

## ABSTRACT

Title of Research: **Basic Teacher Education Program in Selected HEIs in Luzon, Philippines: An Assessment**

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This descriptive-evaluative study was conducted to assess the quality of the Basic Teacher Education Program (BTEP) in selected HEIs in Luzon, Philippines in preparing students to become effective teachers based on six (6) dimensions: (1) quality of the delivery of the curriculum and co-curricular programs; (2) quality of the students; (3) quality of the faculty; (4) quality of the administrators; (5) quality of the program administration; and (6) quality of the resources. The conceptual framework evolved from the Evaluation of Quality Programs of Haworth and Conrad (2000).

A duly validated researcher-made checklist survey form was used to obtain the views of a total of 401 respondents composed of 291 BTEP students, 78 faculty members, and 32 administrators from eight (8) HEIs in regions 1,2,3,4,5, and the National Capital Region (NCR).

Using a 5-point Likert Scale, findings from the study showed that the BTEP is significantly relevant (4.08) and significantly effective (3.99) in preparing students to become teachers. More specifically, the BTEP was rated by the respondents as exceptionally relevant in the areas of delivery of the curriculum and co-curricular programs, quality of faculty, and program administration. The quality of students, quality of administrators, and quality of resources were rated significantly relevant. In

terms of effectiveness, the BTEP was rated exceptionally effective in the delivery of curriculum and co-curricular programs while the other dimensions were rated significantly effective.

These findings imply that the HEIs significantly follow the directives of the CHED in managing the BTEP except that there is still a need for improving the instructional facilities, equipment and materials specifically the library holdings.

The study concludes that the BTEP is generally relevant and effective in preparing students to become effective teachers.

The present study thereby recommends that

1. The CHED prescribed BTEP curriculum and policies and guidelines shall be implemented appropriately by HEIs specifically the following:

1.1. HEIs must follow certain standards in the choice of cooperating schools and cooperating teachers. Cooperating schools and cooperating teachers should also be rated by the Practicum students and the Principals based on research-based rubrics and standards.

1.2. HEIs should enrich the prescribed curriculum with institutional programs that broaden the students' teaching perspectives like personality development seminars, technology-oriented strategies of teaching, and socio-civic activities that need the support of the education sectors.

2. If the student admission and retention policy could not be strictly implemented due to the scanty number of students who want to become teachers, the students should be assisted in terms of their choice of a major. For example, let not a student who can hardly speak in correct grammar take English as a major.

3. The knowledge and wisdom of retired educators are significantly recognized. However, they could better be invited as guest lecturers and consultants rather than regular instructors.

4. Administrators must take time out to observe the instructors in the classrooms to enable them to see what assistance could be given to certain instructors. Likewise, they should spot-check the test questions prepared by the instructors and checked by the department heads to see if they really follow the test construction guidelines.

5. Program policies and guidelines specifically the ones on faculty development should be taken seriously by the HEIs. They should follow certain standards so as to avoid being tagged as playing favorites in terms of people who are sent to seminars. The HEI should have a budget appropriation for faculty and administrator development. Since the teachers are the nation's hope to educate the young minds, they should first and foremost be properly trained. No one can give what he does not have.

6. Physical resources have to be updated specifically library resources.

7. This study should be replicated in the other regions in the Philippines to determine the relevance and effectiveness of the BTEP in preparing students to become teachers.

SOURCE: Lagera, R.B.D. (2008). Basic Teacher Education in Luzon, Philippines: An Analysis, De la Salle University-Dasmariñas, Cavite. (Unpublished dissertation)