

Teacher Education Program in Laguna State Polytechnic University, Santa Cruz Campus

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ABSTRACT: The Teacher Education Programme plays an important part in the development of students pursuing a career in education. By using the descriptive research approach, this study examined the existing teacher education programmes at Laguna State Polytechnic University's Santa Cruz Campus. This study specifically seeks to answer the following questions— (1) What is the level of the teacher education program in Instruction, Research, and Extension? (2) What is the status of the performance of teacher education with regard to Professional Development, LET Result, and Accreditation? (3) Is there a significant relationship between the teacher education program in instruction, research, and extension on the performance of teacher education in LSPU-Sta. Cruz campus? It was discovered that there is no significant relationship between the Teacher Education Programme in Instruction, Research, and Extension and Teacher Education Performance at Laguna State Polytechnic University-Santa Cruz Campus.

KEYWORDS: *Teacher Education Program, Instruction, Research, Extension, LET Result*

I. INTRODUCTION

The Teacher Education Programme is critical in developing students entering the teaching area. Schools offering this course must prepare students for progression in their chosen professional fields. They must be prepared to learn how to translate subject matter into teaching and curriculum that supports not just all students' learning but also the four-fold role of education. This implies that they were knowledgeable as well as committed. Subject matter knowledge, teaching for independent learning, and learning management are all taken into account.

In this study, Section 1 of Republic Act No. 7784 relates to promoting teacher education in the Philippines by establishing centres of excellence, establishing a teacher education council for the purpose of allocating funding, and for other objectives. The key to the efficiency of the teaching-learning process in this law is to draw out and nurture the best in the learners as human and worthy members of society. Thus, the purpose of this act is to provide and secure quality education by enhancing teacher education across the country through a national system of excellence for teacher education. This law states that teacher education should be selected, defined, and developed in important locations around the country. (Legal Basics of the Educational System, n.d.) [1].

The professional growth of the faculty is constantly utilised to assess the performance of teacher education. The results of the teacher licensure exams, as well as the level of accreditation, are also taken into account. The Licensure Examination for Teachers (LET) is a test of prospective teachers' overall knowledge and proficiency designed to provide a trustworthy structure in which prospective teachers' practice may be tested and validated, as well as access to ongoing growth and development. The results of LET passers can contribute to the accreditation of a college or university's teacher education programmes. (Cibulka, 2009) [2]

II. STATEMENT OF THE PROBLEM

It is for this purpose that this study is made to evaluate the present teacher education programs at Laguna State Polytechnic University, Santa Cruz Campus. Specifically, this study aims to answer the following questions:

1. What is the level of the teacher education program in:
 - 1.1 Instruction
 - 1.2 Research
 - 1.3 Extension
2. What is the status of the performance of teacher education with regard to:
 - 2.1 Professional development
 - 2.2 LET Result
 - 2.3 Accreditation
3. Is there a significant relationship between the teacher education program in instruction, research, and extension on the performance of teacher education in LSPU-Sta. Cruz campus?

III. METHODOLOGY

In order to analyse the data methodically, the descriptive research approach was adopted in this study. According to Calmorin (2010) [3], the goal of this study design is to determine the relationship between two variables through data collection, categorization, and presentation, as well as the collection of summarising values to represent group characteristics.

This study's participants were faculty members of teacher education at Laguna State Polytechnic University-Sta. Cruz Campus. The statistical treatment of data was used to compute, analyse, and interpret the respondent's data.

IV. RESULTS AND DISCUSSIONS

Level of Teacher Education Program

Table 1. Level of Teacher Education Program in Instruction

Statement	Mean	SD	Verbal Interpretation
Plan different activities and research with the students	4.18	0.68	Highly Effective
Uses active learning techniques	4.37	0.62	Highly Effective
Provide students frequent opportunities to perform and receive constructive feedback on their performance	4.51	0.67	Highly Effective
Develops reciprocity and cooperation among students	4.32	0.64	Highly Effective
Encourage contact between students and faculty (respond promptly to students' need for advice)	4.37	0.66	Highly Effective
OVERALL TOTAL	4.35	0.66	Highly Effective

The table one (1) above shows the level of teacher education program in instruction; it reveals that participants have an outstanding/highly effective method of instruction with an overall mean of ($m=35$, $sd=0.66$). This also means that they are equipped with knowledge in instruction. It is essential in the programme management of teacher education in instruction, which is the most significant requirement in the programme management.

Table 2. Level of Teacher Education Program in Research

Statement	Mean	SD	Verbal Interpretation
Careful and persistent in conducting the research	4.33	0.76	Highly Evident
Pursues knowledge in the field of research to produce a distinctive research output	4.38	0.69	Highly Evident
Provides a path to prosperity and progress	4.32	0.69	Highly Evident
Organize and prioritize time in conducting research	4.35	0.66	Highly Evident
Willing to give a significant amount of time and effort to conducting research	4.39	0.71	Highly Evident
OVERALL TOTAL	4.36	0.70	Highly Evident

Table two (2) above reveals the level of teacher education program in research is highly evident with an overall total of ($m=4.36$, $s=0.70$). This also indicates that participants are careful and persistent in conducting the research, pursue knowledge in the field of research to produce a distinctive research output, provide a path to prosperity and progress, organise and prioritise time in conducting research, and are willing to give a significant amount of time and effort to conducting research. According to Han and Yin (2016)[4], it is especially beneficial for educational administrators and teachers to develop practical strategies to stimulate students' motivation to learn and improve the outcomes of both teaching and learning.

Table 3. Level of Teacher Education Program in Extension

Statement	Mean	SD	Verbal Interpretation
Have the capacity to suspend your own agenda and deliberately allow others to be heard.	4.13	0.80	Highly Evident
Have the ability to endure in the face of adversity.	4.12	0.83	Highly Evident
Provides community training opportunities to gain special skills that may level up their way of life.	4.05	0.78	Highly Evident
Offers assistance as an incentive to municipalities and other offices to mount training programs for employees and constituents.	4.12	0.83	Highly Evident
Exerts effort to obtain assistance for the activities and findings intended for materials to be used in the conduct of the training.	4.07	0.77	Highly Evident

OVERALL TOTAL	4.10	0.80	Highly Evident
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The data presented revealed that the overall mean of ($m=4.10$, $sd=80$) demonstrated that the level of teacher education programme in extension is highly evident. Participants are equipped with skills with regard to extension. Extension educators identified planning and organising instruction as important aspects of effective teaching, according to McKim et al (2013) [5].

Status of the Performance of Teacher Education Professional Development

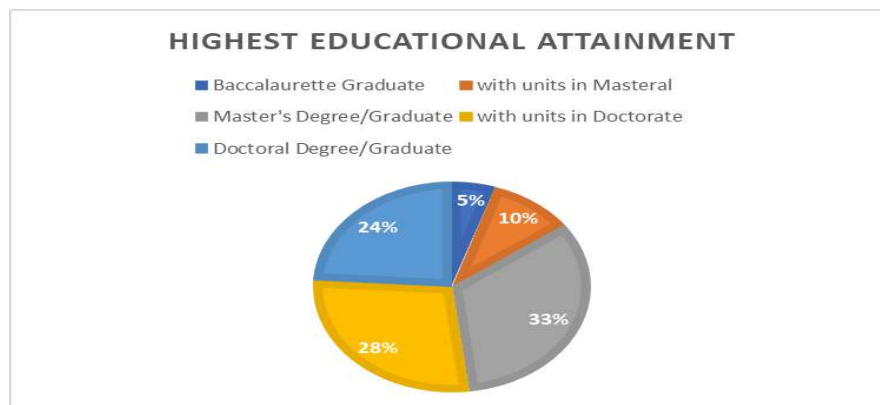


Figure 1. Status of the Performance of Teacher Education in terms of Professional Development with regards to Highest Educational Attainment

It was discovered that the majority of respondents have a Master's Degree/Graduate, which is represented by 81 or 33 per cent. The unit in doctorate is represented by 67 or 28 per cent of respondents, followed by the Doctoral degree bracket, which consists of 59 or 24 per cent of respondents. Following that is the "units in Masteral" bracket, which consists of 25 or ten per cent (10%). Finally, the baccalaureate accounts for 13 or 5% of the total.



Figure 2. Status of the Performance of Teacher Education in terms of Professional Development with regards to Position/Rank

It was discovered that the majority of respondents (78 or 32%) were assistant professors. Next, respondents belong to Associate Professor which is represented by 60 or 25%; Instructor comprises 104 or 42%. There were three (3) or one per cent (1%) of the respondents that fell in the bracket of Professor.

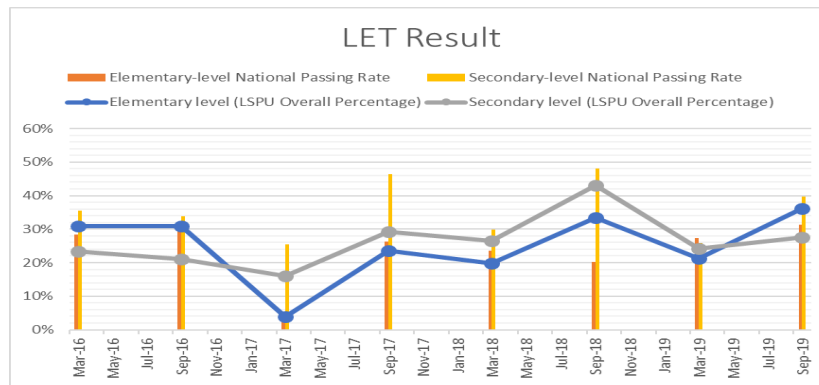
LET Result

Figure 3. Status of the Performance of Teacher Education in terms of LET Result

The performance of the examinees in Laguna State Polytechnic University-Sta. Cruz campus from March 2016 to September 2019 is shown through the line graph while the National Passing Rate is presented through a bar graph. In 2016, LSPU's overall percentage (elementary level) of 30.99% during March and September surpassed the national passing rate of 28.39% and 30.18% respectively, while the secondary level's national passing rate was 35.43% and 33.78% for March and September and the institution's overall percentage resulted in 23.43% for March and 20.99% for September. The institution's LET performance during 2017 did not show much excellence compared to the previous year, especially with the secondary level. In September 2018, the elementary level remarkably showed an amazing performance with an overall percentage of 33.33% (with 20.29% as the national passing rate); as well as the secondary level with an overall percentage of 43.07% (with 48.03% national passing rate). Lastly, the elementary level obtained a higher percentage (36.17%) than the national passing rate (31.34%) in September 2019.

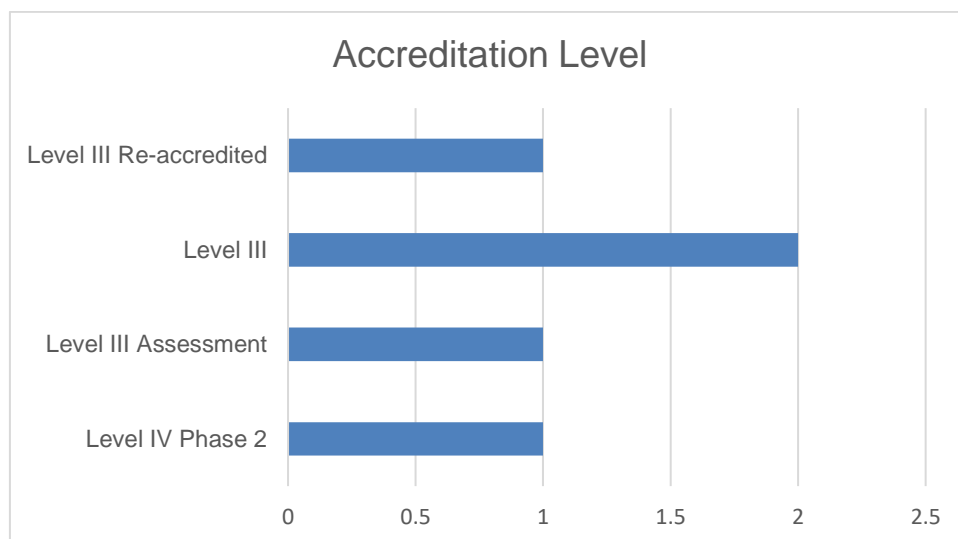
Accreditation

Figure 4. Status of the Performance of Teacher Education in Accreditation

The figure four (4) above shows the status of the performance of teacher education in terms of accreditation. It reveals that the majority of respondents received level III accreditation, while the other schools received level IV phase 2, level II assessment, and level II re-accreditation.

Relationship Between the Teacher Education Program in Instruction, Research, and Extension on the Performance of Teacher Education

Table 4. Significant Relationship between the Teacher Education Program in Instruction, Research, and Extension and Performance of Teacher Education in LSPU-SCC

Teacher Education Program	Performance	R	Interpretation	P	Rank
Instruction	Professional Development;				
	Length of Service	0.19888*	Moderate	0.000000	1
	Highest Educational Attainment	0.089448	Negligible	0.348864	2
	Position/Rank				
	LET Result	0.063924	Low	0.351173	4
	Accreditation	0.076342	Negligible	0.172454	3
Research	Professional Development;				
	Length of Service				
	Highest Educational Attainment	0.161128*	Low	0.044989	1
	Position/Rank	0.017248	Negligible	0.857604	4
	LET Result	0.052654	Low	0.445321	3
	Accreditation	0.080379	Negligible	0.153184	2
Extension	Professional Development;				
	Length of Service				
	Highest Educational Attainment	0.161536	Low	0.053753	1
	Position/Rank	0.049093	Zero	0.623868	3
	LET Result	0.037041	Negligible	0.606363	4
	Accreditation	0.107696	Negligible	0.065799	2
		-0.04568	Negligible	0.350404	6

*significant at 0.05

Table four (4) shows a significant relationship in terms of length of service between the teacher education programme in instruction and professional development ($R=0.19888$, $p=0.000000$). Furthermore, positive R values suggest a direct relationship. Meanwhile, the relationship between instruction and Highest Educational Attainment, Position/Rank, LET Result, and Accreditation is not significant. It also reveals a significant relationship between the teacher education programme in research and professional development and length of service ($R= 0.161128$, $p= 0.044989$), whereas the relationship between research and Highest Educational Attainment, Position/Rank, LET Result, and Accreditation is not significant. Lastly, table four reveals that there is no significance in the relationship between the teacher education programme in extension and professional development with regard to Length of Service, Highest Educational Attainment, Position/Rank, LET Result, and Accreditation.

V. CONCLUSION

The research aimed to assess the present teacher education programmes at Laguna State Polytechnic University's Santa Cruz Campus. According to the findings, participants have extensive expertise in instruction, as demonstrated by an outstanding/highly effective method of instruction with an overall mean of ($m=35$, $sd=0.66$). The level of teacher education programme in research is highly evident, as well as the teacher education programme in extension. Regarding the status of the performance of teacher education in terms of professional development with regard to highest educational attainment, it was found that the majority of responders hold a Master's/Graduate degree, followed by the Doctoral degree category. The bracket "units in Masteral" comes next, followed by the baccalaureate. As for the status of the performance of teacher education in terms of professional development with regard to Position/Rank, it was discovered that the majority of respondents were assistant professors, then associate professors, instructors, and professors. The hypothesis that there is no significant relationship between the Teacher Education Programme in Instruction, Research, and Extension and Teacher

Education Performance at Laguna State Polytechnic University-Santa Cruz Campus is partially accepted.

The following recommendations are made in light of the study's results and conclusions.

1. Teachers may attend additional programme management seminars and training to improve their teaching ability.
2. Administrators should keep up-to-date on developing technologies, programmes, training, and activities related to programme management.
3. Future researchers can carry out other studies that have significance to the current study and correlate other variables.

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