

## **BEST PRACTICES OF SELECTED TEACHER EDUCATION INSTITUTIONS: INPUT TO PROGRAM ENHANCEMENT**

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### **Abstract**

This study aimed to identify the best practices of selected public and private teacher education institutions (TEI's) in Manila City and Rizal province, Philippines particularly focusing on selection, admission, and retention policies, curriculum and instruction, faculty competence, and activities which have positive impact on the performance of their students.

The research employed descriptive approach through field survey in the form of semi-structured interview, and observation. This study followed the exploratory approach that combines theoretical study office and review of literature in the field of research and documentary analysis, in addition to the method of field survey.

The study divulged that many teacher education institutions implement selective admission and retention policy. The curricular framework of a teacher education institution is anchored on Commission on Higher Education Memorandum Order 30 series of 2004 and supplemented by the provisions of Professional Regulation Commission (PRC), Department of Education (DepEd) and other pertinent agencies. Most faculty members of TEI's are using educational technology in teaching their subjects. Licensure Examination for Teachers (LET) passers and master's degree holders are the preferred applicants of TEI's. The selected teacher education institutions keep their faculty members by providing them adequate salary, benefits and incentives, and by also sustaining their professional needs. Review classes and refresher courses are the usual activities of teacher education institutions to prepare their students in the licensure examination for teachers.

*Keywords: Best Practices, Teacher Education Institutions, Technological Institute of the Philippines*

### **1. Introduction**

Philippine education puts much concern on teacher education programs as these affect the way of life of its citizens and serve as pillars for a strong nation. New educational reforms, directions and policies have been instituted in education to respond to the global trends and advancement. Since education is the means for development, effective teacher

education institutions (TEI's) are needed to serve as partners in raising quality of man's life that eventually lead to a nation's progress.

All these years, educational leaders have been confronted with various challenges and adversities especially in producing quality teachers and graduates. It is common perception among educators and other members of the academe the pinpointing issue of which level of the educational ladder is the culprit of the deteriorating quality of students we have today. The college professors are blaming the high school teachers for producing unprepared tertiary students. The high school teachers are accusing the elementary teachers for letting incompetent pupils to graduate. The elementary schools are holding the teacher education institutions accountable for supplying ineffectual teachers.

The enormous undertakings of teachers, their role as potent instruments and facilitators of learning implies lots of responsibilities and accountabilities. It has been said that the best system of education can become terrible if the teachers handling it are incapable, while, a terrible system can be made good if the teachers are good. Hence, to a very large measure, the realization of educational goals generally depends on the performance of teachers in all levels.

Commission on Higher Education (CHED) Memorandum Order 30 series of 2004, stipulates that quality pre-service teacher education is a key factor in quality Philippine education. The quality of pre-service training greatly depends upon the teachers who are amply prepared to undertake the different significant functions and roles of the teaching profession. Truly, the higher educational system acknowledges two most essential factors of the teacher education enterprise, the teacher and the learner.

The preparation of future teachers for both elementary and secondary educational sectors becomes the very important function assigned to pre-service educators of TEI's. Indeed, the teachers are accountable for providing quality instruction and to ensure that the right and quality education is inculcated to the learners. The teachers' crucial roles in molding and producing competent graduates still remain the most influential factor in attaining excellence in education.

In this regard, there is a need to assure the supply of teachers who could live up to the expectations and trust of society, who are not only fully prepared but also committed to do their tasks, as well as teachers whose competencies are at par with the national standards as confirmed by the results of the Licensure Examination for Teachers (LET).

For the past years since 2009 which is composed of seven (7) LET administrations (April 2009-March 2012), the average national passing percentage is only 25.87%. In the March 2012 LET, the national passing percentage is 33.56%, in 2011, its 24.06%, in 2010 its 21.05% and in 2009, 24.84%. These are indications that teacher education institutions are not producing equipped teachers. Many schools have developed and implemented elaborate school improvement plans however, there is a realization that these efforts often fall short of attaining the expected results.

For the past years since April 2009 up to September 2012, the Technological Institute of the Philippines (TIP) - College of Education gained a passing percentage in the LET of 61.76% as against the national passing percentage of 28.92%. This result is already good considering that the college just started in 2005 but it is still vigorously pursuing institutional advancement activities to be at par with other known teacher education institutions and the need to further improve performance in licensure examinations continues to be a major concern of the college.

Based on these contexts, this study was undertaken with the desire that the findings thereof would help determine the best practices of other teacher education institutions. More so, the results of this study will serve as input in enhancing the education program of the Technological Institute of the Philippines.

## **2. Objectives**

This study aimed to identify the best practices of the selected public and private teacher education institutions (TEI's) in Manila City and Rizal province.

Specifically, it sought to determine the following:

- 2.1. the policies and guidelines on the selection, admission, and retention of students of the selected TEI's;
- 2.2. the ways TEI's enrich their curriculum and instruction;
- 2.3. the provisions to get and keep competent faculty members; and
- 2.4. the best practices and other activities of the selected TEI's which may have positive bearing on the performance of their students.

## **3. Research Design**

The research employed descriptive approach by obtaining qualitative data through semi-structured interviews and observations which aims to identify the best practices of selected teacher education institutions. This study followed the exploratory approach that combined theoretical study and review of the literature in the field of research.

The data were obtained primarily from the semi-structured interview with the deans of the selected teacher education institutions which was conducted personally by the researcher. Secondary data were obtained from the websites of the selected teacher education institutions.

The instrument used in this study is a researcher-made interview schedule. It is composed of four open-ended questions regarding admission and retention policy, curriculum and instruction, faculty competence and preparation of students for Licensure Examination for Teachers

## **4. Results and Discussion**

### **4.1. Admission and Retention**

Table 1 shows the matrix on the admission and retention policies of selected teacher education institutions.

Table 1  
Matrix Showing the Admission and Retention Policies of Selected TEI's

TEI's	Entry Grade Requirement	With entrance exam and interview	With qualifying exam	Retention policy
TEI- A	No grade below 80 in any subject and a general average of 85	Yes	Yes	No failing grade in three subjects
TEI-B	None	Yes	none	No failing grade in six subjects
TEI-C	None	Yes	Yes	Failing grade means deloading of subjects
TEI-D	No grade lower than 83 in any subject and a general average of 85	Yes	none	No failing grade in any major subject
TEI-E	Average grade of 85 in English, Science and Math, no grade lower than 83 in any subject and a general average of 85 or better	Yes	Yes	Semester grade of 2.1 and not lower than 2.1 in any major subject
TEI-F	General average of 83 or better	Yes	none	None

### TEI-A

It can be gleaned from the table that a student may be admitted to TEI-A if he has no grade below 80 in any subject, has obtained a general average of 85 during the fourth year high school, and have passed the standard admission test and interview conducted by College of Linguistics. From a pool of about 10,000 applicants, TEI-A accommodates only about 1,500 students at the maximum, if only to be able to select the best and the brightest.

General education subjects are offered in the first year level. A qualifying examination shall be given to the second year students to determine if they are suited to the respective field of specialization of their choice.

A student is allowed to remain in the college for as long as he has not incurred a failing grade in three subjects. To avoid such, there is a block section with respective advisers who continuously monitor the academic status of the students. There is also a strong guidance program by the Office of Student Affairs which provides individual counselling.

**TEI-B**

A student may be admitted in TEI-B if he was able to obtain a score within the cut-off in the entrance test. He remains to be in the college if he has not incurred a failing grade in six subjects. A student is placed under probation if he got a failing grade in one specialization subject.

If the college identified that a certain student is having difficulty coping up with the academic subjects, he is referred to an adviser and guidance counsellor for appropriate actions.

**TEI-C**

There is no entry grade requirement for students to get admitted in TEI-C. There are only written test and interview to direct them to the right program suited for them. Common subjects are offered to first year students. A qualifying examination is given to second year students to place them in the right major.

If a student incurred a failing grade or an incomplete, he is referred to the guidance and placement center for advising. Then, there is automatic deloading of subjects to enable the student to cope with the program. He is allowed to take maximum of 15 units only under the probationary period.

**TEI-D**

A student may be admitted in TEI-D if he has no grade lower than 83 in any subject and a general average of 85, and has passed the entrance examination and interview by the different area chairman. A transferee is not allowed to enter the program if he has marks of dropped, failed, or incomplete.

A student remains in the college provided that he has not obtained a failing grade in any major subject. If so, he is advised to transfer to another major or another program.

**TEI-E**

Students will be accepted to the teacher education program of TEI-E provided that he passed the college admission test, the interview with the dean or course coordinator, has an average grade not lower than 85 in English, Science, and Math and with no grade lower than 83 in other subjects and obtained a general average of 85 or better.

For students to be retained in the college, they must be able to pass the qualifying examinations with a rating of not lower than 2.1, pass the teachers' attitude test with a rating of not lower than 2.1, maintain a semester grade of 2.1, and obtain a rating of 2.1 or higher in the major subjects. If a student obtained a rating of lower than 2.1 in any major subject, he or she will retake the major subject.

**TEI-F**

A student may be admitted in TEI-F, if he has a general average of 83 or better and passed the entrance exam and interview.

## 4.2. Curriculum and Instruction

Table 2  
Matrix Showing the Curriculum and Instruction of Selected TEI's

TEI's	Based on CMO 30	Review and Updating	Key Features of the Curriculum	Key Features in Instruction
TEI-A	Yes	every 4 years	Outcomes-based, undergraduate courses are ladderized to MA and PhD	Web portal for uploading and downloading of materials, interactive classrooms
TEI-B	Yes	every 2 years	Inclusion of theology as a subject	Use of high-end facilities
TEI-C	Yes	every year	Addition of music, personality development and HE in the curriculum	Teachers still write lesson plans
TEI-D	Yes	every 4 years	Anchored on NCBTS and K-12 frameworks	Syllabi are regularly checked
TEI-E	Yes	every 3 years	Inclusion of HPC and CBC as subjects	Delivery of instruction using varied materials
TEI-F	Yes	every year	Inclusion of theology as a subject	Regular classroom observations

### TEI-A

The Curriculum Model of TEI-A, is outcomes-based and observes the following eight key principles: broadened view, acknowledgement of a shared philosophy of education, shift from input (teaching) to outcomes (learning), changed context of education, change in view knowledge, use of the expanding environment approach, action-orientedness, and research-orientedness.

The university's ladderized program sustains ones expertise and promotes growth in an area of discipline. As such, a Bachelor of Science graduate may be able to continue higher studies in the Master's and Doctor's programs in the same area. For example, AB/BSE English may work towards earning a degree in M.A. Ed in Literature, later Ph.D in Literature. The Accelerated Teacher Education Model (ATEM), an alternative Pre Service Teacher Education program, is a redesigned B.S. Elementary Education (BEED) curriculum of four years compresses into a three year program. The class is composed of

potentially high achieving students determined from their Admission test scores and high school average. This doubled curriculum incorporates the three year accelerated degree in BEED (ATEM) and a 1.5 year MAT for a total of 4.5 years.

Faculty members maintain active and interactive classrooms. There is a web portal for uploading and downloading of materials for the use of students. Instructional Material Development Committee and University Curriculum Committee evaluate the materials being developed by faculty members.

#### **TEI-B**

TEI-B envisions itself as a globally-recognized institution of higher learning, actualizing the professional and moral formation of her students, and effecting social transformation. The college of education aims to form catholic educators who are committed, compassionate and competent.

Its curriculum is anchored on the Commission on Higher Education (CHED) particularly on CMO 30, the vision and mission of the school, and the Department of Education (DepEd). It makes sure that its curriculum is within the minimum requirements. It also included institutional mandated subjects like theology. A constant evaluation of the curriculum is conducted every two years to ensure that it is still updated.

In terms of instruction, a classroom visit is being conducted to make sure that faculty members are providing quality teaching. Faculty and students are being sent to very good institutions here and abroad to provide more exposure.

Every classroom of the college is fully air-conditioned, with electric fans, multimedia projector, computer, microphone, speaker and white board which make the environment conducive for learning and instructions are easily delivered.

#### **TEI-C**

TEI-C envisions quality education for teacher preparation and the development of top level manpower skills, anchored on the ideals of excellence, relevance, access and effectiveness, geared towards national productivity and world class competitiveness.

Its curriculum is based on the standards given by CHED but it strengthens its curriculum by adding relevant subjects like music, personality development and home economics. More so, it has a strong practical program by exposing its student-teachers to both in-campus and off-campus trainings. It conducts a periodic review of the curriculum every year for enrichment and revision.

With regard to instruction, teachers still write lesson plans. They are being observed by their immediate superior and regularly evaluated by both the administrators and students.

#### **TEI-D**

TEI-D envisions itself as center of excellence in teacher training advanced education in science and technology and research.

Its curriculum is based on the CMO 30, the provisions of the Professional Regulation Commission (PRC), the National Competency Based Teacher Standards and the new K-12 framework. It regularly updates its curriculum every four years.

As regards with instruction, syllabi are regularly checked and the dean daily performs the management by wandering around. Performance Evaluation System is strictly implemented to monitor teachers' performance.

**TEI-E**

TEI-E aims to develop highly competent and committed mentors supportive of national and global thrusts. Primarily, its goal is to teachers who love children.

The curriculum of TEI-E adheres to the provisions of CMO 30 with additional subjects like hand-proficiency course and competency-based building course. It regularly subjects its curriculum to review and evaluation every three years. It takes into consideration the recommendations of the faculty members, the feedback of the students and the recent trends and developments in the field of education.

As for instruction, teachers usually deliver lessons through chalk and talk method. There are those who utilize powerpoint presentations and videos while others give exercise through the self-made modules and compilations of activities coming from various published sources. In the absence of sophisticated equipment, TEI-E shares with other universities.

**TEI-F**

TEI-F commits itself in becoming a center of excellence and support equitable access for life-oriented education. Through empowered personnel, relevant, and innovative curricula, dynamic management, and learner-centered education, towards formation of competent and compassionate Christians, who are technology enabled, service-oriented, research-motivated and Marian inspired. TEI-F anchors its framework on the CMO 30. Being a catholic school, it also offers theology to its students. It exposes its pre-service teachers to both in-campus and off campus trainings. Its curriculum is evaluated regularly every year by the faculty, administrators, alumni and parents.

To ensure quality instruction, there are classroom observations by the dean and Performance Appraisal System for Teachers is observed.

**4.3. Hiring and Retaining Competent Faculty Members****TEI-A**

It can be observed on the table that TEI-A selects a prospective faculty member through a pool of applicants or through inviting accomplished educators. Prospective applicants with vertically aligned educational attainment undergo psychological test, interview, demonstration and panel interview.

Table 3  
Matrix Showing How the Selected TEI's Get and Keep Competent Faculty Members

<b>TEI's</b>	<b>Selection and Hiring</b>	<b>Professional Growth</b>	<b>Benefits and Incentives</b>
TEI- A	Through inviting accomplished educators	Sent to national and international trainings, initiate discussions about teacher education issues	Based on salary standardization law, cash incentives to graduates of the top 3 universities in graduate and post-graduate studies



TEI-B	Psychological test, interview and teaching demonstration	Sent to national and international trainings, educational technology training every semester	Higher than other universities, monetary incentives for great contributions to the college
TEI-C	Interview and demonstration teaching	Sent to local seminars	Additional paid 6-unit load for performing teachers, 4 R (relational, recreational, relaxational and renewal) Development Program
TEI-D	Interview	Sent to local seminars	Based on salary standardization law
TEI-E	Interview and demonstration teaching	Sent to national and international seminars	Based on salary standardization law, cash incentives for loyalty awardees
TEI-F	Interview and demo-teaching	Sent to local seminars	Based on credentials and performance

The University is, without doubt, rich in human resources, the faculty primarily. Because of its strong and highly qualified faculty who can handle courses in both the graduate and undergraduate of programs, the University has been able to actualize the verticalization of programs in the four colleges, namely; College of Arts and Social Sciences, College of Education, College of Languages, and College of Science. The verticalized programs allow them to share resources among faculty. The faculty members have, likewise, initiated discussions about teacher education concerns and issues.

The salary and benefits of faculty members of TEI-A are based on the standard set by the government. It gives cash incentives to those faculty members who will obtain their master's degree and doctorate degree in the top three universities in the country amounting to Php 50, 000 and Php 100, 000 respectively.

#### **TEI-B**

TEI-B conducts psychological test, interview and teaching demonstration to its prospective applicants. The dean of the college looks for that "X factor" so that an applicant may be hired as part of TEI-B faculty. Even as a catholic school, it hires non-catholic faculty members.

TEI-B being a good employer, gives salaries and benefits higher than other colleges and universities. It also gives monetary incentives to the faculty members who have performed very well and contributed so much to the improvement of the students and of the college in general. Faculty members are sent to local, national, international seminars to keep them abreast with the trends in education. It also provides training on latest technology every semester to make the faculty attuned with the recent educational technology. These are in line with the existing quality policy that stresses that it shall

provide its faculty members with adequate support to update their knowledge and skills, improve their competence and deepen their moral and religious convictions.

### **TEI-C**

TEI-C selects applicants through interview and demonstration teaching. During the interview, the panel checks on the motives, character and competence of the applicants. It also gives priority to its good graduates in hiring. They may be assigned first in the laboratory school and eventually to the college as they earn their master's degree.

Normally, teachers have maximum of 24 units but they are given more load up to 30 units based on efficiency. Meaning, performing teachers are the only ones given overloads that will give them extra remuneration. It uses faculty classification scheme that gives points or merits to every credential of the faculty as basis for promotion and higher pay. It also provides its faculty a development program for free dubbed as 4R's (relational, recreational, relaxational and renewal).

### **TEI-D**

TEI-D hires its faculty members based on the evaluation of the resume, particularly looking on the off-campus grade and experiences of the applicants. Furthermore, applicants must be LET passers and MA degree holders. There is no teaching demonstration but there is an interview.

As a public school, the salaries and benefits of the faculty members are based on the standards set by the government. Faculty members are evaluated using a performance evaluation system which is divided into instructional skills, research, extension, special assignments, and critical factors (personality). Final rating is computed based on student evaluation, self-evaluation, peer evaluation and superior evaluation.

### **TEI-E**

TEI-E selects faculty members from pool of applicants who are interviewed by the dean of the college. Then, the applicants undergo demonstration teaching. An applicant must be a LET passer, MA degree holder, knows how to deliver the content of the lesson and has good communication skills.

As a state university, salaries and benefits of the teachers are based on the standards set by the government and promotion is based on National Budget Circular (NBC) provisions. More so, monetary incentives are given to loyalty awardees who served the university for 10, 15, 20, and above years. The incentive is amounting to Php 1,000 per year of service.

Faculty members are sent to seminars and trainings which are fully funded by the university. They are also free to go other trainings other than those given by the university. They have just to file it as OB (official business) for them not to be marked as absent.

### **TEI-F**

TEI-F selects applicants through interview and demonstration teaching. It gives its faculty members what are due for them.

## **4.4. Best Practices to Improve Student Achievement and to Prepare them in Licensure Examination for Teachers**

**TEI-A**

It can be gleaned from the table on the next page that TEI-A has wide linkages and network that enable them to benchmark and share resources with other good teacher education institutions. For example is the South Manila Inter-institutional

Table 4  
Matrix Showing the Best Practices to Improve Student Achievement and to Prepare them for the Licensure Examination for Teachers

<b>TEI's</b>	<b>Best Practices</b>	<b>LET Preparation</b>
TEI- A	Wide linkages and network, regular seminar to students, national and international exposure to students, series of seminar workshops before deployment of pre-service teachers, "balik-hometown" project	Committee on LET preparation, refresher courses per department, lecture-series on emotional quotient, psychological preparation & test taking tips, LET review by high-caliber professors, free one-week in-house review for honor graduates, "Salute to Excellence Program"
TEI-B	Very active student-teacher organization, intensive practicum program with both in-campus and off-campus trainings	Discouraging students to take the LET without review, 10-session review exclusive for TEI-B alumni
TEI-C	Comprehensive experiential courses, intensive practicum program with both in-campus and off-campus trainings	Review classes are integrated in the curriculum named as special topics 1-3, mock exams are conducted as final exams of special topics
TEI-D	Emphasis on curricular activities rather than extra-curricular activities	No LET review No release of transcript of records for board exam purposes
TEI-E	"Right of Passage", AcaLitMus contests, Teachers' Day, "Pinning Ceremony", Student-Teacher Enhancement Program	Competency Building Course and Pre-Board Examination

TEI-F	Air-conditioned and conducive classrooms	LET review classes handled by professors from top TEI's
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Consortium which enables its students to use the library and to cross-enrol in schools along the university-belt (U-belt).

To enhance the academic achievement of the students, it regularly conducts lecture series touching on different areas. There are also workshops initiated by students and department-based organization assemblies every beginning and towards the end of the semester. Students are very much involved in extra-curricular activities like quiz bees and model student of the year. It also provides national and international exposure to its students.

With regard to practice teaching, pre-service teachers are given series of seminar workshop before deployment to polish their skills on lesson planning, establishing rapport with people, instructional materials development among others. TEI-A has a "balik hometown" project which deploys its pre-service teachers to schools near their residences.

To adequately prepare its students in taking the LET, it creates a LET Committee which initiates activities for LET preparation. Refresher courses are being offered to graduating students per department. Lecture-series on emotional quotient, psychological preparation, test-taking tips are being conducted. A LET review class handled by high-caliber professors is also offered with a modest fee for ten sessions. A one-week in-house training/review in a beach or hotel is given to honor graduates for free to increase their chances of making it to the top 10. It has the "Salute to Excellence Program" which has a parade and program for successful LET examinees. Furthermore, monetary incentives are given to top notchers.

### **TEI-B**

TEI-B discourages its students to take the LET if they were not able to review within the university or in other review centers. The college conducts review section per major consisting of 10 Saturdays before the examination with limited number of students and exclusive only to its alumni.

TEI-B has a very active student-teachers organization which initiates conferences and conventions which are being participated by numerous education students from various teacher education institutions. It has a strong practicum program with in-campus training conducted in their laboratory school and the off-campus training held in public schools.

### **TEI-C**

Immersion is very important for TEI-C. This is the reason why they are very much focused on experiential courses. Modules in Field Study are carefully checked by the assigned teachers. They also have in-campus training conducted in their laboratory school and the off-campus training held in public schools.

Review classes are integrated in the curriculum. Special topics are one-unit subjects which aim to review their graduating students in preparation for LET. Special topics 1 are the usual subjects prescribed by CHED, special topics 2 is a LET-based review on general education and special topics 3 is a LET-based review on professional

subjects. Mock examinations are being conducted as final examinations on special topics. If a student incurred a grade of C in any of the special topics, he is required to attend the formal review classes after graduation.

### **TEI-D**

TEI-D implements that students must be able to present first their certificate of enrolment in LET review centers before their transcript of records are released. This is to make the students more prepared and more confident in taking the LET. Mock exams are being conducted to give the students some insights about the LET while the college is working on to establish its own review classes.

TEI-D emphasizes more on curricular activities rather than on extra-curricular activities.

### **TEI-E**

TEI-E has the so-called "right of passage" wherein first year students are being welcomed by the fourth year students through a program. Other activities like National Book Week, AcaLitMus (Academic, literary and musical) contests and Teachers' Day are just some of the activities which have positive impact to students.

Pinning Ceremony is being done to successful pre-board passers which makes them eligible for practice teaching. A send-off activity or a student-teachers enhancement program is being conducted before deploying pre-service teachers to their respective cooperating schools.

TEI-E has Competency-Building Course (CBC) which is a 3-unit subject which aims to refresh the students with all the topics that they need to fully understand so that they have better chances of passing the LET. This subject is taught through team teaching by seasoned professors. The graduating students are required to attend the review class under CBC during the second semester and must pass the pre-board examination wherein a passed or failed mark will be reflected on the transcript. Failure in the pre-board examination on the third time will require a refresher course on three professional subjects, one general education subject and four major subjects.

### **TEI-F**

TEI-F maintains air-conditioned and conducive classrooms with a faculty student ratio of 1:23. TEI-F conducts review classes for LET handled by local faculty members and guest lecturers from top teacher education institutions.

## **5. Conclusions**

Based on the findings of the study, the following conclusions were drawn.

5.1. Teacher education institutions usually implement selective admission and retention policy.

5.2. The curricular framework of teacher education institution is anchored on CMO 30 s. 2004 and supplemented by the provisions of PRC, DepEd and other pertinent agencies.

5.3. Most faculty members of TEIs are using educational technology in teaching their subjects.

5.4. LET passers and master's degree holders are the preferred applicants of TEI's. The selected teacher education institutions keep their faculty members by providing them adequate salary, benefits and incentives, and by also sustaining their professional needs.

5.5. Review classes and refresher courses are the usual activities of teacher education institutions to prepare their students in the licensure examination for teachers.

## 6. Recommendations

Based on the results of this study and the conclusions formulated, the following recommendations are hereby suggested:

6.1. TIP may continue its open door policy in the college of education but may conduct aptitude test and interview to entrants so that those with low scores will be properly monitored and will be guided accordingly. TIP may also maintain a serious retention policy on who can stay in the program through maintaining a minimum grade point average, having ceiling grades on major subjects and series of qualifying examinations per year level.

6.2. TIP-College of Education may continue to make sure that its curriculum is constructively aligned with the framework set not only by the Commission on Higher Education but also by the Professional Regulation Commission. They may also enrich their curriculum relevant to the needs of the community anchored on the mission, vision and philosophy of the school. This may be done by integrating additional subjects like guidance and counseling, hand proficiency course, competency-building subjects, trends and issues in education and personality development, among others. The curriculum must be regularly reviewed, evaluated and updated involving the administrators, faculty members, students, alumni and other school stakeholders.

6.3. TIP- College of Education may establish a more rigorous selection and hiring process to come up with a competent teaching force. They may also strictly observe the vertical alignment of the degrees obtained by the faculty members and assign teaching loads within their field of expertise only. Faculty members in the college must have license to teach and have experienced teaching in the basic education sector. It is also necessary that TIP strengthens its provisions for professional development and other faculty incentives and benefits which motivate the teachers to perform at their best like giving a considerable amount of money as incentive for faculty members who will obtain graduate degrees from the top universities of the country.

6.4. Activities related to the licensure examination for teachers may be institutionalized like the conduct of qualifying exams, pre-board exams and mock examinations. Refresher courses may be integrated in special topics which will be handled through team teaching. It may be comprised of general education subjects for special topics 1, professional education subjects for special topics 2 and major subjects in special topics 3. Intensive one week in-house review for free may be provided to honor students to increase their chances to become top notchers. TIP may also encourage the repeaters to take refresher courses and review classes.

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