rating, may be given certificate as "Community Aid Teacher (C.A.T.)" by the T.E.Is. who will be tasked on basic literacy to the bigger number of dropouts of school aged children most especially in the remotest areas in the Island of Samar as part of the extension functions of the institutions.

THIRD YEAR
FIRST SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
Soc. Sci. 4	Life & Works of Rizal	3
Elem. ED. 9	Principles & Strategies in Teaching Communication Arts (English & Filipino)	3

Elem. ED.	10	Principles & Strategies in Teaching of Science & Health, Mathematics, EPP & NFE	3
Elem. ED.	11	Principles & Strategies in Teaching of HEKASI, EKAWE, and MAPE	3
Elem. ED.	12	Guidance & Counseling (including special education)	3
Elem. ED.	13	Intro. to Social Philosophy (including issues, concerns, concepts on human rights & environment)	3
P.E.	3	Games and Sports (including local Samaritan Games & Sports)	2
Reading	30	Reading: Comprehension Skill Development	3
Concentration	10	-----	3

26

SECOND SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
English 4	Philippine Literature	3
ED. 14	Intro. to Educational Research w/ Basic Statistics	3
ED. 15	Community Integration (w/ Community Dev't and Management Education)	3
Concentration 20	-----	3
Concentration 30	-----	3
Concentration 40	-----	3
Concentration 50	-----	3
Reading 40	Teaching Reading in Games and Dramatics From Kindergarten to College	3
Reading 50	Development Reading for the Elem. & Secondary Grades.	3

27

FOURTH YEAR FIRST SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
P.E. 4	Recreational Leadership (w/ Good Grooming & Personality Development)	2
English 5	World Literature	3
ED. 16	Intro. to Curriculum Dev't and Design (w/ class observation)	3
Concentration 60	-----	3
Concentration 70	-----	3
Concentration 80	-----	3
Reading 60	Instructional Materials in Reading for Elem. & Secondary Levels	3
Reading 70	Content Area Reading	3
Reading 80	Construction of Reading Test from Kindergarten to College	3

26

SECOND SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
ED. 20	Practice Teaching	10

*Students who satisfactorily completed all the requirements and meet the required performance level may be awarded this four (4) year degree BEED curriculum as graduate.

*Students who found out below the required performance level after a series of evaluation and still willing to get the degree they are pursuing may be advised to take another one (1) year for further training especially on learning areas they are found very weak as a remedial or supplementary classes with special training on personality development.

FIFTH YEAR FIRST SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
Seminar 2	Review on General Education (w/ Personality Education 1: Interpersonal Skills & Values Development)	3
Seminar 3	Review on Professional Education (w/ Personality Education 2: Building Person-Centered Communities)	3
Seminar 4	Review on the Field of Concentration (w/Personality Education 3:Systems Skills & Values Development)	3
Seminar 5	Environmental Education & Basic Entrepreneurial Skills Training (w/ Personality Education 4: Career Planning and Employment)	3
		12

SECOND SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
Seminar 6	Practicum II (Community Research, Organizing and Development)	5

*Students who satisfactorily completed all the requirements and meet the required performance level may be awarded this five (5) year degree BEED curriculum as graduate.

**PROPOSED BACHELOR OF SECONDARY EDUCATION
(BSED) CURRICULUM Major in _____
Minor in READING**

C O R E P R O G R A M

I - GENERAL EDUCATION ----- 71

A. *English & Literature*

English 1	Grammar & Composition I	3
English 2	Grammar & Composition II	3
English 3	Speech & Oral Communication	3
English 4	Philippine Literature	3
English 5	World Literature	3
English plus Reading Readiness		3

18

B. *Filipino*

Filipino 1	Sining ng Pakikipagtalastasan	3
Filipino 2	Retorika	3

6

C. *Mathematics*

Math 1	Fundamentals of Mathematics	3
Math 2	College Algebra	3

6

D. *Natural Science*

Nat. Sci. 1	Intro. to Biological Science	3
Nat. Sci. 2	Intro. to Physical Science (including Environmental Science)	3

6

E. *Mandated*

Soc. Sci. 4	Life & Works of Rizal	3
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F. *Social Science & Humanities*

Soc. Sci. 1	Philippine History	3
Soc. Sci. 2	Society & Culture w/ Population Education	3
Soc. Sci. 3	Basic Economics w/ T.A.R.	3
Pol. Sci. 1	Politics & Governance W/ Phil. Constitution	3
Philos. 1	Intro. to Philosophy	3
Humanities 1	Fundamentals of Music & Arts Education	3
Psych. 1	General Psychology	3

21

G. Computer Literacy

Computer I Software System I: Word Processing, Presentation & Internet	3
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H. Physical Education

P.E. 1	Physical Fitness (including Health & Nutrition)	2
P.E. 2	Fundamentals of Rhythmic Activities	2
P.E. 3	Games & Sports (including local Samarnon Games & Sports)	2
P.E. 4	Recreational Leadership (w/ Good Grooming & Personality Dev't)	2
		<hr/> 8

II - PROFESSIONAL EDUCATION ----- 49

ED. 1	Human Growth Learning & Development	3
ED. 2	Foundation of Education I (psychological, Sociological, & Anthropological bases in Educ.)	3
ED. 3	Non-Formal Education and Community Livelihood Management	3
ED. 4	Professional Ethics (Code of Ethics for Teachers)	3
ED. 5	Education Technology	3
ED. 6	Foundation of Education II (Historical, Philosophical & Legal bases in Educ.)	3
ED. 7	Principles & Methods of Teaching (w/ Alternative Teaching Delivery Modes)	3
ED. 8	Educational Measurement & Evaluation	3
Sec. ED. 9	Guidance & Counseling (including special Educ.)	3
Sec. ED. 10	Intro. to Educational Research w/ Basic statistics	3
Sec. ED. 11	Intro. to Social Philosophy (including issues, concerns, Concepts on human rights & environment)	3
Sec. ED. 12	Community Integration (w/ Community Dev't and Mgt. Education)	3
Sec. ED. 15	Intro. to Curriculum Dev't & Design (w/ Class Observation) & Library Practicum for Lib. & Info. Sci. major.	3
ED. 20	Practice Teaching	10
		<hr/> 49

III - MAJOR -----39

A. **English:**

English 10	Developmental Reading	3
English 20	Teaching English as a 2 nd Language	3
English 30	Reading in the Elementary Grades	3
English 40	Language Testing	3
English 50	Children's Literature	3
English 60	Reading Remediation	3
English 70	Campus Journalism	3
English 80	Introduction to Linguistics	3
English 90	Methology & Folklore	3
English 100	Play Production, Acting & Directing	3
English 110	Afro-Asian Literature	3
English 120	Literary Types	3
English 130	Principles & Strategies of Teaching English (PSTE)	3

 39

B. **Filipino:**

Filipino 10	Panimulang Filipino	3
Filipino 20	Maunlad na Filipino	3
Filipino 30	Sanaysay, Debati at Talumpati	3
Filipino 40	Panimulang Linguistika	3
Filipino 50	Dulang Filipino	3
Filipino 60	Maikling Katha, Kuwento at Nobela	3
Filipino 70	Panulaang Filipino	3
Filipino 80	Filipino Bilang Pangalawang Wika	3
Filipino 90	Pamamahayag Pampa-aralan	3
Filipino 100	Pagsasaling-Wika at Paglinang ng Kurikulum	3
Filipino 110	Paghahanda ng mga Kagamitang Pagtuturo	3
Filipino 120	Panunuring Pampanilikan	3
Filipino 130	Paraan at Pamamaraan sa Pagtuturo ng Filipino	3

 39

C. **Mathematics:**

Math 10	Fundamental Concepts of Mathematics	3
Math 20	Number Theory	3
Math 30	Probability & Statistics	3
Math 40	Plane & Solid Geometry	3
Math 50	Plane & Spherical Trigonometry	3
Math 60	Business Mathematics	3
Math 70	Analytic Geometry	3
Math 80	Integral Calculus	6
Math 90	Differential Equation	6
Math 100	Differential Calculus	3

Math 110	Principles & Strategies of Teaching Mathematics (PSTM)	3
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 39

D. Social Studies:

Soc. Studies 10	Fundamentals of Sociology	3
Soc. Studies 20	World History & Geography 1	3
Soc. Studies 30	Phil. Economics & Development	3
Soc. Studies 40	Cultural Anthropology	3
Soc. Studies 50	World History & Geography 2	3
Soc. Studies 60	Intro. to Political Science	3
Soc. Studies 70	Asian Studies	3
Soc. Studies 80	Sociology & Political Theories & Movement	3
Soc. Studies 90	Micro. & Macro Economics	3
Soc. Studies 100	Philippine Nationalism	3
Soc. Studies 110	Contemporary & Modern History of The Philippines	3
Soc. Studies 120	Ancient Medieval & Modern Europe	3
Soc. Studies 130	Principles & Strategies of Teaching Social Studies (PSTST)	3

 39

E. Natural Science:

Nat. Sci. 10	Ecology	5
Nat. Sci. 20	Biology	5
Nat. Sci. 30	Environmental Chemistry	5
Nat. Sci. 40	Physics	5
Nat. Sci. 50	General & Inorganic Chemistry	5
Nat. Sci. 60	General Botany	5
Nat. Sci. 70	Biochemistry	5
Nat. Sci. 80	Zoology	5
Nat. Sci. 90	Principles & Strategies of Science Teaching (PSST) w/ Laboratory Techniques	3

 43

F. Library & Information Science:

Lib. Sci. 1	Introduction to Librarianship	3
Lib. Sci. 2	Building Library Collection	3
Lib. Sci. 3	Cataloguing & Classification 1	3
Lib. Sci. 4	Cataloguing & Classification 2	3
Lib. Sci. 5	Reference, Bibliography & User Services 1	3
Lib. Sci. 6	Reference, Bibliography & User Services 2	3
Lib. Sci. 7	Abstracting and Indexing	3
Lib. Sci. 8	Research Methods in Library and Information Science	3

Lib. Sci. 9	Activities & Records Management	3
Lib. Sci. 10	Seminar: Issues & Trends in ASEAN Librarianship	3
Lib. Sci. 11	Special Materials	3
Lib. Sci. 12	Computer Encoding Skills & Techniques	3
Lib. Sci. 13	Computer Concepts & Organizations w/ Laboratory	3

 39

G. PEHM

PEHM 1	Foundation of Physical, Health and Music Education	3
PEHM 2	Safety & First Aid Education	3
PEHM 3	Integrated Music Theory	3
PEHM 4	School & Community Health & Applied Nutrition	3
PEHM 5	Adapted Physical Education	3
PEHM 6	Applied Music	3
PEHM 7	Fundamentals in Gymnastics	3
PEHM 8	Movement Education/Recreational Leadership	3
PEHM 9	Basic Sports & Laro ng Lahi	3
PEHM 10	Fundamental Dance Steps & Music (w/ Basic Classical, Ballroom & Jazz Dances Aerobics)	3
PEHM 11	Philippine Dances	3
PEHM 12	Supervision of Physical, Arts & Music Educ.	3
PEHM 13	Principles & Strategies in Teaching PEHM	3

 39

IV - MINOR READING:

Reading 1	Psychology in Teaching Reading	3
Reading 2	Reading Vocabulary Development	3
Reading 3	Reading Comprehension Skills Development	3
Reading 4	Teaching Reading in Games & Dramatics For Kindergarten to College	3
Reading 5	Developmental Reading for the Elementary & Secondary Games	3
Reading 6	Instructional Material in Reading for Elementary & Secondary Levels	3
Reading 7	Content Area Reading	3
Reading 8	Construction of Reading Tests and Teaching Beginning Reading and Writing	3

 24

FIVE YEAR BACHELOR OF SECONDARY EDUCATION (BSED) CURRICULUM			
I-General Education	71		
II- Professional Education	49		
III- Major	39	43	(Science)
IV- Minor (Reading)	24		
V- Elective	3		
TOTAL UNITS	186	190	(Science)
VI- ADD-ON	20		
VII- NSTP-CWTS	6		
GRAND TOTAL OF UNITS	212	216	(Science)

TWO YEAR COMMUNITY AID TEACHER (C.A.T.) CERTIFICATE			
I-General Education	58		
II- Professional Education	24		
III-Minor (Reading)	12		
IV-Electives	3		
TOTAL UNITS	97		
IV-NSTP-CWTS	6		
V-ADD-ON	3		
GRAND TOTAL OF UNITS	106		

**DISTRIBUTION OF COURSES OF THE PROPOSED BACHELOR
OF SECONDARY EDUCATION (BSED) CURRICULUM
MAJOR IN _____ MINOR IN READING**

**FIRST YEAR
FIRST SEMESTER**

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
English 1	Grammar & Composition I	3
Filipino 1	Sinigang ng Pakikipagtalastasan	3
Math 1	Fundamentals of Mathematics	3
Pol. Sci. 1	Politics & Governance w/ Phil. Constitution	3
Psychology 1	General Psychology	3
Humanities 1	Fundamentals of Music & Art Education	3
P.E. 1	Physical Fitness (Including Health & Nutrition)	2
NSTP-CWTS-I	National Service Training Program (Civic Welfare Training Service-I)	3
Reading 1	Psychology in Teaching Reading	3

		26

SECOND SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
English 2	Grammar & Composition I	3
Filipino 2	Retorika	3
Math 2	College Algebra	3
Nat. Sci. 1	Intro. to Biological Science	3
Soc. Sci. 1	Philippine History	3
Computer 1	Software System I: Word Processing, Presentation and Internet	3
P.E. 2	Fund'ls. of Rhythmic Activities	2
NSTP-CWTS -II	National Service Training Program (Civic Welfare Training Service-II)	3
Reading 2	Reading Vocabulary Development	3

		26

**SECOND YEAR
FIRST SEMESTER**

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
English 3	Speech & Oral Communication	3
Soc. Sci. 2	Society & Culture w/ Population Education	3
Soc. Sci. 3	Basic Economics w/ T.A.R.	3
Computer 2	Software System II: Electronics Spreadsheets and Data Bases	3
ED. 1	Human Growth, Learning & Development	3
ED. 2	Foundation of Education I (Psychological, Sociological Anthropological Bases in Educ.)	3

ED.	3	Non-Formal Education & Community Livelihood Management)	3
ED.	4	Professional Ethics (Code of Ethics for Teachers)	3
Reading	3	Reading Comprehension Skill Development	3

			27

SECOND SEMESTER

<u>Subject Code</u>		<u>Subject Title</u>	<u>Unit(s)</u>
Philosophy	1	Intro. to Philosophy	3
Nat. Sci.	2	Intro. to Physical Science(Including Environmental Science)	3
English Plus		Reading Readiness	3
ED.	5	Education Technology	3
ED.	6	Foundation of Education II (Historical, Philosophical & Legal Bases in Educ.)	3
ED.	7	Principles & Methods of Teaching (with Alternative Teaching Delivery Modes)	3
ED.	8	Educational Measurement & Evaluation	3
Seminar	1	Teaching Beginning Reading & Writing	3
Reading	4	Teaching Reading in Games and Dramatics From Kindergarten to College	3

			27

Note: Students with difficulty in pursuing their chosen courses especially financial reason, that upon completion of two (2) year period with satisfactory rating, may be given certificate as "Community Aid Teacher (C.A.T.)" by the T.E.Is. who will be tasked on basic literacy to the bigger number of dropouts of school aged children most especially in the remotest areas in the island of Samar as part of the extension function of the institutions.

THIRD YEAR FIRST SEMESTER

<u>Subject Code</u>		<u>Subject Title</u>	<u>Unit(s)</u>
Soc. Sci.	4	Life & Works of Rizal	3
English	4	Philippine Literature	3
Sec. ED.	9	Guidance & Counseling (Including Special Education)	3
P.E.	3	Games and Sports (Including Local Samaritan Games & Sports)	2
Major	10	-----	3
Major	20	-----	3
Major	30	-----	3
Major	40	-----	3
Reading	5	Development Reading for the Elementary and Secondary Levels	3

			26

SECOND SEMESTER

<u>Subject Code</u>		<u>Subject Title</u>	<u>Unit(s)</u>
Sec. ED.	10	Intro. to Educational Research w/ Basic Statistics	3
Sec. ED.	11	Intro. to Social Philosophy (Including Issues, Concerns, Concepts on Human Rights & Environment)	3
Sec. ED.	12	Community Integration (w/ Community Dev't and Management Education)	3
P.E.	4	Recreational Leadership (w/ Good Grooming and Personality Enhancement)	2
Major	50	-----	3
Major	60	-----	3
Major	70	-----	3
Major	80	-----	3
Reading	6	Instructional Materials in Reading for Elementary & Secondary Levels	3

			26

FOURTH YEAR
FIRST SEMESTER

<u>Subject Code</u>		<u>Subject Title</u>	<u>Unit(s)</u>
English	5	World Literature	3
ED.	13	Intro. to Curriculum Dev't and Designed (w/ class observation)	3
Major	90	-----	3
Major	100	-----	3
Major	110	-----	3
Major	120	-----	3
Major	130	-----	3
Reading	7	Content Area Reading	3
Reading	8	Construction of Reading Test	3

			27

SECOND SEMESTER

<u>Subject Code</u>		<u>Subject Title</u>	<u>Unit(s)</u>
ED.	20	Practice Teaching	10

*Students who satisfactorily completed all the requirements and meet the required performance level may be awarded this four (4) year degree BEED curriculum as graduate.

*Students who found out below the required performance level after a series of evaluation and still willing to get the degree they are pursuing may be advised to take another one (1) year for further training especially on learning areas they are found very weak as a remedial or supplementary classes with special training on Personality Development.

FIFTH YEAR
FIRST SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
Seminar 2	Review on General Education (w/ Personality Education 1: Interpersonal Skills and Values Development)	3
Seminar 3	Review on Professional Education (w/ Personality Education 2:	3
Seminar 4	Review on the Major Field (w/ Personality Education 3:	3
Seminar 5	Environmental Education & Basic Entrepreneurial Skills Training	3

		12

SECOND SEMESTER

<u>Subject Code</u>	<u>Subject Title</u>	<u>Unit(s)</u>
Seminar 6	Practicum II (Community Research, Organizing and Development	5

*Students who satisfactorily completed all the requirements and meet the required performance level may be awarded this five (5) year degree BSED curriculum as graduate.

V. Strategy of Implementation

STUDENTS:

The students who could be admitted into the teacher education curricula should meet the prescribed Admission and Retention Requirements stated on CHED Memorandum Order (CMO) No. 11 series of 1999.

Specifically the following Strategic Implementing Scheme for these Enhanced Elementary and Secondary Teacher Education Curricula for Private Schools in the Island of Samar should be implemented.

PRE-ENTRY EVALUATION

Objectives:

To select qualified students for admission to the College of Education.

Evaluation Design:

Students enrolling any course offered by the teacher education institutions should first submit the following documents to the Dean of College of Education for the first level of the Pre-entry evaluation.

1. Form 138-A (Report Card)
2. Certificate of Good Moral Character.
3. Certificate as Honor Students (if Necessary).
4. Transcript of Records, together with the Certificate of Honorable Dismissal, for students shifting to the course.
5. Transcript of Records, for students earning units and those taking second undergraduate degree.

Fresh graduate students from any secondary schools may be admitted to the college, only if their general weighted average is equivalent to 85% and above. As stated on Article X, Sec.3 of CHED Memo. No. 11 Series of 1999, while

applicants with lower average should pass the aptitude test given by the Guidance Office.

Students shifting to the course must have obtained a general weighted average for all their subjects taken in their previous course of at least 80% or 2.5 rating in the point system for them to be admitted to the College of Education. While applicants with lower ratings should take and pass the aptitude test given by the Guidance Office.

Degree holder students who are planning to earn units and those willing to take up education courses as second undergraduate degree are automatically qualified, and are exempted from taking standard examination. Questions that are suppose to be part of said examination will represent high school concepts in four subject or learning areas, English, Science & Technology, Filipino and Mathematics.

Interview will be conducted to all entering students to assess the emotional stability, composure as well as communication skills of the entering students. Results of said examinations will be used for placing students in their respective block section and for the proper monitoring and guidance.

POST-ENTRY EVALUATION

Objective(s):

1. To qualify education students taking a particular field of specialization or concentration in any of the teacher education curricula and providing necessary assistance to those who did not meet the prescribed requirements for them to further continue studying said field of specialization or concentration.

2. To prepare students in the Licensure Examination for Teacher (LET) and to similarly increase the level of Performance of the private teacher education institutions in the aforecited examination.

3. To provide students necessary assistance to those who encounter difficulties in the training and found out being the low performing students.

Evaluation Design:

Once the students have been qualified in the pre-entry evaluation and have started studying their respective courses chosen, the college will conduct a semestral evaluation on all levels, from first year to fourth year, but with varying degrees

so as to suit to the level where education students are enrolled in.

Students who got a grade of 2.8 and below or a failing grade of 5.0 in the point system in any of their subjects taken for that particular semester within the first three (3) semesters will be required to re-take the subjects but will be given special assistance and investigate the reason behind it to ensure of passing said subject. If said student will still fail after that second chance they will undergo special guidance services from the office of the Guidance Counselor.

For the remaining semesters of the education students in any of the courses taken, they will be evaluated according to the following manner:

(1.) Students enrolled or taking the four (4) year B.S.ED. curriculum Major in Natural Science, Mathematics, English, Filipino, Social Studies and Library & Information Science with a Minor in Reading will undergo a selective retention evaluation technique wherein any education student who did not meet the prescribed 85% or 2.0 rating in the point system will be subjected to special guidance services or may be advised to shift into the five (5) year BSED curriculum or

other courses offered by the private teacher education institutions.

(2.) Students enrolled or taking the four (4) year B.E.ED. Curriculum with double concentration in Reading and Science & Health, Mathematics, English, Social Studies, Filipino, MSEP and Pre-School Education will also undergo the selective retention techniques. Any students will have to maintain an 85% or 2.5 rating in the point system in order to be qualified for the said course.

The following students will be subjected to an alternative evaluation techniques and a specialized feature of this Enhanced Elementary and Secondary Teacher Education Curricula:

- (1.) Students enrolled or taking the four (4) year B.S.ED. Curriculum Major in Natural Science, Mathematics, English, Social Studies, Filipino and Library & Information Science with a Minor in Reading who did not meet the prescribed 85% or 2.0 rating in the point system.
- (2.) Students enrolled or taking the four (4) year B.E.ED. curriculum with double concentration in Reading and Science & Health, Mathematics,

English, Social Studies, Filipino, MSEP and Pre-School Education who did not meet the prescribed 85% or 2.0 rating in the point system.

- (3.) Transferee students and presently taking the four (4) year B.S.ED. and B.E.ED. Curricula with the abovementioned major and minor and concentration subjects and have taken said subjects in their previous schools attended but did not meet the prescribed 85% or 2.0 rating in the point system.

Specialized Feature:

The above-cited students who did not meet the prescribed grade/ performance level requirement will be subjected to this specialized feature of the Enhanced Elementary and Secondary Teacher Education Curricula as assistance to said students to further continue the degree they are pursuing. To wit:

- (1.) Special guidance services
- (2.) Remedial or supplemental lesson to be conducted by the guidance office on areas they are found very poor.

- (3.) Removal examination up to the second chance using the school-Based standardized evaluative materials with test questions prepared by the subject teacher where the student failed or obtained a lower rating.
- (4.) The five (5) year B.S.ED. and B.E.ED. curricula.
- (5.) The two (2) year Community Aid Teacher Certificate (C.A.T.) for average and above average students with difficulty in financial assistance.

Furthermore, for those students who inspite of the above mentioned special assistance still did not meet the prescribed rating/ performance level requirement said students will be advised to shift into a five (5) year teacher education curricula to ensure of more trainings and skills or competencies may be acquired by said students and further prepare them to the most relevant role of the teachers as true public servant.

For those students who are already in the fourth year level will be required by the private T.E.Is. to attend seminar - workshops related to their courses taken for development and advancement purposes, and a refresher classes for a better preparation and greater chances of passing the L.E.T.

Relevant concepts or learning competencies and skills and trainings to community, environment, values, personality development, human rights, livelihood and teaching beginning reading should be integrated in the curriculum to ensure of getting the higher level/ degree of its responsiveness to the community and better chances of employment opportunities both in and outside the formal educational structure or the school.

STAFFING:

Faculty members will be selected and hired based on the CHED Memorandum Order (CMO) No. 11 Series of 1999. Specifically they must be:

1. licensed professional teachers;
2. holder of appropriate masters degree to teach their major field or allied subject for undergraduates;
3. have at least three years of very satisfactory teaching experience in either the elementary, secondary and tertiary level.
4. a student-teacher supervisor/ practicum coordinator who is regular faculty member in the college shall be

- assigned to plan, supervise, and evaluate student teaching experience and provide advise and counseling.
5. salary rates should be commensurate with their rank, academic preparation, experience in instruction and research and at least comparable with those of other faculty who teach other baccalaureate courses.
 6. at least 60% of teacher education courses shall be taught by full-time instructors in the institutions.
 7. the regular teaching load of the teachers is twenty four (24) units.
 8. should there be a need to recruit part-time teachers, especially for professional education and major subjects, these teachers should at least posses a masteral and doctoral degree.
 9. lecturers to seminar classes are those considered experts on related topics relevant to this curriculum.

CLASSES:

Classes will be held on Mondays, Tuesdays, Wednesdays and Thursdays during the regular semester (if desired) during summer of three hours allotment for 3 units' subjects. Friday

will be devoted to the community immersion activities and research and Co-curricular activities.

For the student-teaching program they will be exposed to the actual classroom situation both in the In-Campus and Off-Campus where they will maximize the training needs with an approved MOA between the DepEd and the Institution. Supplemental classes will be recited during Saturdays on relevant topics that may possibly appear during the LET.

For the shifter to the five year curriculum their last two (2) semester will be a remedial lessons on areas where they found out very poor in performance by employing the following strategies: (1) Seminar/ Seminar-Workshop; (2) Modular (3) Programmed Instruction (4) others.

To ensure of better instruction there is a need to improve teaching strategies or develop/try-out innovative teaching models and approaches in the delivery of the teacher education curricula such as; Content-based learning model, integration, interactive modes of instruction, case-based method and provide early exposure to the realities of the classroom;

- micro teaching;
- clinical experiences;

- journal writing;
- reflective teaching logs;
- portfolio assessment;
- field-based practicum

FUNDING:

The fund of this program should come from the regular fees paid by the education students.

The school should employ several income-generating projects and engage in research for funding from other agencies or organizations.

Accepts sponsors/ beneficiaries to poor but deserving students. Organize Alumni foundation. Provide facilities for rental.

TUITION FEES:

Considering that majority of the education students enrolled in private T.E.Is. belongs to middle and "low-Income" families, affordable tuition fees should be given consideration.

In the collection of fees should be in an installment bases or staggered collection plan using the following scheme:

5%	upon enrolment
20%	Prelim Exam.
25%	Midterm Exam.
25%	Pre-Final Exam.
20%	Final Exam.
5%	upon request of rating cards to be issued every end of semester and to be presented during enrolment.

For graduating students, (upon request of
Credentials.)

RESEARCH:

An action research will be a requirement for graduation. Research proposal should be made while taking their subject on the professional education-9 (Introduction to Educational Research) during their junior/third year. While in the fourth year they will conduct the actual study and submit the final copy to the office of the student teacher-coordinator.

COMMUNITY INVOLVEMENT:

Student will be required to lead, initiate and participate in any community-related activities, which primarily aims to develop and empower rural communities.

WORK-TIME PLAN:

Upon approval of the Commission on Higher Education (CHED) the following will be the implementing time frame:

Year one(1)

--1st year of operation

Year two(2)

--2ND year of operation

Upon completion of the two years; students will be issued certificate as community aid teacher and be given assistance to work as community development organizer, the income they will get may be used to further continue their studies.

Year three(3)

--3rd year of operation

Year four(4)

--4th fourth year of operation

Students may apply for graduation upon completion of this period only if they qualify or meet the necessary requirements.

Year five(5)

--5th year of operation

For low performing student,
due to financial and personal
Problems maybe remedied
by adding another one year
as remedial lessons and
supplementary activities.

VI. Monitoring and Evaluation

To ensure of desired results of the Program the following
assessment techniques will be implemented:

Implementation Proper:

A. STUDENTS

Apply the most common evaluative techniques such as;

1. Quizzes
2. Oral examination
3. Periodic/ Term Examination (Departmental Exam.)
 - 3.1 Prelim
 - 3.2 Midterm
 - 3.3 Pre-finals
 - 3.4 Finals

4. Reports / Research Papers, etc.

5. Community Involvement/Extension Activities.

B. FACULTY

1. Classroom instruction observation (twice a semester);
2. Seminars/Trainings attended;
3. Research;
4. Community Involvement;
5. Graduate & Post-Graduate Studies (properly documented);
6. Publications; and
7. Others.

C. CLASSES

1. Class Observation;
2. Make-up Classes for Missed lessons.
3. Teaching Demonstrations for Practice Teachers; and
4. Classroom Structuring and Seating Arrangement.
5. Relevant Instructional materials.

D. FUNDING

1. Proper budgeting and liquidation of expenses.

E. TUITION FEES

1. Affordable tuition fees.

Post Implementation:

1. Students performance in the Licensure Examination for Teacher (LET).
2. Employability specifically after graduation.
3. General observation on the development/progress of the community they are residing.

BIBLIOGRAPHY

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APPENDICES

APPENDIX A

Republic of the Philippines
Commission on Higher Education
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

August 12, 2002

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

Sir:

In my desire to start writing my Dissertation proposal, I have the honor to submit for your approval one of the following research problems, preferably No. 1.

1. "An Enhanced Teacher Education Curriculum for Private Schools in the Island of Samar."
2. "Responsiveness of the BSED Program to the Beginning Teachers Readiness to Teach the Secondary Education Curriculum."
3. "Alternative Teacher Education Program for the College of Education in Samar College: A Proposed Model."

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

Approved:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, Graduate of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 11, 2003

DR. MARILYN D. CARDOSO
Dean, College of Education
Samar State Polytechnic College
Catbalogan, Samar

Dear: Dr. Cardoso,

Please be informed that you have been designated as adviser of Mr. Geronimo A. Ellado, candidate for the degree in Doctor of Philosophy major in Educational Management who proposes to write a dissertation on "AN ENHANCED TEACHER EDUCATION CURRICULUM FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR."

Thank you for your cooperation.

Very truly yours,

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Adviser

*In 3 copies:**1st copy - for the Dean**2nd copy - for the Adviser**3rd copy - for the Applicant*

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

September 23, 2003

The Dean

College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

This dissertation proposal entitled "AN ENHANCED TEACHER EDUCATION CURRICULUM FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR," prepared and submitted by Geronimo A. Ellado in partial fulfillment of the requirements for the degree of Doctor of Philosophy major in Educational Management is recommended for Pre-Oral examination on the date and time convenient to your office.

(SGD.) MARILYN D. CARDOSO, Ph.D.
Adviser

Date of Oral Defense	:	October 11, 2003
Day	:	Saturday
Time	:	1:30 P.M.
Venue	:	SSPC Grad. School Dean's Office

APPENDIX D

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
Catbalogan, Samar

February 9, 2004

ISABELA L. MAHLER, Ed. D., CESO III
Director IV
Commission on Higher Education
Region VIII
Tacloban, City

Madame:

Peace Greetings!

The undersigned is presently working on his Dissertation entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." as a requirement to the degree, Doctor of Philosophy major in Educational Management at the Samar State Polytechnic College, Catbalogan, Samar.

In this connection, permission is requested from your good office to conduct/field the survey questionnaires used in this research to all Private Teacher Education Institutions in the Island of Samar.

Your kind consideration and approval to this request is highly esteemed and thanked for.

Very respectfully yours,

(SGD.) GERONIMO A. ELLADO
Researcher

APPENDIX E

**Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
Catbalogan, Samar**

February 23, 2004

SOL F. MATUGAS, ED.D., CESO III

Regional Director
Department of Education
Region VIII
Tacloban, City

Madame:

Greetings!

The undersigned would like to request permission from your accommodating and very supportive office that he be allowed to administer his survey questionnaire to the teachers in the Island of Samar who were deputed or appointed by the Department of Education as schools principals, supervisors and officer – in – charge and are considered experts in the field of Basic Education. This is in connection with his desire to finish his research entitled, **"ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR."**

The undersigned hopes that your office will affirmatively grant his request.

Thank you very much and more power.

Very respectfully yours,

(SGD.) GERONIMO A. ELLADO
Researcher

APPENDIX F

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
Catbalogan, Samar

February 23, 2004

MRS. EMILIE G. GORDOVE
Schools Division Superintendent
Samar Division
Catbalogan, Samar

Madame:

Greetings!

The undersigned would like to request permission from your accommodating and very supportive office that he be allowed to administer his survey questionnaire to the teacher in the Division of Samar who were deputized or appointed by the Department of Education as schools principals, supervisors and officer-in-charge and are considered experts in the field of Basic Education. This is in connection with his desire to finish his research entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR."

The undersigned hopes that your office will affirmatively grant his request.

Thank you very much and more power.

Very respectfully yours,

(SGD.) GERONIMO A. ELLADO
Researcher

Approved:

(SGD.) EMILIE G. GORDOVE
Schools Division Superintendent
Samar Division

APPENDIX G

**Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
Catbalogan, Samar**

February 23, 2004

SOLEDAD B. ACIDRE, ED. D., CESO V
Schools Division Superintendent
Division of Eastern Samar
Borongan, Eastern Samar

Madame:

Greetings!

The undersigned would like to request permission from your accommodating and very supportive office that he be allowed to administer his survey questionnaire to the teachers in the Division of Eastern Samar who were deputized or appointed by the Department of Education as schools principals, supervisors and officer - in - charge and are considered experts in the field of Basic Education. This is in connection with his desire to finish his research entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR."

The undersigned hopes that your office will affirmatively grant his request.

Thank you very much and more power.

Very respectfully yours,

(SGD.) GERONIMO A. ELLADO
Researcher

Approved:

(SGD.) SOLEDAD B. ACIDRE, ED. D., CESO V
Schools Division Superintendent
Division of Eastern Samar

APPENDIX H

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

CERTIFICATION

February 23, 2004

TO WHOM IT MAY CONCERN:

This is to certify that Mr. EDWIN B. BALANCE deputized as his Assistant Researcher tasked to secure relevant information and administer his survey questionnaire to all the respondents of his study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR."

This certification has been issued to the bearer for whatever purpose it may serve him during the course of the above-cited study.

(SGD.) GERONIMO A. ELLADO
Researcher

APPENDIX I

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

**SURVEY - QUESTIONNAIRE
(FOR FACULTY - RESPONDENTS)**

February 23, 2004

Sir/Madame:

Peace Greetings!

The undersigned is conducting a study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." In this regard, the undersigned is solicitating your assistance and support by filling some information related to you in the prepared survey questionnaire specially designed for this purpose (see attached copy).

The humble researcher expresses his greatest admiration and thanks for your unwavering support. Rest assured that the information that you will share with the researcher will be kept highly confidential.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

QUESTIONNAIRE (For Faculty – Respondents)

Name: (Optional) : _____

School/Address : _____

Part I – Personal Data

1. Sex: _____ 2. Age (in years): _____
3. Civil Status: _____
4. Estimated Monthly Income/Month: _____
5. Teaching Status:
 - a. Subjects Taught: _____
 - b. Number of Preparations: _____
 - c. Number of Teaching Loads in Units: _____
6. Teaching Experience (in years) : _____
7. In- service Trainings Attended (for the last five years)

Title of Trainings	Period	Level	Sponsoring Agency
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. Educational Background (Please check and fill – in the blanks)
 - _____ Baccalaureate Degree Holder
Degree Earned: _____ Major: _____ Minor: _____
 - _____ With MA/ MS Units
Curriculum / Course Pursued: _____ Major: _____
Minor: _____
 - _____ MA/MS Degree Holder
Degree Earned: _____ Major: _____ Minor: _____
 - _____ With Ph.D/ Ed.D.Units
Curriculum/ Course Pursued: : _____ Major: _____
Minor: _____
 - _____ Ph.D/ Ed.D. Degree Holder
Degree Earned: _____ Major: _____ Minor: _____

APPENDIX J

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

**SURVEY - QUESTIONNAIRE
(FOR EXPERTS - RESPONDENTS)**

February 23, 2004

Sir/Madame:

Peace Greetings!

The undersigned is conducting a study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." In this regard, the undersigned is solicitating your assistance and support by filling some information related to you in the prepared survey questionnaire specially designed for this purpose (see attached copy).

The humble researcher expresses his greatest admiration and thanks for your unwavering support. Rest assured that the information that you will share with the researcher will be kept highly confidential.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

QUESTIONNAIRE **(For Experts – Respondents)**

Name: (Optional) : _____

School/Address : _____

Part I – Personal Data

1. Sex: _____
2. Age (in years): _____
3. Civil Status: _____
4. Estimated Monthly Income/Month: _____
5. Teaching Status:
 - a. Subjects Taught: _____
 - b. Number of Preparations: _____
 - c. Number of Teaching Loads in Units: _____
6. Teaching Experience (in years) : _____
7. Designation in the administrative position: _____
8. In- service Trainings Attended (for the last five years)

Title of Trainings	Period	Level	Sponsoring Agency
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. Educational Background (Please check and fill-in the blanks)

_____ Baccalaureate Degree Holder
 Degree Earned: _____ Major: _____ Minor: _____

_____ With MA/ MS Units
 Curriculum / Course Pursued: _____ Major: _____
 Minor: _____

_____ MA/MS Degree Holder
 Degree Earned: _____ Major: _____ Minor: _____

_____ With Ph.D/ Ed.D.Units
 Curriculum/ Course Pursued: : _____ Major: _____
 Minor: _____

_____ Ph.D/ Ed.D. Degree Holder
 Degree Earned: _____ Major: _____ Minor: _____

APPENDIX K

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

**SURVEY - QUESTIONNAIRE
(FOR ADMINISTRATOR - RESPONDENTS)**

February 23, 2004

Sir/Madame:

Peace Greetings!

The undersigned is conducting a study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." In this regard, the undersigned is solicitating your assistance and support by filling some information related to you in the prepared survey questionnaire specially designed for this purpose (see attached copy).

The humble researcher expresses his greatest admiration and thanks for your unwavering support. Rest assured that the information that you will share with the researcher will be kept highly confidential.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

QUESTIONNAIRE (For Administrator - Respondents)

Name: (Optional) : _____

School/Address : _____

Part I – Personal Data

1. Sex: _____
2. Age (in years): _____
3. Civil Status: _____
4. Estimated Monthly Income/Month: _____
5. Teaching Status (If having teaching load)
 - 5.1 Subjects Taught: _____
 - 5.2 Number of Preparations: _____
 - 5.3 Number of Teaching Loads in Units: _____
6. Teaching Experience (in years) : _____
7. Designation in the administrative position: _____
8. In- service Trainings Attended (for the last five years)

Title of Trainings	Period	Level	Sponsoring Agency
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. Educational Background (Please check and fill-in the blanks)
 - _____ Baccalaureate Degree Holder
Degree Earned: _____ Major: _____ Minor: _____
 - _____ With MA/ MS Units
Curriculum / Course Pursued: _____ Major: _____
Minor: _____
 - _____ MA/MS Degree Holder
Degree Earned: _____ Major: _____ Minor: _____
 - _____ With Ph.D/ Ed.D.Units
Curriculum/ Course Pursued: : _____ Major: _____
Minor: _____
 - _____ Ph.D/ Ed.D. Degree Holder
Degree Earned: _____ Major: _____ Minor: _____

APPENDIX L

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

**SURVEY - QUESTIONNAIRE
(FOR EMPLOYEE - RESPONDENTS)**

February 23, 2004

Sir/Madame:

Peace Greetings!

The undersigned is conducting a study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." In this regard, the undersigned is solicitating your assistance and support by filling some information related to you in the prepared survey questionnaire specially designed for this purpose (see attached copy).

The humble researcher expresses his greatest admiration and thanks for your unwavering support. Rest assured that the information that you will share with the researcher will be kept highly confidential.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

QUESTIONNAIRE **(For Employee – Respondents)**

Name: (Optional) : _____

School/Address : _____

Part I – Personal Data

1. Sex: _____
2. Age (in years): _____
3. Civil Status : _____
4. Estimated Monthly Income/Month: _____
5. Employment Status:
 - 5.1 Position /Designation: _____
 - 5.2 Number of hours rendered / day: _____
6. Experience (in years): _____
7. In – service Trainings Attended (for the last five years)

Title of Trainings	Period	Level	Sponsoring Agency
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. Educational Background (Please check and fill – in the blanks)
 - _____ Baccalaureate Degree Holder
Degree Earned: _____ Major: _____ Minor: _____
 - _____ With MA/ MS Units
Curriculum / Course Pursued: _____ Major: _____
Minor: _____
 - _____ MA/MS Degree Holder
Degree Earned: _____ Major: _____ Minor: _____
 - _____ With Ph.D/ Ed.D.Units
Curriculum/ Course Pursued: : _____ Major: _____
Minor: _____
 - _____ Ph.D/ Ed.D. Degree Holder
Degree Earned: _____ Major: _____ Minor: _____

APPENDIX M

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

**SURVEY - QUESTIONNAIRE
(FOR GRADUATE - RESPONDENTS)**

February 23, 2004

Sir/Madame:

Peace Greetings!

The undersigned is conducting a study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." In this regard, the undersigned is soliciting your assistance and support by filling some information related to you in the prepared survey questionnaire specially designed for this purpose (see attached copy).

The humble researcher expresses his greatest admiration and thanks for your unwavering support. Rest assured that the information that you will share with the researcher will be kept highly confidential.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

QUESTIONNAIRE (For Graduate – Respondents)

Name: (Optional): _____

School/Address: _____

Part I – Personal Data

1. Sex: _____
2. Age (in years): _____
3. Civil Status: _____
4. Year Graduated: _____
5. Occupation: _____
6. Residence/Home Origin: _____
7. Socio-Economic Status: _____

Family Member	Occupation	Type of Agency/Employer
Father		
Mother		
Brother		
Sister		

8. Besides salary income of parents and children living with the family, are there other sources that contribute to family income?
 _____ If yes, please specify:

9. How much is the approximate total income of the family? (Please include all income of the working members of the family plus other sources of income)

10. Family composition:
 - 10.1 Number of brothers and sisters (still single and living with the family)
 - 10.2 Number of married brothers, still living with the family with their own families: _____
 Number of children: _____
 - 10.3 Number of married sisters, still living with The family with their own families: _____
 Number of children: _____
 - 10.4 Other members of the household Grandparents, Cousins, aunties, uncles) _____
 Number: _____

APPENDIX N

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

**SURVEY - QUESTIONNAIRE
(FOR PARENTS - RESPONDENTS)**

February 23, 2004

Sir/Madame:

Peace Greetings!

The undersigned is conducting a study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." In this regard, the undersigned is solicitating your assistance and support by filling some information related to you in the prepared survey questionnaire specially designed for this purpose (see attached copy).

The humble researcher expresses his greatest admiration and thanks for your unwavering support. Rest assured that the information that you will share with the researcher will be kept highly confidential.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

QUESTIONNAIRE
(For Parents – Respondents)

Name: (Optional) : _____

Address : _____

Part I – Personal Data

1. Sex: _____
2. Age (in years): _____
3. Civil Status: _____
4. Estimated Monthly Income Month: _____
5. Occupation: _____
6. Occupation of Spouse: _____
7. Besides salary income of husband and wife, are there other sources that contribute to family income? _____ If yes, please specify

8. How much is the approximate total monthly income of the family?
(Please include all the income of the working members of the family plus other sources of Income :

9. Family composition:
 - 9.1 Number of children (still single living with the family) _____
 - 9.2 Number of married children (still living with the family, with their own families) _____
 - 9.3 Others members of the household (grandfathers, cousins, aunties, uncles) _____

APPENDIX O

**Republic of the Philippines
Commission on Higher Education
SAMAR COLLEGE
Catbalogan, Samar**

**SURVEY - QUESTIONNAIRE
(FOR STUDENT - RESPONDENTS)**

February 23, 2004

DEAR BELOVED STUDENTS:

Peace Greetings!

The undersigned is conducting a study entitled "ENHANCED ELEMENTARY AND SECONDARY TEACHER EDUCATION CURRICULA FOR PRIVATE SCHOOLS IN THE ISLAND OF SAMAR." In this regard, the undersigned is soliciting your assistance and support by filling some information related to you in the prepared survey questionnaire specially designed for this purpose (see attached copy).

The humble researcher expresses his greatest admiration and thanks for your unwavering support. Rest assured that the information that you will share with the researcher will be kept highly confidential.

Very truly yours,

(SGD.) GERONIMO A. ELLADO
Researcher

QUESTIONNAIRE (For Student – Respondents)

Name: (Optional): _____

School/Address: _____

Part I – Personal Data

1. Sex: _____
2. Age (in years): _____
3. Civil Status: _____
4. Type of Secondary school Graduated: _____
5. Residence/Home Origin: _____
6. Socio-Economic Status: _____

Family Member	Occupation	Type of Agency/Employer
Father		
Mother		
Brother		
Sister		

7. Besides salary income of parents and children living with the family, are there other sources that contribute to family income?
_____ If yes, please specify _____
8. How much is the approximate total income of the Family? (Please include all income of the working members of the family plus other sources of income.)

9. Family composition:
 - 9.1 Number of brothers and sisters (still single and living with the family) _____
 - 9.2 Number of married brothers, still living with the family with their own families: _____
Number of children: _____
 - 9.3 Number of married sisters, still living with: _____
The family with their own families: _____
Number of children: _____
 - 9.4 Other members of the household (Grandparents, Cousins, Aunties, Uncles) _____
Number: _____

Part II – PERCEPTIONS OF THE EXTENT OF RELEVANCE OF TEACHER EDUCATION PROGRAM

Direction: Please assess the relevance of the teacher education program in your school by checking the column corresponding to your answer using the following scale:

- | | | |
|---|---------------------|------|
| 5 | Extremely Relevant | (ER) |
| 4 | Highly Relevant | (HR) |
| 3 | Moderately Relevant | (MR) |
| 2 | Slightly Relevant | (SR) |
| 1 | Not Relevant | (NR) |

I – Accessibility

Indicators		5 (ER)	4 (HR)	3 (MR)	2 (SR)	1 (NR)
A.	Admission and Retention Requirements:					
1.	Inclusion of the following in the admission requirements:					
1.1	Interview					
1.2	Entrance examination					
1.3	Physical examination					
1.4	Grade point average requirement of 85% or above.					
1.5	Provision of information bulletin or handbook on policies, standards and procedure.					
1.6	Grade/average requirement for general education subjects as part of the retention policies.					
1.7	Grade/average requirement for the professional education subjects as part of the retention policies.					
1.8	Grade/average requirement for the major subjects as part of the retention policies.					
1.9	Grade/average requirement for the minor subjects as part of the retention policies.					

B. Tuition and other fees:					
1. Offering of affordable tuition fees.					
2. Collection of fees on installment basis.					
3. Collection of miscellaneous fees.					
4. Collection of laboratory fees.					
5. Collection of internet/computer fees.					
6. Collection of insurance premium.					
7. Collection of socialized or discounted tuition fees.					
C. Scholarships Offering of the following scholarships to deserving students:					
1. Academic/honor scholarships.					
2. Government-organizations sponsored scholarships such as DOST, CHED, etc.					
3. Non-government-organizations sponsored scholarships such as Alumni Association, faculty association, etc.					
D. Student Services					
1. Orientation for new and continuing students.					
2. Medical/Health Services					
3. Security Services					
4. Dormitory Services					
5. Guidance Services					
E. Enrolment Procedure					
1. Provision of information bulletin of enrolment procedure.					
2. Ensuring that enrolment can be done in at most three days.					
3. Implementation of "first- come-first-served" basis during enrolment.					
4. Provision of enrollment faculty assistance or aides.					
F. Distance From Home					
1. The T.E.I is situated in the capital municipalities.					
2. The T.E.I is accessible to both land and water transportation.					
3. The T.E.I. is near terminal/ports.					
4. Provision of public transports to facilitate students' travel from home to school.					

II – Faculty Development:

Indicators	5 (ER)	4 (HR)	3 (MR)	2 (SR)	1 (NR)
1. Selection of qualified/competent teachers to teach the different subjects.					
2. Periodic assessment of teachers' performance and skills.					
3. Enhancement of teachers' capability through seminars and trainings.					
4. Professional development of teachers by enrolling in MA/MS or Ph.D. / Ed. D. courses.					
5. Granting of scholarships to qualified teachers.					
6. Ensuring early submission of grades and other reports needed by teachers.					

III – Instructional Strategies and Approaches

Indicators	5 (ER)	4 (HR)	3 (MR)	2 (SR)	1 (NR)
1. Questioning technique of the teachers.					
2. Problem-Solving Approaches of the Teachers.					
3. Test and Evaluative Instruments used.					
4. Use of variety of Strategies and techniques in teaching.					
5. Modeling strategies used.					
6. Ability to recognized students' difficulties and provide appropriate activities.					
7. Utilization of audio-visual aids effectively.					
8. Clear and accurate presentation of subject matter.					
9. Ability to diagnose students' weaknesses.					
10. Ability to plan and implement formative and summative evaluation of the student achievement.					
11. Ability to guide the students to engage in self-directed activities.					

IV – Values Formation

Indicators	5 (ER)	4 (HR)	3 (MR)	2 (SR)	1 (NR)
1. Honesty and security of the teacher.					
2. Creativity and flexibility of the teacher.					
3. Humility and sense of responsibility of The Teacher.					
4. Punctuality and self-discipline of the teacher.					
5. Ability to relate effectively with co-teachers.					
6. Ability to relate effectively with supervisors.					
7. Ability to keep oneself morally upright.					
8. Refraining from participating in business influences as a teacher.					
9. Ability to show evidence of concern/ respect for the dignity and worth of the individual.					

V – Community Involvement

Indicators	5 (ER)	4 (HR)	3 (MR)	2 (SR)	1 (NR)
1. Teacher's participation in relevant activities of the school.					
2. Teachers' participation in civic-organization activities.					
3. Teachers' membership in school-based organization.					
4. Teachers' membership in community organizations.					
5. Teachers' participation in community-development activities.					
6. Effective relationship with parents and pupils.					
7. Knowledge and the needs and resources of the community where the school is located.					
8. Effective relationship with people in the community where the school is located.					
9. School's involvement in promoting cleanliness, sanitation and beautification.					
10. Organization of trainings for livelihood skills for the unemployed in the community.					

VI – Employability

Indicators	5 (ER)	4 (HR)	3 (MR)	2 (SR)	1 (NR)
1. Promotion of education courses that are needed by the community.					
2. Provision of review classes for the Licensure Examination for Teachers (LET)					
3. Provision of placement services to education graduates.					
4. Establishment of linkage with local, national, and international agencies that are prospective markets of education graduates.					
5. Accreditation of education courses by accrediting agencies.					
6. Provision of off-campus training.					
7. Exposure of students to the use of tools, instruments, equipment and other major courses.					

Part III – LEARNING AREAS/COMPETENCIES NECESSARY

Direction: Please rate the following learning competencies that are necessary with the use of the following scales:

5	Very Much Needed	(VMN)
4	Much Needed	(MN)
3	Moderately Needed	(Mod.N)
2	Slightly Needed	(SN)
1	Not Needed	(NN)

Areas/ Competencies	5 (VMN)	4 (MN)	3 (Mod. N)	2 (SN)	1 (NN)
1. English					
2. Filipino					
3. Humanities					
4. Mathematics					
5. Natural Sciences					
6. Physical Education					
7. Social Science					
8. Professional Education					
8.1 Education 1 Livelihood & Non- Formal Education					
8.2 Education 2 Professional Ethics					
8.3 Education 3 Principles and Methods of Teaching					
8.4 Education 4 Human Growth Learning and Development					
8.5 Education 5 Psychological, Sociological and Anthropological					
8.6 Education 6 Guidance and Counseling Including Special Education					
8.7 Education 7 Educational Measurement and Evaluation					
8.8 Education 8 Historical, Philosophical, & Legal Basis in Education					
8.9 Education 9 Introduction to Research					
8.10 Education 10 Teaching Strategies I					
8.11 Education 11 Teaching Strategies II					

8.12 Education 12 Teaching Strategies III					
8.13 Education 13 Teaching Strategies in the Major Field					
8.14 Education 14 Education Technology					
8.15 Education 15 Observation and Community Integration					
8.16 Education 26/27 Practice Teaching (Elem.& Secondary					
9. Other subjects needed (please specify): _____					

Part IV – PROBLEMS ENCOUNTERED

Direction: Below are items that indicate the problems met by the faculty members during their stay in the Teacher Education Institution. Please mark them accordingly to how you personally experience them.

- | | | |
|---|-----------------------|-------|
| 5 | Always Encountered | (AE) |
| 4 | Often Encountered | (OE) |
| 3 | Sometimes Encountered | (SoE) |
| 2 | Seldom Encountered | (SeE) |
| 1 | Not Encountered | (NE) |

Indicators	5 (AE)	4 (OE)	3 (SoE)	2 (SeE)	1 (NE)
1. Difficulty in relating with peers/ co-teachers/ co-employees, schools heads, parents and community.					
2. Unreasonable "work-pay" relations.					
3. Problems on honorarium/ incentives to extra load/ assignments and overtime.					
4. Difficulty in getting assistance to trainings/ seminars/ further studies/ graduate and post-graduate studies.					
5. Daily personal expenses such as rental, bills, food, etc.					
6. Lack of instructional facilities like library holdings, laboratory supplies, and equipment, gymnasium, and the like.					
7. Lack of trainings, seminars and graduate studies assistance for teachers and staff.					
8. Traditional teaching strategies/ approaches used by teachers.					

Part V - SOLUTIONS TO PROBLEM ENCOUNTERED

Direction: Please rate the following suggested solutions to the problems encountered with the use of the following scales:

- | | | |
|---|-----------------------|---------|
| 5 | Very Much Applicable | (VMA) |
| 4 | Much Applicable | (MA) |
| 3 | Moderately Applicable | (Mod.A) |
| 2 | Slightly Applicable | (SA) |
| 1 | Not Applicable | (NA) |

Indicators	5 (VMA)	4 (MA)	3 (Mod.A)	2 (SA)	1 (NA)
1. Encourage communication between and among students, teachers, parents, and school administrators.					
2. A just scheme of compensation for faculty over load, honorarium, and overtime should be established.					
3. A realistic and functional faculty /staff development program should be developed to ensure continuous capability enhancement among personnel.					
4. There should be a continuous procurement/ acquisition program for laboratory supplies/equipment.					
5. The school/ institution should establish linkage with other agencies for prospective funding of viable school projects.					
6. There is a need for the school / institution to enhance its production and income generating activity to augment its financial resources and enhance its capability to finance worthwhile staff development program and other projects.					
7. Other Suggestions (please specify) _____ _____					

APPENDIX P

COURSE DESCRIPTIONS OF GENERAL EDUCATION SUBJECTS

A. ENGLISH & LITERATURE

Subject Code : ENGLISH 1
Subject Title : Grammar & Composition 1
Subject Description:

A 54-hours, 3-units course. This course is focused specifically on the comprehensive instruction, explanation and practice in grammar to develop the linguistics as well as the communication competence of freshmen college students. It similarly covers a comprehensive review on the parts of speech with special emphasis on their uses in sentences. The modified forms of verbs, called verbal and larger combinations of words like phrases and clauses.

Subject Code : ENGLISH 2
Subject Title : Grammar & Composition 2
Subject Description:

A 54 hours, 3-units course. It covers a heretical study and applications of the various grammatical rules and mechanics concerning the proper construction of the larger combinations of the English words like sentences, paragraphs and the whole composition. Moreover, it involves an in- depth study, as well as the practical application on how a term paper is prepared in a scholarly manner.

Subject Code : ENGLISH 3
Subject Title : Speech and Oral Communication
Subject Description:

A 54 hours, 3 units course. This course is designed to provide students with a basic theory on the Art of Communication. Emphasis is on the fundamentals of Speech and Oral Communication, Learning to use your voice, correct pronunciation, how to speak better, how to come across the telephone and how to handle interviews. A short discussion in public speaking and tackling different kinds of speech will also be given emphasis.

Subject Code : ENGLISH 4
Subject Title : Philippine Literature
Subject Description:

A 54 hours, 3 units course. The course is a study of Philippine literary Writings in English and Filipino from ancient time to the present. Oral and written literary forms are taken up to enable students to know the country's

major writers and their contribution to Philippine Literary Heritage. It also evaluates the place of Filipino writers in the English world (International Scene).

Subject Code : ENGLISH 5

Subject Title : World Literature

Subject Description:

54 hours, 3-units course. This is a study of literary forms and genres exemplified at the present times by selected literary masterpieces from various countries of the world written at different periods in history.

Subject Code : ENGLISH PLUS

Subject Title : Reading Readiness

Subject Description:

A 54 hours, 3 units course. This course focused specifically on skills that reading requires. Such as the skills related to eye movement, visual discrimination, association and interpretation and other relevant learning reading skills.

B. FILIPINO

Subject Code : FILIPINO 1

Subject Title : Sining ng Pakikipagtalastasan

Subject Description:

Ito ay may 54 na oras at 3-yunit na kurso. Ang kursong ito ay patuloy na magbibigay-diin sa paglinang ng kakayahan at kasanayan sa bihasa at may pagkaunawang pagbasa, mabisang pagsasalita at wastong pagsulat na may kaugnayan sa apat na paraan ng pamamahayag-paglalahad, paglalarawan, pagsasalaysay at pangangailangan at batay sa mga pangunahing tuntunin ng balarilang mahahango sa pag-aaral at pagsusuri ng iba't-ibang anyo ng panitikan.

Subject Code : FILIPINO 2

Subject Title : Retorika

Subject Description:

Ito ay may 54 na oras at 3-yunit na kurso. Saklaw ng kursong ito ang pagpapaunlad at pagpapayaman ng talasalitaang Filipino sa pamamagitan ng pagsasalita upang makatipon ng mga gamiting katawagang panturo at talasalitaang Filipino para sa mga tanging gamit at ang paghahanda ng mga kagamitang panturo (banghay ng pagtuturo, hanggang pangkat/ yunit, patnubay, gabay, atbp.) para sa mababang paaralan.

C. MATHEMATICS

Subject Code : MATH 1

Subject Title : Fundamentals of Mathematics

Subject Description:

A 54 hours, 3 units course. This course aims to strengthen the prospective elementary teacher's content background in the most basic concepts, principles and operations of the mathematics so that they may be more confident to teach mathematics in any grade level. It deals with the study of Hindu-Arabic System of numeration, the four fundamental operation of whole numbers, fractions and decimals, ratio & proportion and percentage (include interest, discounts, banking, etc.) square root, strategies in teaching and its topic and relevant historical, and biological notes should be integrated in the teaching of each topic.

Subject Code : MATH 2

Subject Title : College Algebra

Subject Description:

A 54 hours, 3 units course. This course deals with all definitions, theorems, concepts, and methods of elementary algebra needed to solve word problem in daily life, business, science, agriculture, technology and other fields.

D. NATURAL SCIENCE

Subject Code : NAT. SCI. 1

Subject Title : Intro. to biological Science

Subject Description:

A 54 hours, 3 units course. This course provides students with understanding of one basic facts and principles in biological science such as Zoology & Botany. In addition, the course gives special emphasis on patterns of inheritance, molecular biology of the genes, protein synthesis, recombinant DNA technology (genetic engineering) and cloning as applied to human concerns.

Subject Code : NAT. SCI. 2

Subject Title : Introduction to Physical Science
(including Environmental Science)

Subject Description:

A 54 hours, 3 units course. This course provides students with integrated knowledge of some basic facts and principles in physical science with special emphasis on Environmental Science.

This course further aim at developing a world population that is aware and concerned about the total environment and its associated problems and which has the knowledge, attitudes, skills, motivation, and commitment to work

individually and collectively towards, solutions of current problems and the prevention of new ones.

E. MANDATED

Subject Code : SOC. SCI 4
Subject Title : Life & Works of Rizal
Subject Description:

A 54-hours, 3-units course. This course is needed to study the lives, works and writings of Dr. Jose Rizal and other Filipino heroes. The lives of other Filipino heroes are integrated with that of our national hero, for comparative analysis and manifestation of nationalism among their historical personalities. The focus of the study is the analysis of their ideas from which the students can acquire insights and inspiration in their quest to approximate if not to achieve an ideal life.

F. SOCIAL SCIENCE & HUMANITIES

Subject Code : SOC. SCI. 1
Subject Title : Philippine History
Subject Description:

A 54 hours, 3 units course. This course deals with the study of Philippine history from ancient time to the present. It deals with the origin of the country with its people, Its colonization, and individually the winning of its independence. The administrations of its presidents, from Manuel L. Quezon to the present dispensation will be given emphasis.

Subject Code : SOC. SCI. 2
Subject Title : Society & Culture w/ Population Education
Subject Description:

A 54 hours, 3 units course. This course is an introduction to the study of society and culture with special discussion on population education giving emphasis on proper planning and responsible parenthood.

Subject Code : SOC. SCI. 3
Subject Title : Basic Economics w/ T.A.R.
Subject Description:

A 54 hours, 3-units course. This subject is divided into three (3) parts namely: Basic Economics with emphasis on Microeconomics and Macroeconomics concepts, Land Reform & Taxation. The former deals primarily with studying how the consumers interact in a market economy to determine the

composition of resources and output. Likewise, it concerns with the way consumers and producers behave in a market and of different way in which there economic units interact to determine market prices. The latter involves integration of the general principles governing Philippine taxation to include Land Reform with particular emphasis on the endorsed comprehensive Agrarian Reform Program of the government.

Subject Code : POL. SCI. 1

Subject Title : Politics & Governance w/ Philippine Constitution

Subject Description:

A 54 hours, 3-units course. This course traces the development of the Baranganic days to its present forms and system. Emphasis should be placed on understanding the present form of government, which presidential form based on the culture, and the temperaments of our Philippine society. Actual observation of the different government institution at work must complement and supplement lectures and discussions.

Subject Code : PHILOS 1

Subject Title : Introduction to Philosophy

Subject Description:

A 54 hours, 3-units course. This course deals with the introduction to philosophy, which emphasizes understanding on Human Nature. Man is the center of any learning endeavor and that is why this course provides us ideas and information about the science of the ultimate whys and wherefore of all things with MAN as the key points.

Subject Code : HUMANITIES 1

Subject Title : Fundamentals of Music & Art Education

Subject Description:

A 54 hours, 3 units course. This course focuses on the two major scope of humanities. The first part of the course focuses on Visual arts, basically deals with arts appreciation, classification of visual arts, mediums used, and elements of arts and principles of design. The second part is an introduction to the rudiments and elements of music as a means to musical discovery and growth through singing, listening, playing, moving, reading and creating and last part concerns mainly with the different teaching methods in art education so that the students may be better prepared to teach the subject in the future.

Subject Code : PSYCH.1

Subject Title : Psychology

Subject Description:

A 54 hours, 3 units course. This course deals with the complex nature of man. Understanding human behavior employs intensive study of basic

principles and theories in psychology. It covers areas from ancient history of human behavior, how behaviors are formed, who played the behavior of individual, the inter-relatedness of senses, learning and memory, emotion, motivation, personality and all other aspects of man's behavior. It attempts to unify all areas that deal with the nature of man.

G. COMPUTER LITERACY

Subject Code : COMPUTER 1
Subject Title : Software System I: Word Processing,
 Presentation & Internet

Subject Description:

A 54 hours, 3 units course. This course places emphasis on generating computer business oriented reports, charts and listings. Electronic Spreadsheet application Software used to generate customized reports is studied and learned, basic commands and functions of database software, and demonstrates how this can be as personal tool in data and information management and as instructional/teaching device. Students will be required to make use of computer facilities to complete course assignment.

H. PHYSICAL EDUCATION

Subject Code : P.E.1
Subject Title : Physical Fitness (including Health & Nutrition)

Subject Description:

A 36 hours, 2 units course. This course deals with self-testing activities, study of body mechanics on movement, physical fitness, testing, conditioning, exercises, in preparation to the tumbling and pyramid building. Proper health care and nutrition is also given emphasis.

Subject Code : P.E.2
Subject Title : Fundamentals of Rhythmic Activities

Subject Description:

A 36 hours, 2 units course. This course deals on transmitting to the future generations the value of society, fostering, creativity and developing reflections and critical thinking in the individual through dances. Local Samarños dances will also be given emphasis to develop students appreciation on our own culture and prepare them to stay and preserve their respective communities particularly Samar Island.

Subject Code : P.E.3
Subject Title : Games & Sports (w/emphasis on local Samarnon Games & Sports)

Subject Description:

A 36 hours, 2 units course. This course deals on individual and dual sports. Single or double players such as table tennis, badminton, are playing individual, and dual sports. Chess, bowling, lawn tennis, swimming, racing games which need only one or two players/ participants from each group of contenders. Individual or dual sports in any activity requiring more or less vigorous bodily exertion, and carried on according to some traditional form or set of rules, whether outdoors and indoors. It involves specified rules, sometimes using of equipment or requiring skill. Local Samarnon games & sports will also given emphasis to develop students appreciation on our own culture and develop concerns in preserving their respective communities particularly Samar Island.

Subject Code : P.E.4
Subject Title : Recreational Leadership (w/Good Grooming & Personality Development)

Subject Description:

A 36 hours, 2 units course. This course intends to provide knowledge, skills and appropriate values in recreational activities. Students are expected to be trained in various leadership skills, values and attitudes related to these activities. Good grooming, manner, conduct and speech or language appropriate to a certain situations will also be given emphasis.

APPENDIX Q

COURSE DESCRIPTION OF PROFESSIONAL EDUCATION SUBJECTS FOR THE PROPOSED BEED CURRICULUM

Subject Code : ED. 1
Subject Title : Non-Formal Education & Community
 Livelihood Mgt.

Subject Description:

This is a 54-hour 3-unit course. A study of non-formal education and community development action as concerns and responsibilities of teachers and administrators of schools in the community. It also introduces of teacher education to current developments in non-traditional approaches to learning for special group of learners like the out-of-school youth, socially disadvantage children and youth including adult learner who need non-formal and/ or continuing education; the subject culminates in community practicum or immersion.

Subject Code : ED. 2
Subject Title : Professionals Ethics (Code of Ethics for Teachers)

Subject Description:

This is a 54-hour 3-unit course. This course shall treat the provisions of the "code of professional standards for professional teachers" in the content of the present-day realities of educators in the Philippines particularly the Island of Samar. It shall include the study of ethics, its concepts and its important to human existence and its value to human realities, the concept of moral and value development.

Opportunities shall be provided for students' identification or clarification of their individual values, in the context of Filipino values and development of desirable values thereby prepared them for their tasks as educators-models of their future pupils/ students.

Subject Code : ED. 3
Subject Title : Foundation of Education I (Psychological,
 Sociological, & Anthropological Bases in Educ.)

Subject Description:

A 54-hour, 3-unit course. This course is a synthesis of fundamental psychological and socio-cultural data and principles as they apply to education. Emphasis is placed on understanding, motivating and directing the teaching

learning experiences of the students within the context of the socio-cultural milieu in which principles operates.

The course also seeks to equip students with skills and techniques to make them active agents of change and innovations, instilling in them at the same time appreciation of the worthwhile traditions of the Filipino.

Subject Code : ED. 4
Subject Title : Principles & Methods of Teaching (with Alternative Teaching & Delivery Modes)

Subject Description:

A 54-hour, 3-unit course. This course introduces prospective teachers to the complex nature of the teaching act. It deals specifically with principles associated with the different instructional operations and curricular management. It includes the role of educational technology in the management of the curriculum and instructions and acquaints the students with basic computer concepts fundamental to instruction.

Subject Code : ED. 5
Subject Title : Foundation of Education II (Historical, Philosophical, & Legal Bases in Education)

Subject Description:

A 54-hour, 3-unit course. This deals with the philosophy, history and development of educational theory and practices as they relate to the national goals and ideals of education. It includes a study of the Philippine educational system. It also takes into consideration the future of the society in which the educators will have to live so that using these past experience he can plan better for his future. It includes discussions of laws of the country pertinent to the education.

Subject Code : ED. 6
Subject Title : Educational Technology

Subject Description:

A 54-hour, 3-unit course. The course introduces prospective teachers to the complex nature of teaching act. It deals with the principles associated with the different instructional operations and curriculum management. It includes the of education technology in the management of the curriculum and instructions and acquaints with basic computer concepts fundamentals to instruction.

Subject Code : ED. 7
Subject Title : Human Growth, Learning & Dev't.
Subject Description:

A 54-hour, 3-unit course. This deals with the study of the patterns of human development from conception up to adulthood with emphasis on the intellectual, social, moral and emotional development on the individual. It aims to give the students an understanding of how to deal more of growth and development through a study of the different theories of human development and learning.

Subject Code : ED. 8
Subject Title : Educational Measurement & Evaluation
Subject Description:

A 54-hour, 3-unit course. This course deals mainly with test construction and evaluation measurement of teaching process. It covers the relationship between instructional objectives, evaluation, the making of table of specification leading to the test construction, scoring organizing and interpretations of test scores and computation of grades.

Subject Code : SFC.ED. 9
Subject Title : Guidance & Counseling (including Special Education)
Subject Description:

A 54-hour, 3-unit course. This course introduces the students into the word of work of the Guidance Counselor in an educational institution. It includes the study of the study development of the guidance concept that evolved from guidance movements emanating from the effect of the industrial revolution; the early forms of guidance services; the beginnings, development and the present status of guidance in the Philippines. Of utmost importance in this study in the identification of the needs both in schools and in the society for the development and implementation of relevant and effective programs of guidance services in a variety of situations in schools, colleges/universities, as well in the community. Similarly, the value of guidance in the educational process shall be emphasized.

Subject Code : SFC. ED. 10
Subject Title : Intro. to Educational Research w/ Basic Statistics
Subject Description:

A 54-hour, 3-unit course. This course primarily deals with the basic concepts in educational research. Students are trained to be able to understand the rudiments concerning the stages of research process and the manner by which these stages are properly done. To make the course more interesting, students are expected to write their own thesis proposals applying all the things they learned during the discussion. This will help students understand the importance of research in the development of the society. The students will also be trained on how to treat mathematically the data generated from research works giving emphasis on topics, such as; measures of central tendency,

variability/comparison, dispersion and correlation, data tabulation, analysis and interpretation using problem solving approach.

Subject Code : SEC. ED. 11

Subject Title : Intro. to Social Philosophy (including issues, concerns, concepts on human right and environment)

Subject Description:

A 54-hour, 3-unit course. This course intends to share fundamental concept on the various educational theories and principles surrounding the system of education in the Philippines and around the world. The Philosophies in the theories of some noteworthy personalities in the primitive and modern areas all over the world will be taken into account to shed light on the mysteries and rightful emergence of man in the universe.

The basic concepts, issues, and concerns related to human rights and environments will be similarly be introduced.

Subject Code : SEC. ED. 12

Subject Title : Community Integration (w/ Community Dev't and Management Education)

Subject Description:

A 54-hour, 3-unit course. This course provides students with knowledge; skills and the appropriate attitudes in dealing with community activities that teacher's inn the field may probably deal with. This course allows students to make innovative programs, projects, and activities that the community they are integrated or immersed with, greatly needs. In so doing, students of the course will fully understand the other aspects of teaching in Philippine setting.

Subject Code : SEC. ED. 15

Subject Title : Intro. to Curriculum Dev't & Design w/ Class Observation

Subject Description:

A 54-hour, 3-unit course. This course deals with the principles and practices in curriculum development and design. The factors associated with curriculum redirections and innovations, as well as the various dimension in curriculum development.

Specifically, the course covers some basic issues on curriculum in a changing world, and how it become responsive or relevant to the needs of the community where it servers.

Subject Code : ED. 20
Subject Title : Practice Teaching
Subject Description:

This course allows students to fully apply all the knowledge, skills, and attitudes they learned in the different basic, professional and major subjects in school in an actual classroom setting.

This brings students to the real classroom activities with the assistance of their respective cooperating teachers

This covers both in and off campus trainings required on all education students before graduation.

APPENDIX R

COURSE DESCRIPTIONS OF CONCENTRATION
SUBJECTS FOR THE PROPOSEDA. CONCENTRATION IN ENGLISH

Subject Code : ENGLISH 10
Subject Title : Developmental Reading
Subject Description:

A 54 -hour, 3- unit course. This covers the study of developing reading skills as a development reading, learning reading skills at the appropriate time. This shall try and identify the basis of reading program that interprets in practice the principles arising from recognizing that reading is both a growth process and a developmental task. This shall focus on the task a learner must perform in order to satisfy his own needs and the demands on him by society. This is therefore intended to give the learner the background knowledge on the nature and psychology of the reading process and various topics related to the acquisition and refinement of reading skills. It stresses the relevance of foundation disciplines such as physiology, psychology, linguistics, sociology, anthropology, etc. in development reading program. Reading as thinking is also given to the period of formal operational thought of refinement of reading skills. Furthermore, the course stresses knowledge of why and how a child learns to read and what he should read when the needs arises so that he may develop according to his ability and become an independent and efficient reader.

Subject Code : ENGLISH 20
Subject Title : Teaching English as a Second Language (TESL)
Subject Description:

A 54-hour, 3-unit course. This course is designed to provide students the basic teaching English as a second language. Emphasis is on the importance and needs for being proficient in the English language, vocabulary development, reading comprehension, analogy, structure and written and sentences completion.

Subject Code : ENGLISH 30
Subject Title : Reading in the Elementary Grades
Subject Description:

A 54-hour, 3-unit course. This course is intended for personal growth in reading and professional competence in the teaching of reading. The teacher needs theory - the what and why of reading, at the

same time, he needs the corresponding strategy – the how to of reading. This course also includes library skills, sensitivity to semantic, and growth in literary appreciation and values.

Subject Code : ENGLISH 40
Subject Title : Language Testing
Subject Description:

A 54-hour, 3-unit course. This is to guide a language teacher in the procedures for planning, writing, administering, constructing and analyzing classroom language test. This will guide in test reading, listening, speaking and writing.

Subject Code : ENGLISH 50
Subject Title : Children's Literature
Subject Description:

A 54-hour, 3-unit course. This course is a study of the world's literature for children's and adolescents. Children's literature written in form a major Filipinos and translation from Philippine Languages form a major portion of the course. It helps the student (1) become familiar with the content, form and scope of children's literature,(2) selects appropriate materials for specific learning, (3) develop effective presentation techniques such as story telling, dramatization, choral reading ,etc. and (4) create simple poems and stories for children with emphasis on some of humanism and Filipinism.

Subject Code : ENGLISH 60
Subject Title : Reading Remediation
Subject Description:

A 54-hour, 3-unit course. This course is designed to provide the students the practical and theoretical approach on the basic principles of reading. It focuses on the different teaching strategies and adequate materials that would help slow learners and disabled readers learn basic reading.

Subject Code : ENGLISH 70
Subject Title : Campus Journalism
Subject Description:

A 54-hour, 3-unit course. This is an introductory course to various forms of mass communication, through newspapers, magazines, radio, television, advertising, public relations and cinema. This further focuses on the practical and theoretical approach on the basic principles of campus journalism. Provides student knowledge in news writing,

editing, copy preparation and copy reading layout, photojournalism, printing and typography.

Subject Code : ENGLISH 80
Subject Title : Introduction to Applied Linguistics

Subject Description:

A 54-hour, 3-unit course. This course is an introductory course dealing with general applied linguistics, intended to acquaint the students with the descriptive and historical aspects of language, different aspects of its history and development, etymology, basic concepts of semantics, phonetics, morphology and syntax. Nature of language, language families of the world, it emphasizes the importance of linguistics to the language teacher.

B. CONCENTRATION IN FILIPINO

Subject Code : FILIPINO 10
Subject Title : Maunlad na Filipino

Subject Description:

Ito ay 54 oras, 3-yunit na kurso. Pag-aaral at pagsusuri sa kayarian ng pangungusap, sugnay, parirala, mga simulaing panglinggwistika, pagbabagong morponomeko, mga bahagi ng mga pananalita, semantika at wastong, pagpapaunlad at wastong gamit ng iba't-ibang salita, palawaran at pasuring pag-aaral ng Filipino sa pananaw linggwistika (palatunugan, palabuuan, at palanguyan)

Subject Code : FILIPINO 20
Subject Title : Panitikan Pambata/Pangkabataan

Subject Description:

Ito ay 54 oras, 3-yunit na kurso. Pagtitipon, pag-uuri-uri, pagpapahalaga at maikling pagsulat ng mga panitikang pambata/pangkabataan sa Filipino tulad ng bugtong, salawikain, epiko, kuwentong bayan, tugmang bayan, alamat, kuwentong bibit, pabula, atbp.

Subject Code : FILIPINO 30
Subject Title : Pamamahayag Pampaaralan

Subject Description:

Ito ay 54 oras, 3-yunit na kurso. Batayang simulain sa pagpapahayag; pagsulat, pamamahala at pagpapalimbag ng peryodiko o magaang pag-aaral ;pagsulat ng balita, pitak-lathalain, artikulo, pangulong tudling, atbp., ng mga batas, tuntunin patakaran at etika sa pagpapahayag.

Subject Code : FILIPINO 40
Subject Title : Paraan at Pamamaraan ng Pagtuturo ng Filipino
Subject Description:

Ito ay 54 oras,3-yunit na kurso. Pag-aar dito ang mga paraan at pamamaraan ng pagtuturo ng Filipino at sa Filipino bilang una at ikalawang wika; pag-aaral at pagahahanda ng banghay ng pagtutro at iba pang kagamitang panturo, kagamitang pangkurikulum sa mababa at mataas na paaralan.

Subject Code : FILIPINO 50
Subject Title : Panimulang Linggwistika
Subject Description:

Ito ay 54 oras, 3-yunit na kurso. Pagaaralan dito ang simula at pag-unland ng wikang tagalog. Pinagmulan ng mga salita. Mga ponema nga tunog ng mga titik, mga morpema, semantika; pagsusuri ng mga salita ng ibat-ibang wikain, paghahambing at pag-iiba ng ibat-ibang wikain sa Pilipinas.

Subject Code : FILIPINO 60
Subject Title : Paghahanda ng mga Kagamitang Pagtuturo
Subject Description:

Ito ay 54 oras,3-yunit na kurso. Naglalayon itong sumubaybay sa mga mag-aaral sa paghahanda ng mga kagamitang gagamitin sa pagtuturo sa Filipino tulad ng tsart, modyul, " Flash cards ", mga larawan, atbp. Paggawa ng mga iba't-ibang uri ng pagsubok at pagsususlat.

Subject Code : FILIPINO 70
Subject Title : Maikling katha / Kwento at Nobela
Subject Description:

Ito ay 54 oras,3-yunit na kurso. Pag-aaralan dito and pagpapahalaga at pagsusuri sa iba't-ibang uri ng Kuwento (banghay, tauhan, kapaligiran / katutubong kulay atbp.) kasamang tatalakayin ang sining ng pagkukuwento, pagsusuri sa anyo't nilalaman; mga sangkap at kailangan ng maikling kuwento. Kasama rin ang paglinang ng kaalaman at kakayahan sa pagkilala ng kaibahan ng nobela sa kuwento. Pagsusuri sa anyo't nilalaman ng uri ng nobela, pag-aaral at pagpapahalaga sa mga kinatawang nobela sa lahat ng panahon ng panitikang Filipino.

Subject Code : FILIPINO 80
Subject Title : Pagsasaling-wika at Paglinang ng Kurikulum
Subject Description:

Ito ay 54 oras,3-yunit na kurso. Ang kurso na ito ay pag-aaral hinggil sa pangangailangan/kahalagahan, iba't-ibang pagpapakahulugan, mga simulain at mga prosesong napapaloob sa pagsasaling-wika. Napaploob din dito ang mga pagsusuri sa anyo't nilalalman ng uring nobela, pag-aaral at pagpapahalaga sa mga kinatawang nobela sa lahat ng panahon ng panitikang Filipino.

C. CONCENTRATION IN MATHEMATICS

Subject Code : MATH 10

Subject Title : Fundamental Concepts of Mathematics

Subject Description:

A 54 hour, 3 units course. The study of axiomatic structure of Mathematics, symbolic logic and foundation of the real number system, introduction to point out theory and some basic concepts of modern algebra.

Subject Code : MATH 20

Subject Title : Number Theory

Subject Description:

A 54 hour, 3 units course. This course deals with the properties on integers; divisibility, unique factorization theorem; solutions of congruencies; mathematical induction and an alternative proof of the binomial theorem.

Subject Code : MATH 30

Subject Title : Probability and Statistics

Subject Description:

A 54 hour, 3 units course. This course will give the students a general knowledge on the basic statistical operations, which are useful to education and business. This is a study of the fundamentals in statistical theory application of statistical methods to problems in psychology, education and business, designs and analysis of statistical investigations. This deals mainly with basic concepts, uses and limitations of statistical methods as applied to education and business. The basic notions of statistics, measures of central tendency and dispersion probability and probability distributions as basic for inference and testing of hypothesis, confidence limits and a glimpse into analysis of variance.

Subject Code : MATH 40

Subject Title : Plane and Solid Geometry

Subject Description:

A 54 hour, 3 unit course. A study of points, lines, and planes in space, dihedral angles, polyhedrons, such as prisms, parallelograms, pyramids, regular polyhedron, cylinder and cones, the sphere sections and tangent planes, spherical polygons, measurements and spherical surfaces and solids.

Subject Code : MATH 50

Subject Title : Plane and Spherical Trigonometry

Subject Description:

A 54- hour, 3 units course. This course is subdivided into two parts. The first part, Plane Trigonometry, which deals with the treatments of graphs, inspections of curves and ideas for the 5 basic angles which lead easily and clearly to the concepts of period, amplitude and intercepts, real and interesting application of trigonometry and best problems giving life and reality which suggest practical situation. The second part, spherical trigonometry, which deals with the orthographic projections and application of the terrestrial and astronomical triangle, which give ideas on real life situations.

Subject Code : MATH 60

Subject Title : Business Mathematics

Subject Description:

A 54 hour, 3 units course. This course deals with fundamental operation business use, application of arithmetical skills in business problems.

Subject Code : MATH 70

Subject Title : Analytic Geometry

Subject Description:

A 54 hour, 3 units course. This course deals with the properties, behaviors and on points, lines, curves, angles, surfaces, and solid by means of algebraic methods in relation to a coordinates system. The first part plane analytic geometry, deals with the figures on a plane surface. The second part, solid analytic geometry deals with the study of space curves and surfaces the points of which do not lie on one plane.

Subject Code : MATH 80

Subject Title : Differential Equations

Subject Description:

A 54 hour, 3 units course. This course will give the students a general knowledge on the definitions, families of curves, equations of order one, linear differential equations, linear equations with constant coefficient, non-homogeneous equations, undetermined coefficient, first-

order systems with constant coefficient, some matrix algebra and linear equations.

D. CONCENTRATION IN SOCIAL STUDIES

Subject Code : SOC. STUDIES 10
Subject Title : Fundamental of Sociology
Subject Description:

A 54-hour, 3 unit course. This is on study of human society, its origin, development, forms and functions. It stands with the fundamental concepts of society, proceeds to the investigations of group behavior. Philippine cultural values, social stratification and institutions, then ends with their application to Philippine setting.

Subject Code : SOC. STUDIES 20
Subject Title : World History and Geography 1 (Asia and Oceania)
Subject Description:

A 54-hour, 3-unit course. This course deals with the relationship of geography and history. The study of world history includes the social, political, economic, religious and intellectual movement with concentration on Asia and the Oceania. It includes the geographical study of these countries using the skills in geography. Topics includes a general view of the field of geography the earth as a globe, maps as global symbols, land forms, water, atmosphere, etc.

Subject Code : SOC. STUDIES 30
Subject Title : Philippines Economics & Development
Subject Description:

A 54-hour, 3 units course. These courses discuss the concepts of economics development, economics tools of analysis and wealth distribution, national development, and the economy in the third world country such as the Philippines.

Subject Code : SOC. STUDIES 40
Subject Title : Cultural Anthropology
Subject Description:

A 54-hour, 3 units course. This 3-units course is an introduction to the scientific study of anthropology, specifically cultural anthropology. It also examines current issues concerning human social behavior vis-à-vis current views of socio-economics and political life.

Subject Code : SOC. STUDIES 50
Subject Title : World History & Geography II
Subject Description:

A 54-hour, 3 units course. A study of world history and its relation to geography. This gives particular attention to the European countries and the Americans. A study is made on the major economic, social, political, intellectual and artistic of their development. It is a study between man and his environment. It includes a survey of man's political life and natural environment with emphasis on the formation of political and institutions based on geographic and economic principles. Focus is on the physical economic and topographical aspects of the world, particularly of Europe and the Americans.

Subject Code : SOC. STUDIES 60
Subject Title : Introduction to Political Science
Subject Description:

A 54-hour, 3 units, course. Systematic study of politics in general and Philippine politics in particular. It deals with the fundamental concepts and methods of political analysis. Stress is laid on the nature of political behavior in the Philippines.

Subject Code : SOC. STUDIES 70
Subject Title : Asian Studies
Subject Description:

A 54-hour, 3 units course. Deals with comparative analysis of the culture of the ASEAN countries with the Philippines as the basis of comparison. It is an extended study of folklore, customs and traditions in the Philippines and neighboring Asian countries.

Subject Code : SOC. STUDIES 80
Subject Title : Sociological and Political Theories and Movement.
Subject Description:

A 54-hour, 3 units course. This course presents the different theories, philosophies, and ideologies related to political and social aspects of human social behavior. It also discusses the implication of such theories to present-day affairs and future prospects of human societies.

E. CONCENTRATION IN SCIENCE & HEALTH

Subject Code : NAT. SCI.10
Subject Title : Ecology
Subject Description:

A 90-hour, 5-unit course. This course studies the nature and dynamic of the living sphere of the planet earth, the biosphere, from their discussions will be delineated into the understanding of the abiotic and biotic components of which the biosphere is made up of. An in-depth outlook of the nature, evolution, diversity, distribution and interdependence of living things will be taken into consideration. A similar outlook concerning the non-living components of the biosphere such as their chemical compositions, normal operations and interrelatedness with the living things will be taken into account. A short yet vivid recall of earth science will be presented at the start of the class discussions so as to provide the clearer view of what mother earth really is. Environmental problems, issues, and concerns will be presented at the later part of the course vis-à-vis with environmental management concepts in order to promote environmental preservation.

Subject Code : NAT. SCI. 20

Subject Title : Biology

Subject Description:

A 90-hour, 5-unit course. An introduction to biology through the study of structure and functions of the cells, tissues, and organ system.

Subject Code : NAT. SCI. 30

Subject Title : Safety, Education & First Aid

Subject Description:

A 54-hour, 3 unit course. This course aims to provide skill information for immediate care of injured persons with special attention given to athletic injuries. It provides experience in bandaging, splinting artificial respiration and massage.

Subject Code : NAT. SCI. 40

Subject Title : Environment & Sanitation

Subject Description:

A 90-hour, 5-unit course. Study of the chemical aspects of air, water, soil, energy production, food processing and production, and consumer chemicals.

Subject Code : NAT. SCI. 50

Subject Title : School Health and Applied Nutrition

Subject Description:

A 54-hour, 3 units course. This course provides students with the principles of planning organizing, coordinating and collaborating in health education; school procedures in handling normal and deviation from normal health process of an understanding of the factors and functional knowledge that contribute to physical, mental, social health, health appraisal of pupils and presentation of appropriate learning experiences. A consideration of good

nutrition as a prerequisite to good health utilization of nutrition knowledge in the improvements of individual and public health is emphasized.

Subject Code : NAT. SCI. 60

Subject Title : General and Inorganic Chemistry

Subject Description:

A 90-hour, 5 units course. Learning chemistry is a cumulative process that begins most comfortably in familiar surroundings. Thus, this study opens with a scientific look at the microscopic worlds and proceeds with an examination of the microscopic realm of atoms and molecules, which opens the way of the discussion of chemical properties relationship and the mechanism of chemical change.

Subject Code : NAT. SCI. 70

Subject Title : Zoology

Subject Description:

A 90 hour, 5 unit course. This course covers comprehensive and detailed accounts about one of the two most complex organisms on earth – the animals. Concepts on molecular and bimolecular substances, the cells, tissues, and their complex aggregates – the organs and organ systems, variations, distribution, and evolution at under the major topic general animal biology will be given a detailed outlook. A study on classification and nomenclature about animals is likewise given emphasis to illustrate how diverse animals are. Knowledge on microscopic organisms and the different diseases that they bring on human beings is also given importance.

Subject Code: NAT. SCI. 80

Subject Title: Physics (Mechanics, Sounds & Thermodynamics)

Subject Description:

A 90-hour, 5-unit course. Deals the introductory concepts concerning the physical world. It basically tackles on the nature of matter, its forms, properties, and the transformations that it undergoes. Topics like scalars and vectors, kinematics, Newton's law of motion, momentum, energy and its transformations, gases, liquids and solids, and variations and waves will be taken into considerations, to keep students abreast with the modern trends and discoveries about the physical world, a study related to the fundamental particles of which matter is comprised.

F. CONCENTRATION IN PRE-SCHOOL EDUCATION

Subject Code : PSE 10
 Subject Title : Pre-School Child

Subject Description:

A 54-hour, 3 units, course. This course covers a study of physical, psychological, social, and moral influences affecting growth and learning activities of children between 3 to 6 inclusive. Stress is laid on the importance of knowledge and consideration of the significance of those influences in class organization, preparation and implementation of class activities, securing parental cooperation and construction of appropriate academic devices and materials. They also aims to familiarize the students, intelligence tests and pupils profiles.

Subject Code : PSE 20
 Subject Title : Philosophy, Principles, Methods & Techniques
 of Teaching Kindergarten Children

Subject Description:

A 54-hour, 3 units, course. It introduces students to the special methods and techniques of developing speech, story, dramatic, plays and dramatization, poetry, reading readiness, number, concepts, social adjustment, health play for guidance and instruction.

Subject Code : PSE 30
 Subject Title : Creative Arts in Kindergarten

Subject Description:

A 54-hour, 3 units, course. A study of the stages of the creative life of a child from the scrubbing stage at the age of 2 to 4 to the preschematic stage at 4 to 6 the schematic stage at 7 to 9 to 11 and the pseudo idealistic stage at 11-13. It also deals with the teaching of the art education, methods of approach, how to grade the child creative product, the broader concepts of art and the art program.

Subject Code : PSE 40
 Subject Title : Child Psychology

Subject Description:

A 54-hour, 3 units, course. This course provides background knowledge of principles through which child's behavior may be understood. It includes study of man as organism, the development on his behavior and how to react to forces and conditions in his environment.

Subject Code : PSE 50
Subject Title : Materials and Equipment for Kindergarten Free Play
Subject Description:

A 54-hour, 3 units, course. This course deals with the study of the learning environment that comprises of indoor and outdoor space basic classroom furnishing and materials for kindergarten free play. The function of the teachers in the free play period and its importance in the educative process is thoroughly emphasized. The selection, evaluation and preparation of the teaching materials for reading language, art, science, music, mathematics. Art safety and social studies are stressed.

Subject Code : PSE 60
Subject Title : The Kindergarten Curriculum & Program Planning
Subject Description:

A 54-hour, 3 units, course. This course deals with the analysis and evaluation of the objectives of kindergarten education under the Philippines setting and the construction of the kindergarten curriculum including the significant principles. The role of personal psychological and sociological characteristics of the kindergarten pupil in the preparation of the programs of instructions is emphasized in this course. The different types of groupings i.e. grouping of individuality, grouping of special purpose and ungraded grouping contracted to graded grouping are evaluated in the light of Philippine conditions.

Subject Code : PSE 70
Subject Title : Supervision, Operation & Maintenance of Kindergarten

Subject Description:

A 54-hour, 3 units, course. This course covers discussion of the general concepts of supervision of kindergarten and primary education. Emphasis is given to problems involved in organization and adjustment of pupils, routine duties of teachers supervisory units to classroom. Conferences, meetings, demonstrations teaching, course of study, discipline as well as those involved in the operation and maintaining of the sites, buildings and equipment of the school offering, kindergarten and primary courses.

Subject Code : PSE 80
Subject Title : Historical, Philosophical Foundations of Pre-Elementary Education

Subject Description:

A 54-hour, 3 units, course. This course deals with the philosophy, history and development of Pre-Elementary educational theory and

practice as they relate to the national goals and ideals of education, and further prepares pre-elementary Teachers to the field that caters to early childhood education and understand the nature of preschoolers.

G. CONCENTRATION IN READING

Subject Code : Reading 10

Subject Title : Psychology in Teaching Reading

Subject Description:

A 54 hour, 3 unit course. This covers the Psychological bases of the reading process. This seeks to identify and organize the facts concerning reading behavior, seeks to promote understanding of both the general principles that govern all learning and those principles that govern learning to read. This is an introduction to educational methods and materials as well as basic course in the psychology of the reading-learning process. This is a study of psychology of teaching directed towards reading.

Subject Code : Reading 20

Subject Title : Reading Vocabulary Development

Subject Description:

A 54 hour, 3 unit course. This covers a general view of reading vocabulary development, oral development in Reading, application of principles of word reorganization and word attack and word power building. This focus on the skill of conceptualization, technique for teaching meaning and improving vocabulary and includes basic reading principles on vocabulary building.

Subject Code : Reading 30

Subject Title : Reading: Comprehension Skill Development

Subject Description:

A 54 hour, 3 unit course. This covers techniques, approaches, and strategies in the application of the principles in comprehension and the improvement of rate in reading comprehension. This specifically deals on word meaning, phrase, sentence, paragraph meaning, reading context, propaganda techniques, 3Rs, study skills, location skills. Use of the library resources and basic reading principles in the development of comprehension skills.

Subject Code : Reading 40
Subject Title : Teaching Reading in Games & Dramatics
 from Kindergarten to College

Subject Description:

A 54 hour, 3 unit course. This introduces and suggests various games and their uses as tools to teaching and developing reading skills. This includes some basic principles in teaching reading and practical application of the principles through games. This is focused on learning language, especially on teaching technique in teaching reading through creative dramatics, theatre in educational media and the reading teacher for classroom drama, drama for the exceptional children, science and career education, etc.

Subject Code : Reading 50
Subject Title : Development Reading for the Elementary and
 Secondary Grades

Subject Description:

A 54 hour, 3 unit course. This covers the nature of the development program, the principles of a development, retention vs. promotion, grouping learners, the slow and gifted learners, the basic characteristics of a development task in reading and construction of a development reading program.

Subject Code : Reading 60
Subject Title : Instructional Material in Reading for
 Elementary & Secondary Levels.

Subject Description:

A 54 hour, 3 unit course. This acquaints the learners to basic readers, readiness materials, intermediate level materials, materials for general and special comprehension skills with special emphasis on remediation and correction, materials to develop word identification and recognition skills and other miscellaneous materials this also includes collection of poems, fairy tales, riddles, rhymes, games, magazines, plays, encyclopedias, audio-visual materials, mechanical devices, C.Ds., etc. this also includes readability materials type sizes, Kinds of tapes, leading illumination, color and contrast, and production of relevant materials toward guided reading.

Subject Code : Reading 70
Subject Title : Content Area Reading

Subject Description:

A 54 hour, 3 unit course. This is divided into three parts; preparing for reading (teacher and student); reading and extending which explains

the instructional alternatives that will help the meaning in content materials to extend their understanding of content; evaluating for instructional purposes. This covers how to estimate the difficulty of text materials and evaluate the performance of learners to plan instruction.

Subject Code : Reading 80
Subject Title : Construction of Reading Test
Subject Description:

A 54 hour, 3 unit course. This is intended primarily for would be classroom language teachers, specially reading teachers to make them learn about how to construct reading test, how to analyze them and report the information so that it becomes meaningful to students, teachers and parents.

H. CONCENTRATION IN MUSIKA, SINING AT EDUKASYONG PANGKATAWAN (MSEP)

Subject Code : MSEP 10
Subject Title : Foundation of Music, Art, Health and Physical Education

Subject Description:

A 54 hour, 3 unit course. This course discusses the underlying philosophy and principles of physical education, arts education, music education and health education in the school curriculum. It also takes the social and scientific foundations of the program as well as its historical aspects.

Subject Code : MSEP 20
Subject Title : Safety and First Aid Education
Subject Description:

A 54 hour, 3 unit course. This aims to provide care of information for immediate care of injured person with special attention given to athletic injuries. It provides experience in bandaging, splinting, artificial respiration and massage.

Subject Code : MSEP 30
Subject Title : Integrated Music Theory
Subject Description:

A 54 hour, 3 unit course. This is an in-depth study of materials and structures of music. Includes further training in music reading and ear training, and a study of basic functional harmony.

Subject Code : MSEP 40
Subject Title : Creative Drawing and Painting including Color and Design.

Subject Description:

A 54 hour, e unit course. A study of the traditional and contemporary concepts, materials and techniques of drawing, involves in analysis, discussion and application of the theories and principles of design and their relationship, visual, presentation of varied objects in black and white color.

Subject Code : MSEP 50
Subject Title : Movement Education/Recreational Leadership
Subject Description:

A 54 hour, 3 unit course. This deals with the theory and practice in play, recreational development in the school and community, their organization and administration, program planning for various groups, leadership in community singing, games, arts and crafts, hobbies camp counseling, management and directions.

Subject Code : MSEP 60
Subject Title : Applied Music
Subject Description:

A 54 hour, 3 unit course. This deals on the development of skills on playing any musical instruments (piano, guitar, organ, etc.) necessary to classroom music offering in reading, transposition, accompaniment, harmonizing and improvising. This also provides practical experience in ensemble performance, familiarity with grade choral materials suitable for students, elementary levels as well as contemporary choral procedures and techniques.

Subject Code : MSEP 70
Subject Title : Fundamentals of Rhythms
Subject Description:

A 54 hour, 3 unit course. This course is an analysis of music forms in relation to movement's focuses in the tonal, timbral dynamics, textural formal and temporal analysis of music of varied styles and forms.

Subject Code : MSEP 80
Subject Title : Supervision of Music, Arts, Health and
Physical Education.

Subject Description:

A 54 hour, 3 unit course. This deals with principles and organization and supervision through an integrated program of activities in physical education, arts, music and health. It also takes up problems in organization and implementation of the objectives, scheduling and management. Evaluation of program effectiveness is also included.

APPENDIX S

**COURSE DESCRIPTIONS OF PROFESSIONAL EDUCATION
SUBJECTS FOR THE PROPOSED BACHELOR OF
SECONDARY EDUCATION (BSED) CURRICULUM**

Subject Code : FD. 1
Subject Title : Human Growth, Learning & Development.
Subject Description:

A 54 hour, 3 unit course. This deals with the study of the patterns of human development from conception up to adulthood with emphasis on the intellectual, social, moral and emotional development on the individual. It aims to give the students an understanding of how to deal more of growth and development through a study of the different theories of human development and learning.

Subject Code : FD.2
Subject Title : Foundation of Education I (Psychological, Sociological, & Anthropological Bases in Education

Subject Description:

A 54 hour, 3 unit course. This course is a synthesis of fundamental psychological and socio-cultural data and principles as they apply to education. Emphasis is placed on understanding, motivating and directing the teaching learning experiences of the students within the context of the socio-cultural milieu in which principles operates.

The course also seeks to equip students with skills and techniques to make them active agents of change and innovations, instilling in them at the same time appreciation of the worthwhile traditions of the Filipino.

Subject Code : FD. 3
Subject Title : Non-Formal Education & Community Livelihood Management

Subject Description:

This is a 54 hour 3 unit course. A study of non-formal education and community development action as concerns and responsibilities of teachers and administrators of schools in the community. It also introduces of teacher education to current developments in non-traditional approaches to learning for special group of learners like the out-of-school youth, socially disadvantage children and youth including adult learner who need non-formal and/ or continuing education; the subject culminates in community practicum or immersion.

Subject Code : ED. 4
Subject Title : Professionals Ethics (Code of Ethics for Teachers)
Subject Description:

This is a 54-hour 3-unit course. This course shall treat the provisions of the "code of professional standards for professional teachers" in the context of the present-day realities of educators in the Philippines particularly the Island of Samar. It shall include the study of ethics, its concepts and its importance to human existence and its value to human realities, the concept of moral and value development.

Opportunities shall be provided for students' identification or clarification of their individual values, in the context of Filipino values and development of desirable values thereby prepared them for their tasks as educators-models of their future pupils/ students.

Subject Code : ED. 5
Subject Title : Education Technology
Subject Description:

A 54 hour, 3 unit course. The course introduces prospective teachers to the complex nature of teaching act. It deals with the principles associated with the different instructional operations and curriculum management. It includes the concept of education technology in the management of the curriculum and instructions and acquaints with basic computer concepts fundamentals to instruction.

Subject Code : ED. 6
Subject Title : Foundation of Education II (Historical, Philosophical, & Legal Bases in Education)

Subject Description:

A 54 hour, 3 unit course. This deals with the philosophy, history and development of educational theory and practices as they relate to the national goals and ideals of education. It includes a study of the Philippine educational system. It also takes into consideration the future of the society in which the educators will have to live so that using these past experience he can plan better for his future. It includes discussions of laws of the country pertinent to the education.

Subject Code : ED. 7
Subject Title : Principles & Methods of Teaching (with Alternative Teaching & Delivery Modes)

Subject Description:

A 54 hour, 3 unit course. This course introduces prospective teachers to the complex nature of the teaching act. It deals specifically with principles associated with the different instructional operations and curricular

management. It includes the role of educational technology in the management of the curriculum and instructions and acquaints the students with basic computer concepts fundamental to instruction.

Subject Code : ED. 8

Subject Title : Educational Measurement & Evaluation

Subject Description:

A 54 hour, 3 unit course. This course deals mainly with test construction and evaluation measurement of teaching process. It covers the relationship between instructional objectives, evaluation, the making of table of specification leading to the test construction, scoring organizing and interpretations of test scores and computation of grades.

Subject Code : SEC.ED. 9

Subject Title : Guidance & Counseling (including Special Education)

Subject Description:

A 54-hour, 3 unit course. This course introduces the students into the world of work of the Guidance Counselor in an educational institution. It includes the study of the development of the guidance concept that evolved from guidance movements emanating from the effect of the industrial revolution; the early forms of guidance services; the beginnings, development and the present status of guidance in the Philippines. Of utmost importance in this study is the identification of the needs both in schools and in the society for the development and implementation of relevant and effective programs of guidance services in a variety of situations in schools, colleges/universities, as well in the community. Similarly, the value of guidance in the educational process shall be emphasized.

Subject Code : SEC. ED. 10

Subject Title : Intro. to Educational Research w/ Basic Statistics

Subject Description:

A 54-hour, 3 unit course. This course primarily deals with the basic concepts in educational research. Students are trained to be able to understand the rudiments concerning the stages of research process and the manner by which these stages are properly done. To make the course more interesting, students are expected to write their own thesis proposals applying all the things they learned during the discussion. This will help students understand the importance of research in the development of the society. The students will also be trained on how to treat mathematically the data generated from research works giving emphasis on topics, such as; measures of central tendency, variability/comparison, dispersion and correlation, data tabulation, analysis and interpretation using problem solving approach.

Subject Code : SEC. ED. 11
Subject Title : Intro. to Social Philosophy (including issues, concerns concepts on human rights and environment)

Subject Description:

A 54-hour, 3 unit course. This course intends to share fundamental concept on the various educational theories and principles surrounding the system of education in the Philippines and around the world. The Philosophies and the theories of some noteworthy personalities in the primitive and modern areas all over the world will be taken into account to shed light on the mysteries and rightful emergence of man in the universe.

The basic concepts, issues, and concerns related to human rights and environments will be similarly introduced.

Subject Code : SEC. ED. 12
Subject Title : Community Integration (with Community Development and Management Education)

Subject Description:

A 54-hour, 3 unit course. This course provides students with knowledge; skills and the appropriate attitudes in dealing with community activities that teacher's in the field may probably deal with. This course allows students to make innovative programs, projects, and activities that the community they are integrated or immersed with greatly needs. In so doing, students of the course will fully understand the other aspects of teaching in Philippine setting.

Subject Code : SEC. ED. 15
Subject Title : Intro. to Curriculum Development & Design w/ Class Observation & Library Practicum for Lib. Sci. & Info. Sci. major.

Subject Description:

A 54-hour, 3 unit course. This course deals with the principles and practices in curriculum development and design. The factors associated with curriculum redirections and innovations, as well as the various dimension in curriculum development.

Specifically, the course covers some basic issues on curriculum in a changing world, and how it becomes responsive or relevant to the needs of the community where it serves. This will also allows the students to fully apply all the knowledge and skills they learned in actual library operations.

Subject Code : ED. 20
Subject Title : Practice Teaching
Subject Description:

This course allows students to fully apply all the knowledge, skills, and attitudes they learned in the different basic, professional and major subjects in school in an actual classroom setting.

This brings students to the real classroom activities with the assistance of their respective cooperating teachers.

This covers both in and off campus trainings required on all education students before graduation.

APPENDIX T

COURSE DESCRIPTIONS OF THE MAJOR AND MINOR SUBJECTS OF THE PROPOSED BACHELOR OF SECONDARY EDUCATION (BSED) CURRICULUM

A. MAJOR IN ENGLISH

Subject Code : ENGLISH 10
 Subject Title : Developmental Reading
 Subject Description:

A 54 -hour, 3- unit course. This covers the study of developing reading skills as a development reading, learning reading skills at the appropriate time. This shall try and identify the basis of reading program that interprets in practice the principles arising from recognizing that reading is both a growth process and a developmental task. This shall focus on the task a learner must perform in order to satisfy his own needs and the demands on him by society. This is therefore intended to give the learner the background knowledge on the nature and psychology of the reading process and various topics related to the acquisition and refinement of reading skills. It stresses the relevance of foundation disciplines such as physiology, psychology, linguistics, sociology, anthropology, etc. in development reading program. Reading as thinking is also given to the period of formal operational thought of refinement of reading skills. Furthermore, the course stresses knowledge of why and how a child learns to read and what he should read when the needs arises so that he may develop according to his ability and become an independent and efficient reader.

Subject Code : ENGLISH 20
 Subject Title : Teaching English as a Second Language (TESL)
 Subject Description:

A 54-hour, 3-unit course. This course is designed to provide students the basic teaching English as a second language. Emphasis is on importance and needed for being proficient in the English language, vocabulary development, reading comprehension, analogy, structure and written and sentences completion.

Subject Code : ENGLISH 30
Subject Title : Reading in the Elementary Grades
Subject Description:

A 54-hour, 3-unit course. This course is intended for personal growth in reading and professional competence in the teaching of reading. The teacher needs theory – the what and why of reading, at the same time he needs the corresponding strategy – the how to of reading. This course also includes library skills, sensitivity to semantic, and growth in literary appreciation and values.

Subject Code : ENGLISH 40
Subject Title : Language Testing
Subject Description:

A 54-hour, 3-unit course. This is to guide a language teacher in the procedures for planning, writing, administering, constructing and analyzing classroom language test. This will guide in test reading, listening, speaking and writing.

Subject Code : ENGLISH 50
Subject Title : Children's Literature
Subject Description:

A 54-hour, 3-unit course. This course is a study of the world's literature for children's and adolescents. Children's literature written in form a major Filipinos and translation from Philippine Languages form a major portion of the course. It helps the student (1) become familiar with the content, form and scope of children's literature, (2) selects appropriate materials for specific learning, (3) develop effective presentation techniques such as story telling, dramatization, choral reading ,etc. and (4) create simple poems and stories for children with emphasis on some of humanism and Filipinism.

Subject Code : ENGLISH 60
Subject Title : Reading Remediation
Subject Description:

A 54-hour, 3-unit course. This course is designed to provide the students the practical and theoretical approach on the basic principles of reading. It focuses on the different teaching strategies and adequate materials that would help slow learners and disabled readers learn basic reading.

Subject Code : ENGLISH 70
Subject Title : Campus Journalism
Subject Description:

A 54-hour, 3-unit course. This is an introductory course to various forms of mass communication, through newspapers, magazines, radio, television,

advertising, public relations and cinema. This further focuses on the practical and theoretical approach on the basic principles of campus journalism. Provides student knowledge in news writing, editing, copy preparation and copy reading layout, photojournalism, printing and typography.

Subject Code : ENGLISH 80
Subject Title : Introduction to Applied Linguistics
Subject Description:

A 54-hour, 3-unit course. This course is an introductory course dealing with general applied linguistics, intended to acquaint the students with the descriptive and historical aspects of language, different aspects of its history and development, etymology, basic concepts of semantics, phonetics, morphology and syntax. Nature of language, language families of the world, it emphasizes the importance of linguistics to the language teacher.

Subject Code : ENGLISH 90
Subject Title : Mythology and Folklore
Subject Description:

A 54-hour, 3-unit course. This is a study of mythology and folklore from the countries of the world. This course aim of providing the students with the necessary background information of mythology & folklore and of helping the students appreciate and understand mythology and folklore as literary types.

Subject Code : ENGLISH 100
Subject Title : Play Production, Acting and Directing
Subject Description:

A 54-hour, 3-unit course. This is a systematically planned introduction to drama. This is addressed to beginners who shall be introduced to their systematic study of the basics of dramatic art, history, structure and component of theatre arts. This shall provide experience on reading plays, acting plays, and production of plays; play writing, directing, etc.

Subject Code : ENGLISH 110
Subject Title : Afro-Asian & Latin American Literature
Subject Description:

A 54-hour, 3-unit course. This is a survey of representative literary forms of selected African and Asian Literatures like Mozambique, Egypt, Madagascar, Congo, Indian, China, Japan, Korea, South Asia, Middle east and Latin America, to develop appreciation for their cultural and National Heritage. It includes concepts and values inherent among their people as reflected in their literature, which emphasized contemporary types.

Subject Code : ENGLISH 120

Subject Title : Literary Types

Subject Description:

A 54-hour, 3-unit course. The course deals with the study of literary standards, types, forms and genres. Elements, characteristics and values in reading selected literary masterpieces of great writers from all the continents of the world were also given emphasis.

Subject Code : ENGLISH 130

Subject Title : Principles & Strategies of Teaching in English (PSTE)

Subject Description:

A 54-hour, 3-unit course. This course equips prospective teachers with knowledge and understanding of the nature, methodologies and strategies in the teaching of communication arts in English. The emphasis is on the study and application of various teaching models fundamental and personal and social development in the communication skills. It includes strategies in information processing such as collecting, organizing and evaluating data. Lesson planning and preparing of instructional materials is also given emphasis.

B. MAJOR IN FILIPINO

Subject Code : FILIPINO 10

Subject Title : Panimulang Filipino

Subject Description:

Ito ay 54 oras, 3-yunit na kurso. Itoy pag-aaral ng pambarilang kayarian para sa mabisang pagpapahayag o pagpipilipino na magkasanib ang kasanayang pambalarila sa mga kasanayang panglomukatibo.

Subject Code : FILIPINO 20

Subject Title : Maunlad Filipino

Subject Description:

Ito ay 54 oras, 3-yunit na kurso, Pag-aaral at pagsusuri sa kayarian ng mga pangungusap, sugnay, parirala, mga simulaing pangliggwistika, pagbabagong morponomeko, mga bahagi ng pananalita, semantika at wastong pagpapaunlad at wastong gamit ng iba't-ibang salita, paglalarawan at pasuring pag-aaral ng mga Filipino sa pananaw linggwistika (palatunugan, palabuuan, at palanguyan.)

Subject Code : FILIPINO 30

Subject Title : Sanaysay, Debate at Talumpati

Subject Description:

Ito ay 54 oras,3-yunit na kurso. Napag-aaralan ang mga simulain ng pagtatalumpati ; kayarian ng sanaysay. Tatalakayin ang iba't-ibang uri ng sanaysay at talumpati; biglaan at inihandang pagsasalita; gayundin ang tinig, bigkas, kaanyuang pantanghalan, masasa-oras at pakikitungong pangmadla. Pag-aaralan din ang mga simulain ng pagtatalo; mga panukala , mga isyo, katibayan o patnubay, pantinig matuwid at pagpapalagay. Aktuwal ng pagsasanay sa pananalumpati at pagtatalo (debate at pakikipagtalo (argumentation) .

Subject Code : FILIPINO 40

Subject Title : Panimulang Linggwistika

Subject Description:

Ito ay 54 oras,3-yunit na kurso. Ang simula at pag-unlad ng wikang tagalog. Pinagmulan ng mga salita. Mga ponema nga tunog ng mga titik, mga morpema, Semantika; pagsusuring mga salita ng iba't-ibang wikain, paghahambing at pag-iiba ng iba't-ibang wikain sa Pilipinas.

Subject Code : FILIPINO 50

Subject Title : Dulang Filipino

Subject Description:

Ito ay 54 oras,3-yunit na kurso. Kasanayan ng dulang Filipino, Simulaing dramatika mula sa awit, kurido, duplo, iisahing yugto mga dulang panteyatro, panradyo, puting tabing at pantelibisyon. Pag-aaral at pagsusuri ng mga piling dulang nagwagi sa iba't-ibang patimpalak-pagsasanay sa pagdidiliber, pag-akto at patatanghal.

Subject Code : FILIPINO 60

Subject Title : Maikling katha /Kuwento at Nobela

Subject Description:

Ito ay 54 oras,3-yunit na kurso. Pag-aaral pagpapahalaga at pagsusuri sa iba't-ibang uri ng Kuwento (banghay, tauhan, kapaligiran / katutubong kulay atbp.) kasamang tatalakayin ang sining ng pagkukuwento, pagsusuri sa anyo't nilalaman; mga sangkap at kailangan ng maikling kuwento. Kasama rin ang paglinang ng kaalaman at kakayahan sa pagkilala ng kaibahan ng nobela sa kuwento. Pagsusuri sa anyo't nilalaman ng uring nobela, pag-aaral at pagpapahalaga sa mga kinatawang nobela sa lahat ng panahon ng panitikang Filipino.

Subject Code : FILIPINO 70

Subject Title : Panulaang Filipino

Subject Description:

Ito ay 54 oras,3-yunit na kurso. binibigyan diin sa kursong ito ang kasaysayan/ simulain ng panulaang Filipino. Mga bugtong, salawikain,

kasabihang patula, tugmaan, tanaga, awit at kurido, duplo at karagatan. Mga paksain ng tula, tayutay damdamin at kaisipan. Mga uri ng tula, pagsasanay sa pagtula, pagbasa at pagbigkas ng tula, pagsasanay sa pagsulat ng simpling tugmaan, tanaga, atbp.

Subject Code : FILIPINO 80

Subject Title : Filipino Bilang Pangalawang Wika

Subject Description:

Ito ay 54 oras,3-yunit na kurso. Ang Kursong ito ay ang Pagtuturo ng Filipino sa mga di katutubong nagsasalita nito kasabay na ang Pilosopiya na gagamitan sa silid -aralan. Pagtuturo ng Filipino bilang isang aralin at bilang wikang panturo; pag-aaral ng mga simulain at pamamaraan ng pagtuturo.

Subject Code : FILIPINO 90

Subject Title : Pamamahayag Pampaaralan

Subject Description:

Ito ay 54 oras,3-yunit na kurso. Batayang simulain sa pagpapahayag; pagsulat,pamamahala at pagpapalimbag ng peryodiko o magaang pag-aaral ;pagsulat ng balita, pitak-lathalain, artikulo, pangulong tidling, atbp., ng mga batas, tuntunin patakaran at etika sa pagpapahayag.

Subject Code : FILIPINO 100

Subject Title : Pagsasaling-wika at Paglinang ng Kurikulum

Subject Description:

Ito ay 54 oras,3-yunit na kurso. Ang kurso na ito ay pag-aaral hinggil sa pangnagailangan/kahalagahan, iba't-ibang pagpapakahulugan, mga simulain at mga prosesong napapaloob sa pagsasaling-wika. Napaploob din dito ang mga pagsusuri sa anyo't nilalalman ng uring nobela, pag-aaral at pagpapahalaga sa mga kinatawang nobela sa lahat ng panahon ng panitikang Filipino.

Subject Code : FILIPINO 120

Subject Title : Panunuring Pampanitikan

Subject Description:

Ito ay 54 oras,3-yunit na kurso. binibigyang diin sa kursong ito ang pamumuna. Mga pamantayang pampanitikan. Hilig, agos at pampanitikan sa daigdig at sa Pilipinas. Mga paraan at kayarian ng pamumuna sa tula, dula maikling kuwento, nobela, atbp.

Subject Code : FILIPINO 130

Subject Title : Paraan at Pamamaraan ng Pagtuturo ng Filipino at Pagtuturo sa Filipino

Subject Description:

Ito ay 54 oras,3-yunit na kurso. ito ay ang pag-aaral ng mga paraan at pamamaraan ng pagtuturo ng Filipino at sa Filipino bilang una at ikalawang wika; pag-aaral at paghahanda ng banghay ng pagtuturo at iba pang kagamitang panturo, kagamitang pangkurikulum sa mababa at mataas na paaralan.

C. MAJOR IN MATHEMATICS

Subject Code : MATH 10

Subject Title : Fundamentals Concepts of Mathematics

Subject Description:

A 54-hour, 3 unit course. The study of axiomatic structure of Mathematics, symbolic logic and foundation of the real number system, introduction to point out theory and some basic concepts of modern algebra.

Subject Code : MATH 20

Subject Title : Number Theory

Subject Description:

A 54-hour, 3 unit course. This course deals with the properties on integers; divisibility, unique factorization theorem; solutions of congruencies; mathematical induction and an alternative proof of the binomial theorem.

Subject Code : MATH 30

Subject Title : Plane and Solid Geometry

Subject Description:

A 54-hour, 3 unit course. A study of points, lines, and planes in space, dihedral angles, polyhedrons, such as prisms, parallelograms, pyramids, regular polyhedron, cylinder and cones, the sphere sections and tangent planes, spherical polygons, measurements and spherical surfaces and solids.

Subject Code : MATH40

Subject Title : Business Mathematics

Subject Description:

A 54 hour, 3 unit course. This course deals with fundamental operation business use, application of arithunetical skills in business problems.

Subject Code : MATH 50

Subject Title : Plane and Spherical Trigonometry

Subject Description:

A 54-hour, 3 units course. This course is subdivided into two parts. The first part, Plane Trigonometry, which deals with the treatments of graphs, inspections of curves and ideas for the 5 basic angles which lead easily and clearly to the concepts of period, amplitude and intercepts, real and interesting

application of trigonometry and best problems giving life and reality which suggest practical situation. The second part, spherical trigonometry, which deals with the orthographic projections and application of the terrestrial and astronomical triangle, which give ideas on real life situations.

Subject Code : MATH 60
Subject Title : Analytical Geometry

Subject Description:

A 54-hour, 3 units course. This course deals with the properties, behaviors and on points, lines, curves, angles, surfaces, and solid by means of algebraic methods in relation to a coordinates system. The first part plane analytic geometry, deals with the figures on a plane surface. The second part, solid analytic geometry deals with the study of space curves and surfaces the points of which do not lie on one plane.

Subject Code : MATH 70
Subject Title : Differential Calculus

Subject Description:

A 108-hour, 6 unit course. Covers action of sequence and its limit, the limit of function, continuity and derivatives emphasis of there introductory course is in skills and solution to verbal problems in optimization curve tracing, time rates and circular motions. The course extends to indeterminate forms and partial derivations, etc.

Subject Code : MATH 80
Subject Title : Integral Calculus

Subject Description:

A 54-hour, 3-unit course. A study of techniques of integration and its application to geometry, physics and mechanics; double and triple integration, infinite series and ordinary differential equations.

Subject Code : MATH 90
Subject Title : Probability and Statistics

Subject Description:

A 54 hour, 3 units course. This course will give the students a general knowledge on the basic statistical operations, which are useful to education and business. This is a study of the fundamentals in statistical theory; application of statistical methods to problems in psychology, education and business, designs and analysis of statistical investigations. This deals mainly with basic concepts, uses and limitations of statistical methods as applied to education and business. The basic notions of statistics, measures of central tendency and dispersion probability and probability distributions as basic for inference and testing of hypothesis, confidence limits and a glimpse into analysis of variance.

Subject Code : MATH 100
Subject Title : Differential Equations
Subject Description:

A 108 hour, 6 units course. This course will give the students a general knowledge on the definitions, families of curves, equations of order one, linear differential equations, linear equations with constant coefficient, non-homogeneous equations, undetermined coefficient, first-order systems with constant coefficient, some matrix algebra and linear equations.

Subject Code : MATH 110
Subject Title : Principles & Strategies of Teaching Mathematics (PSTM).
Subject Description:

A 54 hour, 3 units course. This course deals with the knowledge and understanding of the nature, methodologies and strategies in the teaching of Mathematics. The emphasis is on the study and application of various teaching models fundamental to information processing and mathematical problem solving skills.

D. MAJOR IN SOCIAL STUDIES

Subject Code : SOC. STUDIES 10
Subject Title : Fundamental of Sociology
Subject Description:

A 54-hour, 3 unit course. This deals on the study of human society, its origin, development, forms and functions. It stands with the fundamental concepts of society, proceeds to the investigations of group behavior. Philippine cultural values, social stratification and institutions, then ends with their application to Philippine setting.

Subject Code : SOC. STUDIES 20
Subject Title : Sociological and Political Theories and Movement.
Subject Description:

A 54-hour, 3 units course. This course present the different theories, philosophies, and ideologies related to political and social aspects of human social behavior. It also discusses the implication of such theories to present – day affairs and future prospects of human societies.

Subject Code : SOC. STUDIES 30
Subject Title : Philippines Economics & Development
Subject Description:

A 54-hour, 3 units course. These course discusses the concepts of economic development, economic tools of analysis and wealth distribution,

national development, and the economy in the third world country such as the Philippines.

Subject Code : SOC. STUDIES 40
Subject Title : Cultural Anthropology
Subject Description:

A 54-hour, 3 units course. This 3-units course is an introduction to the scientific study of anthropology, specifically cultural anthropology. It also examines current issues concerning human social behavior vis-à-vis current views of socio-economics and political life.

Subject Code : SOC. STUDIES 50
Subject Title : World History and Geography 1 (Asia and Oceania)
Subject Description:

A 54-hour, 3-unit course. This course deals with the relationship of geography and history. The study of world history includes the social, political, economic, religious and intellectual movement with concentration on Asia and the Oceania. It includes the geographical study of these countries using the skills in geography. Topics includes a general view of the field of geography the earth as a globe, maps as global symbols, land forms, water, atmosphere, etc.

Subject Code : SOC. STUDIES 60
Subject Title : Introduction to Political Science
Subject Description:

A 54 hour, 3 units course. This course is a systematic study of politics in general & Philippine politics in particular. It deals with the fundamental concepts and methods of political analysis. Stress is laid on the nature of political behavior in the Philippines.

Subject Code : SOC. STUDIES 70
Subject Title : Asian Studies
Subject Description:

A 54-hour, 3 units course. Deals with comparatives analysis of the culture of the ASEAN countries with the Philippines as the basis of comparison. It is an extended study of folklore, customs and traditions in the Philippines and neighboring Asian countries.

Subject Code : SOC. STUDIES 80
Subject Title : World History & Geography II
Subject Description:

A 54-hour, 3 units course. A study of world history and its relation to geography. This gives particular attention to the European countries and the Americans. A study is made on the major economic, social,

political, intellectual and artistic of their development. It is a study between man and his environment. It includes a survey of man's political life and natural environment with emphasis on the formation of political and institutions based on geographic and economic principles. Focus is on the physical economic and topographical aspects of the world, particularly of Europe and the Americans.

Subject Code : SOC. STUDIES 90

Subject Title : Economics (Microeconomics and Macroeconomics)

Subject Description:

A 54-hour, 3 units course. The course deals with study of the aggregate economic activity especially with the references to the general level on income, investment and employment pattern in the economy. It also deals with the interrelationship of the various endowment among the different sectors in the economy. It is also towards the study of the various economic policies and institutions in the economy.

Subject Code : SOC. STUDIES 100

Subject Title : Philippine Nationalism

Subject Description:

A 54-hour, 3 units course. A course which focuses on the evolution and expression of nationalism from the early Spanish period to the present. Case studies of nationalism movements are examined.

Subject Code : SOC. STUDIES 110

Subject Title : Contemporary & Modern History of the Philippines

Subject Description:

A 54-hour, 3 units course. A study of selected aspects recent post with an emphasis an periods such as the U.S. administrations, the Commonwealth, the Japanese occupation and the early decades of the Third republic or Topical Subject, like economics, politics, social and cultural life.

Subject Code : SOC. STUDIES 120

Subject Title : Ancient, Medieval & Modern Europe

Subject Description:

A 54-hour, 3 units course. Traces the beginnings of the history and to point out the various roles played by the Near East as well as Greece and Rome and making the world what it is now. The emergence of the new nations from the disrupter Roman empire, geographical discoveries, the Renaissance, industrial revolution and the Protestant Revolt.

Subject Code : SOC. STUDIES 130
Subject Title : Principles & Strategies of Teaching Social Studies (PSTST)

Subject Description:

A 54-hour, 3 units course. This course equips prospective teachers with the basic strategies in teaching social studies with gives emphasis on the application of teaching models basis in developing students the necessary competencies fundamental to information processing, concept formation and problem solving skills. This further become a bases to values and behavior modification.

E. MAJOR IN NATURAL SCIENCE

Subject Code : NAT. SCI. 10
Subject Title : Ecology

Subject Description:

A 90-hour, 5-unit course. This course studies the nature and dynamic of the living sphere of the planet earth, the biosphere, from these discussions will be delineated into the understanding of the abiotic and biotic components of which the biosphere is made up of. An in-depth outlook of the nature, evolution, diversity, distribution and interdependence of living things will be taken into consideration. A similar outlook concerning the non-living components of the biosphere such as their chemical compositions, normal operations and interrelatedness with the living things will be taken into account. A short yet vivid recall of earth science will be presented at the start of the class discussions so as to provide the clearer view of what mother earth really is. Environmental problems, issues, and concerns will be presented at the later part of the course vis-à-vis with environmental management concepts in order to promote environmental preservation.

Subject Code : NAT. SCI. 20
Subject Title : Biology

Subject Description:

A 90-hour, 5-unit course. An introduction to biology through the study of structure and functions of the cells, tissues, and organ system.

Subject Code : NAT. SCI. 30
Subject Title : Environmental Chemistry

Subject Description:

A 90-hour, 5 units course. This course deals with the study of the chemical aspects of air, water, soil, energy production, food processing and production, and other consumer chemicals.

Subject Code : NAT. SCI. 40

Subject Title : Physics (Mechanics, Sounds & Thermodynamics)

Subject Description:

A 90-hour, 5-unit course. This course deals with the basic concepts of mechanical energy, heat and sound and their relations and conversions.

Subject Code : NAT. SCI. 50

Subject Title : General and Inorganic Chemistry

Subject Description:

A 90-hour, 5-unit course. This course is an introduction to atomic structure and chemical bonding, the periodic system, kinetic theory of gases, structure and properties of liquids and solids, solutions, chemical equilibria, and the chemistry of the elements studied by families printing out correlation of structure and properties. Basic concepts of environmental chemistry are introduced for better understanding of our ecological problems.

Subject Code : NAT. SCI. 60

Subject Title : General Botany

Subject Description:

A 90 hour, 5 units course. This course consists of lectures and recitation covering the fundamentals of elementary botany the morphology and physiology of seed plants and brief survey of genetics and heredity.

Subject Code : NAT. SCI. 70

Subject Title : Biochemistry

Subject Description:

A 90 hour, 5 units course. This course deals with the study of chemistry of carbohydrates, lipids, proteins, nucleoproteins, enzymes, vitamins and hormones, study of physico-chemical phenomena in living matter, the mechanism of bio-chemical and metabolic reaction; new methods of approach of bio-chemical research such as the use of radio-isotopes, the applications of the principles of energetic to bio-chemical origin.

Subject Code : NAT. SCI. 80

Subject Title : Zoology

Subject Description:

A 90 hour, 5 units course. This course is an introduction to the fundamental principles of zoology; includes the study of structure and function of the cells, tissues, and organs and introduces the student to the basic method of dissection using a simple vertebrate, the frog.

Subject Code : NAT. SCI. 90

Subject Title : Principles & Strategies of Science Teaching (PSST)

Subject Description:

A 90 hour 5 unit course,. This course deals with the basic strategies in the teaching of science. The emphasis is given on the application of various teaching models that will develop among students the necessary competencies fundamental to information processing, concept formation, inquiry and problem solving skills.

F. MAJOR IN LIBRARY AND INFORMATION SCIENCE:

Subject Code : LIB. SCI. 10

Subject Title : Introduction to Librarianship

Subject Description:

A 54 hour, 3 unit course. This covers an overview on Libraries and Librarianship as a profession as Librarian and its status in its profession pertaining to code of ethics for librarian, professional associations, trends on librarianship, communication science. This covers the definition of terms, historical perspectives, the library in society, the library as an organization. It identifies types of libraries in relevance to objectives, functions, collections, staff and services.

Subject Code : LIB. SCI. 20

Subject Title : Building Library Collection

Subject Description:

A 54 hour, 3 unit course. This covers the general principles of selection and acquisition of library materials for various types of libraries, the librarians role as book selector, the bases process, the aids in selections for various types of libraries, the means of acquisitions, mechanics of order work, the librarians relationship in the book trade, the problems in collection development in the Philippines and current projects of the national library and public libraries.

Subject Code : LJB. SCL. 30
Subject Title : Cataloguing and Classification 1
Subject Description:

A 54 hour, 3 unit course. This course includes descriptive cataloguing based on ACR principles of classification study with emphasis on the Dewey Decimal of classification system, history of classification, aids, forms, types of library catalog, catalog entries, corporate series and analytic entries, subject cataloguing, shelf listing, filing. This requires practical work in the application of the rules and principles of descriptive and subject cataloguing.

Subject Code : LJB. SCL. 40
Subject Title : Cataloguing and Classification 2
Subject Description:

A 54 hour, 3 unit course. This further studies on the principles of cataloguing and classification with emphasis on corporate entries and the use of "LC" scheme and list of subject heading. This includes the development of proficiency in the use of LC schemes and the listing of subject headings and a practicum is required.

Subject Code : LJB. SCL. 50
Subject Title : Reference, Bibliography and User Services 1
Subject Description:

A 54 hour, 3 unit course. This covers effective evaluation and use of general reference and information sources, understanding of the values, concepts, and implications of reference service in libraries. This also includes the study of types of references and information sources and the classification of dictionaries, encyclopedias, yearbooks, almanacs, bibliographical dictionaries, geographical sources, handbooks and manuals, directories, indexes, bibliographies and catalogs, serials, government documents, non-book materials.

Subject Code : LJB. SCL. 60
Subject Title : Reference, Bibliography and User Services 2
Subject Description:

A 54 hour, 3 unit course. This covers the study on the evaluation and use of reference sources in special subjects fields. This also includes training on how to obtain from various specialized resources on the library collection. It further includes the study of the history, objectives, criteria and techniques of services, and study of Philippine Bibliography.

Subject Code : LIB. SCI. 70
Subject Title : Abstracting and Indexing
Subject Description:

A 54 hour, 3 unit course. This orients the student brief, digest, summary of writing the essential points of an article, pamphlet, book or report, that will give enough information to a researcher as to whether the entire work is the most needed in his research. This further provides or indicates where the information needed could be found such as card catalogue, vertical files for periodicals, etc.

Subject Code : LIB. SCI. 80
Subject Title : Research Methods in Library and Information Science

Subject Description:

A 54 hour, 3 unit course. This is an introduction to basic research, focused on library and strategies to develop love and appreciation of books and libraries. This further deals on the approaches to inculcate skills among library clients on the effective use of books and other library resources for teaching and learning.

Subject Code : LIB. SCI. 90
Subject Title : Archives and Record Management
Subject Description:

A 54 hour, 3 unit course. This covers a study on the organization and administration of libraries, personnel finances, technical services, readers services, public relation and other aspects of management. This further cover the understanding of basic concepts and principles of organization and management, record keeping, proper property care and use, proper preservation and resources repairs. This also includes application of the principles of organization and management in library operation with effectiveness and efficiency and awareness of current trends in library administration, management and operation.

Subject Code : LIB. SCI. 100
Subject Title : Seminar: Issues and Trends in ASEAN Librarianship
Subject Description:

This is a 54-hour, 3-unit course. This covers issues on the continuing concern in the Asian region on the "Professionalization of Librarianship" and on the assumption that librarianship is a "program". This further focus on librarianship, library education and trainings among ASEAN countries library education and development programs, compared with other professions.

Subject Code : LIB. SCI. 110
 Subject Title : Special Materials
 Subject Description:

This is a 54-hour, 3-unit course. This covers the study aside from books, magazines, and newspapers, other library information sources including those not listed in the main catalog. Such as pamphlets and clippings, audio.

Subject Code : LIB. SCI. 120
 Subject Title : Computer Encoding Skill & Technique Concept & Organization with Laboratories.

Subject Description:

This is a 54-hour, 3-unit course. This is designed to provide students a basic theory of computer encoding skills and techniques. Emphasis is on fundamental use of computer system application software in order to become an active learners working to acquire new skills and techniques needed in an information society.

G. MAJOR IN PEHM

Subject Code : PEHM 10
 Subject Title : Foundation of Physical Education, Health Education, and Music Education

Subject Description:

This is a 54-hour, 3-unit course. This course discusses the underlying philosophy and principles of physical education, arts education and music education in the school curriculum. It also takes the social and scientific foundations of the program as well as its historical aspects.

Subject Code : PEHM 20
 Subject Title : Safety and First Aid Education
 Subject Description:

This is a 54-hour, 3-unit course. This course aims to provide care of information for immediate care of injured person with special attention given to athletic injuries. It provides experience in bandaging, splinting, artificial respiration and massage.

Subject Code : PEHM 30
 Subject Title : Integrated Music Theory
 Subject Description:

A 54-hour, 3-unit course. This is an in-depth study of materials and structures of music. Includes further training in music reading and ear training, and a study of basic functional harmony.

Subject Code : PEHM 40
Subject Title : School and Community /Health & Applied Nutrition
Subject Description:

This is a 54-hour, 3-unit course. This covers the study of school age children, to find way by which the school can help protect and improve the health. It also includes a study of the requirements of the body for energy, protein, minerals, vitamins, and water. The significance of balance meal and adequate diet. This further deals with effective methods of keeping the community / environment clean and sanitary through proper excreta disposal, collection and disposal of refuse; fly mosquito and rodents control of provision of safe water supply, and prevention and avoidance of common diseases and contagious.

Subject Code : PEHM 50
Subject Title : Adapted Physical Education
Subject Description:

This is a 54-hour, 3-unit course. Which focus on the adaptation and designing of activities, games, and leisure time activities, for physically handicapped children and adults who deviates from the normal and those who are temporarily physically challenged on current trends in teaching approaches in physical education focuses on case to case disabilities.

Subject Code : PEHM 60
Subject Title : Applied Music
Subject Description:

Development of skills on playing, any musical instruments (piano, guitar, organ etc.) necessary to classroom music offering eight reading, transposition, accompaniment, harmonizing and improvising, this provides practical experience in ensemble performance, familiarity with grade choral materials suitable for students elementary levels as well as contemporary choral procedures and techniques.

Subject Code : PEHM 70
Subject Title : Fundamentals in Gymnastics
Subject Description:

A 54-hour, 3-unit course. Which deals on classification of the locomotor and non-locomotor skills in gymnastics. Performs gymnastics show for an audience. It includes gymnastic coaching and competitions. Review basic gymnastics and identify basic rhythmic exercises with light apparatuses.

Subject Code : PEHM 80
Subject Title : Movement Education / Recreational Leadership
Subject Description:

A 54-hour, 3-unit course. This deals with the theory and practice in play, recreational development in the school and community, their organization and administration, program planning for various groups, leadership in community singing, games, arts and crafts, hobbies camp counseling, management and directions.

Subject Code : PEHM 90
Subject Title : Basic Sports and Laro ng Lahi
Subject Description:

A 54-hour, 3-unit course. This covers the study of the history and development of athletics; dual groups games, team compositions, etc. It includes their rules, the basic skills and techniques needed, coaching, dimensions, officials, practical application and actual playing. This further includes the rules and actual participation in Laro ng Lahi.

Subject Code : PEHM 100
Subject Title : Fundamental Dance Steps & Fundamental
 Music Education

Subject Description:

This is a 54-hour, 3-unit course. This covers the directions and performance of basic dance steps and organizing steps into a created dance. This includes distinguishing beat, accent, etc., to recognize rhythmic patterns, syncopation, simple and compound meters, different forms of music through score reading, read and write music and identify the different chords, the different conducting patterns of the song and classify the different female and male voices.

Subject Code : PEHM 110
Subject Title : Philippine Dances
Subject Description:

This is a 54-hour, 3-unit course. This deals on the Philippine folk, ethnic, current created dances. This culminates on dance performance, dance creation and stage production of the folk, ethnic and currently created Phil. Dances.

Subject Code : PEHM 120

Subject Title : Supervision of Physical, Arts and Music Education

Subject Description:

This is a 54-hour, 3-unit course. Which deals with the principles and organization and supervision through an integrated program of activities in physical education, arts, it also takes up problems in organization of the objectives, scheduling and management. Evaluation of the program effectiveness is also included.

APPENDIX U

**COURSE DESCRIPTIONS OF THE ADD-ON SUBJECTS,
ELECTIVES, AND NSTP-CWTS SUBJECTS OF THE
PROPOSED BEED AND BSED CURRICULA**

A. ADD-ON SUBJECTS:

Subject Code : SEMINAR 1

Subject Title : Teaching Beginning Reading and Writing

Subject Description:

A 54-hour, 3 unit course. This course gives emphasis on the teaching beginning reading of a child or adult, its methodologies, techniques and new approach in the field in teaching and its acquisition in learning. These procedures are discussed, interpreted and simulated in a various social techniques in the form of oral/ written activities as used in the classroom.

Subject Code : SEMINAR 2

Subject Title : Review on General Education

Subject Description:

A 54-hour, 3 unit course. This course focused on the review or drill on relevant concept, from among general education subject, the students have taken and take the necessary corrective measures to students' difficulties. Update and the learning competencies to be tested in the Licensure Examination for Teachers (LET) will also be given emphasis.

Subject Code : SEMINAR 3

Subject Title : Review on Professional Education

Subject Description:

A 54-hour, 3 unit course. This course focused on the review or drill on relevant concept, from among Professional education subject the students have taken and take the necessary corrective measures to students' difficulties. Updates and the learning competencies to be tested in the Licensure Examination for Teachers (LET) will also be given emphasis.

Subject Code : SEMINAR 4

Subject Title : Review on the Field of Concentration

Subject Description:

A 54-hour, 3 unit course. This course focused on the review or drill on relevant concept, from among the Field of concentration subject the students have taken and take the necessary corrective measures to students' difficulties.

Updates and the learning competencies to be tested in the Licensure Examination for Teachers (LET) will also be given emphasis.

Subject Code : SEMINAR 5
Subject Title : Environmental Education & Basic Entrepreneurial Skills Training

Subject Description:

A 54-hour, 3 unit course. This course provides the students with knowledge skills, motivations, attitudes, and values that they need to manage and use wisely the earth's resources. It will empower people with the tools they need to solve and prevent environmental problems. This further aimed at developing a world population that is aware of and concerned about the total environment and its associated problems and which has the knowledge, attitudes, skills, motivation, and commitment to work individually and collectively towards the solutions of current problems and the prevention of new ones. Also, included in this course is the basic entrepreneurial skills training which can be used by the students in community organizing activity.

Subject Code : SEMINAR 6
Subject Title : Practicum II (Community Research, Organizing & Development) Skills Training

Subject Description:

A 54-hour, 3 unit course. This course provides actual immersion to marginalized sector of the community and conduct a study or researches, which is further intended, for community organizing and development.

B. ELECTIVE SUBJECT

Subject Code : Computer II
Subject Title : Software system II: Electronics Spreadsheets & Data Bases

Subject Description:

A 54-hour, 3 unit course. This course places emphasis on generating computer business-oriented reports, charts, and listings. Electronics spreadsheets application software used to generate customized reports is studied and learned, and demonstrate how this can be used as personal tool in data and information management. Students will be required to make use of computer facilities to complete course assignments

C. NSTP-CWTS SUBJECTS

Subject Code : NSTP-CWTS-I
Subject Title : National Service Training Program
 (Civic Welfare Training Service-I)

Subject Description:

A 54-hour, 3 unit course. The Civic Welfare Training Service (CWTS) as a component of the National Service Training Program (NSTP) is a course of a first year students both male & Female designed to help them understand, appreciate and eventually live by the concept of the Students Transformation and Enrichment of Truth (STET) with the in View of empowering them in becoming a potent resource for community development.

Subject Code : NSTP-CWTS-II
Subject Title : National Service Training Program
 (Civic Welfare Training Service-II)

Subject Description:

A 54-hour, 3 unit course. The civic welfare training service (CWTS-II) is a sequel to CWTS-I. It is designed to Students in activities that will arm them with the capability to contribute the upliftment of the general welfare and quality of life for the members of the community and the enhancement of its facilities specially those that are devoted to *improving health, environment, entrepreneurship, safety, recreation and moral of the citizens.*

CURRICULUM VITAE

CURRICULUM VITAE

GERONIMO A. ELLADO

543rd E.C.B. St.,
Dolores, Eastern Samar/
140 Ilang-Ilang St.
Brgy. Muñoz, Catbalogan, Samar

PERSONAL PROFILE

Date of Birth	:	March 2, 1969
Place of Birth	:	Dolores, Eastern Samar
Civil Status	:	Married
Wife	:	Dailyn Colocado Mengote - Ellado
Present Position	:	Dean, College of Education and Principal, Elementary Department
Employer	:	Samar College

EDUCATIONAL BACKGROUND

Post Graduate	:	Samar State University Catbalogan, Samar
Degree Earned	:	Doctor of Philosophy (Ph. D.)
Major	:	Educational Management 2004
Graduate	:	Samar State Polytechnic College Catbalogan, Samar
Degree Earned	:	Master of Arts in Teaching (M.A.T.)
Major	:	Chemistry 1998
Undergraduate	:	Leyte State College/ Leyte Normal University Tacloban City
Degree Earned	:	Bachelor of Secondary Education (BSED)
Major	:	Natural Science 1990

Secondary	:	Dolores National High School Dolores, Eastern Samar 1985
Elementary	:	Dolores Elementary School Dolores, Eastern Samar 1980

PROFESSIONAL ELIGIBILITY

<i>Type of Exam.</i>	<i>Date</i>	<i>Place</i>
Professional Board Examination For Teachers (PBET)	1990	Borongan, Eastern Samar

WORK EXPERIENCE

<i>Position</i>	<i>School/Agency</i>	<i>Inclusive Dates</i>
Dean, College of Education	Samar College Catbalogan, Samar	2002-Present
Officer-in-Charge	Elementary Laboratory School Samar College Catbalogan, Samar	2000-Present
Assistant Dean	College of Education Samar College Catbalogan, Samar	2000-2002
College Teacher	College of Liberal Arts Samar College Catbalogan, Samar	1997-2000
High School Teacher	Samar College Laboratory High School Catbalogan, Samar	1995-1997
College & High School Teacher	Sacred Heart College Catbalogan, Samar	1994-1995

Teacher I	Dolores National High School	1992-1994
(Substitute)	Dolores, Eastern Samar	

SCHOOL AND COMMUNITY ACHIEVEMENTS/ RECOGNITIONS RECEIVED

Resource Speaker	Career Day Catbalogan National Comprehensive High School Catbalogan, Samar February 6, 2004
Resource Speaker	Career Day Program Samar National School Catbalogan, Samar February 18, 2004
Guest Speaker	National Science Club Month Celebration Philippine Society of Youth Science Club, Inc. S.N.S. Chapter Catbalogan, Samar October 8, 2004
Professional Commitment and Services Rendered	Samar College, Student-Teaching Program Off-Campus Internship Training Samar College, Catbalogan, Samar In cooperation with the Department of Education, Samar Division, First Semester, S.Y. 2004-2005, October 15, 2004
Facilitator	3-Day Division Training on Student Teaching Program, Department of Education, Samar Division, Redaja Hall, Catbalogan, Samar September 27, 28, 29, 2004.

Bronze Service Award	Boy Scouts of the Philippines, Samar Chapter October 31, 2002
Guest Speaker	National Science Club Month Celebration, Samar College, Catbalogan, Samar September 30, 2002.
Resource Speaker	Career Exploration Program Samar College Laboratory High School March 2002.
Coach	Inter-School General Information Contest, Buao-Ubanon Fiesta Celebration October, 2001.
Coach	"On-the-Spot-Poster Making Contest," 2002 Fish Conservation Week Celebration, Samar Regional School of Fisheries and L.G.U., Catbalogan, Samar October 20, 2000.
Coordinator	Samar College Community Immersion Program, Brgy. San Pablo, Sto. Niño, Guinsorongan, Catbalogan, Samar school year 1999-2000.
Coach	Green Camp, "A Communion with Nature" Malajog Beach Resort, Calbayog City February 25-27, 1997.
Judge	Pageant and Contests.

SEMINARS/ TRAININGS ATTENDED

Regional ETEEAP Orientation
Conference

Expanded Tertiary Education
Equivalency and Accreditation
Program (ETEEAP), Leyte
Normal University,
Tacloban City
August 11, 2004

Seminar-Workshop of Lab. School
Teachers of State Universities
and Colleges and Private
Teacher Education Institutions
on the Implementation of the
2002 Basic Education Curriculum.

Department of Education and
Teacher Education Council in
Collaboration with the
Commission on Higher
Education ECOTECH CENTER,
Lahug, Cebu City December 11-
13, 2002.

Zonal Orientations on the 2002
BASIC EDUCATION CURRICULUM (BEC)
and on the Criteria for the
selection of Centers of Excellence
for Teacher Education.

Teacher Education Council and
Department of Education
Holiday Plaza Hotel, Cebu City
April 18-19, 2002.

Annual Orientation Seminar on
Teacher Education

Philippine Association for
Teacher Education, Region VIII
Chapter Tacloban City
February 13, 2002.

Presentation of Research and
Extension Outputs

Samar State Polytechnic College,
Catbalogan, Samar
February 2, 2002.

Regional Seminar Pertaining to
Elementary Education Program

Commission on Higher
Education Regional Office No.
VIII, Tacloban City
July 28, 2002.

Training on Research and
Development Project Proposal
Writing

Commission on Higher
Education and Visayas State
College of Agriculture, Baybay,
Leyte
July 11-14, 2000.

- | | |
|--|---|
| Regional Seminar-Workshop on Accreditation | Commission on Higher Education Tacloban, City, June 7-8, 2000. |
| Training Needs Assessment Workshop Phase One of the In-Service Training (INSET) Program for Private Secondary School Teachers | Fund for Assistance to Private Education (FAFE), La Nivel Hotel, Lahug, Cebu City, January 28-29, 2000. |
| Strengthening Research Advocacy On Higher Education through the Philippine Association of Graduation Education (PAGE) | Commission on Higher Education La Fiesta Hotel, Molo, Iloilo City, July 27-29, 1999. |
| Seminar-Workshop & Convention on Research Priorities at the Onset of the Third Millennium | The Philippine Society for Educational Research and Development (PSERE), Centro Escolar University, Manila May 18-19, 1999. |
| Regional VIII Networking Conference On Teacher Education | Leyte Normal University Tacloban City January 13-14, 1999. |
| 27 th Annual Convention-workshop Reconciling Values, Culture, Technology, and Learning in Teacher Education for Social Transformation | Philippine Association for Teacher Education (PAFTE) Leyte Normal University Tacloban City, October 14-16, 1998. |
| Seminar-Workshop on "Research Advocacy on Higher Education" | Commission on Higher Education Leyte Normal University, Tacloban City, October 2, 1998. |
| Teacher Empowerment: Knowledge And Skills Enrichment | Phoenix Publishing House, Inc. Holy Infant College Tacloban City January 10, 1998. |

Regional Upgrading Seminar for
High School Teachers in
Science and Technology

Catholic Educational Association
of the Philippines. Holy Infant
College Tacloban City May 28-
30, 1997.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Eastern Visayas Association for Teacher Education and Research (EVATER)

Philippine Society for Educational Research and Evaluation (PSERE)

Philippine Association for Teacher Education (PAFTE)

Teacher Education Council (TEC)

Philippine Association for Graduate Education (PAGE)

Catbalogan Public and Private School Teacher and Employees Association
(CPPSTEA)

DEVELOPED INSTRUCTIONAL MATERIALS

<i>Type/Title</i>	<i>Level</i>	<i>Year Developed</i>
Student-Teaching Handbook	Institutional	2003
Module in Teaching High School Chemistry (Behavior of Gases)	Institutional	1998

LIST OF TABLES

Table	Page
1 Enrollment Profile of the Teacher Education Curriculum Among Respondent – TEIs	75
2 Age and Sex Distribution of the Faculty-Respondents	76
3 Civil Status Profile of the Faculty-Respondents	77
4 Educational Qualification of the Faculty-Respondents	78
5 Average Monthly Income Distribution of the Faculty-Respondents	79
6 Faculty-Respondents' Teaching Experience	80
7 Profile of the Faculty-Respondents in Terms of In-Service Trainings Attended	81
8 Age and Sex Distribution of the Student-Respondents	82
9 Type of Secondary School Where the Student- Respondents Graduated	83
10 Student-Respondents' Residence or Home Origin	84
11 Student-Respondents' Average Family Monthly Income	85
12 Student-Respondents' Family Size	86
13 Student-Respondents' Religious Affiliation	87
14 Age and Sex Distribution of the Administrator- Respondents	88
15 Administrator-Respondents' Educational Attainment	89

Table		Page
16	Administrative Experience of the Administrator- Respondents	90
17	In-Service Trainings Attended by the Administrator- Respondents	91
18	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Admission and Retention Requirements)	93
19	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Tuition and Other Fees)	94
20	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Scholarships)	95
21	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Student Services)	96
22	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Enrollment Procedure)	97
23	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility (Distance from Home)	98
24	Summary of the Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Accessibility	99
25	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Faculty Development	100

Table		Page
26	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Instructional Strategies and Approaches	102
27	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Values Formation	104
28	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Community Involvement	105
29	Respondents' Perceptions on the Extent of Relevance of the TEC Among Private TEIs Along Employability	106
30	ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Accessibility	108
31	ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Faculty Development	109
32	Scheffe's Test for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Faculty Development	111
33	ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Instructional Strategies and Approaches	112
34	Scheffe's Test for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Instructional Strategies and Approaches	113

Table		Page
35	ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Values Formation	114
36	ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents on the Relevance of TEC Along Community Involvement	115
37	The ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents Relative to the Relevance of TEC Among Private TEIs Along Employability	116
38	The Scheffe's Table Comparing the Perceptions of the Six Groups of Respondents Relative to the Relevance of TEC Among Private TEIs Employability	117
39	Learning Areas/Competencies Necessary for the Enhancement of the TEC in the Island of Samar as Perceived by the Four Groups of Respondents	119
40	ANOVA Table for Comparing the Perceptions of the Four Groups of Respondents on the Learning Areas/Competencies Necessary in the Enhancement of TEC in the Island of Samar	123
41	The Scheffe's Table Comparing the Perceptions of the Four Groups of Respondents Relative to the Learning Areas/Competencies Necessary in the Enhancement of TEC in the Island of Samar	124
42	Problems Encountered by the Private TEIs in the Island of Samar in the Implementation of the TEC as perceived by the Six Groups of Respondents	125

Table		Page
43	ANOVA Table for Comparing the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered by Private TEIs in the Implementation of the TEC in the Island of Samar	129
44	Solutions Suggested by the Six Groups of Respondents to Address the Problems Encountered by the Private TEIs in the Implementation of the TEC in the Island of Samar	130

LIST OF FIGURES

Figure		Page
1	The Conceptual Framework of the Study	14
2	The Map of the Island of Samar Showing the Scope of the Study	20