

The Quality Of Instruction Of The Teacher Education Institution (Tei) Of North Luzon Philippines State College

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Abstract

This study made use of the descriptive-correlational method; benchmarking activities were employed to selected SUCs. The frequency and percentage count; the mean was used; the Pearson product moment correlation was also used.

The quality of instruction of NLPSC-TEI were concluded with the following: The competency level of the Personnel Profile when correlated were significant to TAT; the same with FS-STP; and to LET Board Performance of the student-teachers, respectively. The TAT and FS-STP when corelated was not significant. However, there was a significant relationship of the TAT and the LET performance of the student-teachers. The TAT is a factor that can predict greater chances in the LET performance of the students. Thus, the overall quality of instruction of the NLPSC-TEI was determined to be dependent on the input and process indicators mentioned in this study.

Index Terms: Teacher Education Institution (TEI); Teacher Aptitude Test (TAT), Field Study-Student Teachers Performance (FS-STP), Licensure Examination for Teachers (LET).

I. INTRODUCTION

The North Luzon Philippines State College (NLPSC) was created through the Republic Act 10085 authored by then Deputy Speaker of the House, Hon. Eric D. Singson; “An Act Separating the CCC-University of Northern Philippines Branch from the University of Northern Philippines in the City of Vigan, both located in the province of Ilocos Sur; converting it into a State College to be known as North Luzon Philippines State College (NLPSC) and Appropriating Funds Thereof”: North Luzon Philippines State College started to operate as a public higher education institution on May 5, 2010.

The research is timely to conduct considering the remarkable performance of the students particularly in the Licensure Examination for Teachers (LET) placing our institution as one of the top-notch colleges in the Philippines. The NLPSC-Teacher Education Institution (TEI) in 2014 was ranked number ten (10) among the 1,923 Higher Education Institutions (HEI); again, NLPSC-TEI was ranked as number ten (10) in 2015. In 2016, we were able to produce one student who ranked 10th place among 77,466 examinees in the Bachelor of Elementary Education (BEEd) level; in 2017, the College produced another topnotcher who ranked 4th place nationwide among 107,020 examinees in the Bachelor of Secondary Education (BSE) level.

The NLSC-TEI is a candidate for 3rd level AACUP accreditation in September 2021. Thus, it is necessary to study “THE QUALITY OF INSTRUCTION OF THE TEACHER EDUCATION INSTITUTION (TEI) OF NLPSC” in order to assess and improve further the services offered for quality of instruction, sustain the remarkable performance of students in the Licensure Examination for Teachers (LET); advance the quality of

instruction of NLPSC-TEI; and to aim for a possible opening of the graduate school for Master's Degree under the College of Teacher Education of this institution and eventually becomes one of the Center of Excellence (COE) in the country.

This study aimed to evaluate the quality of instruction of the Teacher Education Institution (TEI) of NLPSC during the School Year 2018-2019.

Specifically, it sought answers to the following problems:

1. What is the institutional and personnel profile of the Teacher Education Institution (TEI) as input-indicators in terms of the following parameters for quality of instructions:
 - A. Institutional Profile: accreditation status, curriculum programs offered, LET performance (institutional and national), number of buildings, number of classrooms, equipment used by faculty members in teaching, number of students, number of books, best practices of NLPSC-TEI; and
 - B. Personnel Profile: educational qualification, present academic rank, number of years in teaching, number of years as supervisor, other designations, number of relevant seminars/training, and competence level?
2. What is the mean level of the Methods of Teaching, and Inventory of Teaching Practices used by the instructors?
3. What is the average level of the Field Study-Student Teaching Performance (FS-STP) and Licensure Examination for Teachers (LET) Performances?
4. Which of the following sets of variables taken singly and in combination serves as good indicators to evaluate the quality of instruction given to student-teachers: Personnel Profile, TAT, FS-STP and LET Performances?
5. Is there a significant relationship of the Teachers Aptitude Test (TAT) to the student-teaching performance and LET Performance?

Material and Methods:

This study employed the descriptive-correlational method of research. According to Lappe (2000), the aim of descriptive correlational research is to describe the relationship among variables rather than to infer cause and effect relationships. Descriptive correlational studies are useful for describing how one phenomenon is related to another situation where the researcher has no control over the independent variables, the variables that are believed to cause or influence the dependent or outcome.

Moreover, qualitative research approaches through interview and observations for a benchmarking activities of the TEIs of Ilocos Sur Polytechnic State College (ISPSC) and the University of Northern Philippines (UNP) which are both funded by the Philippine national government like the NLPSC and are located in the province of Ilocos Sur were utilized in order to determine the best practices relevant to the TEIs' operation for a quality of instruction of their respective Teacher Education Institution. This method provides consistent and more precise information such as clarification that may be given by the interviewee (Pagoso, 1993). A questionnaire was formulated to gather data from the faculty members, methods used and teaching strategies used. The Registrar's Office provided the records of the Field Study Teaching Performance (FS-STP); the Student Affairs Services office also provided the student-respondents Teacher Aptitude Test ratings or records of the student-teachers. All of these were meant to provide accurate direction in studying the quality of instruction of the Teacher Education Institution.

The population and respondents of the study are the 23 or 100 percent regular faculty members assigned at the TEI; and the 123 or 100 percent fourth year student-teachers from the Bachelor of Secondary Education (BSE) and Bachelor of Elementary Education (BEEd) programs during the school year 2018-2019.

The data gathered were treated statistically using the following tools: Frequency and percentage count were used to determine the institutional and personnel profile. The mean was used to determine the average level of the

Teaching Aptitude Test (TAT) and Field Study-Student Teaching Performance (FS-STP) of the student-teachers. Also, the mean was used to determine the level of the Methods Used and the Instruction Strategies Used by their teachers. The Pearson product moment correlation was used to determine the level of significance of the Personnel Profile with the TAT, FS-STP, and LET performances.

Several related studies and literature are reviewed to back up the study as follows:

In the study conducted by Rabanal (2013) titled “Academic Achievement and LET Performance of the Bachelor of Elementary Education Graduates, University of Northern Philippines”, it showed that the respondents exhibited good academic achievement in which most of the examinees passed the LET in all the components. There was a higher percentage of passer than non-passer in the LET. Academic achievement is significantly correlated to their LET performance. Educational Institutions should continue to seek professional development ventures for the improvement of teaching competence and professional preparations. Thus, come out with quality output in the success of board examination leading graduates towards employment.

On Board Examination Performance Rabanal (2011) found that teacher education graduate respondents failed to achieve the passing rate in the Licensure Examination for Teachers. The respondents performed above the national percentage of passing. LET performance was significantly related to fourth year high school average grades, high school graduated from, residence while studying, and field of specialization and only parents' occupation did not yield significant relationship. On the other hand, academic achievement of the respondents in General Education, professional education, and major courses significantly correlates with the LET performance.

Figueres (2010) on her study on the analysis of the performance of UNP in the Licensure Examination for Teachers, she found that for the LET Examination period 2001 to 2010, the UNP institutional percentage rates for the LET Elementary Level had been consistently higher than the national passing rates. For the same period, the UNP Institutional percentage rates for the LET Secondary level had been higher than the national percentage rates. On the other hand, specialization course is a factor that significantly affects their LET performance.

The findings of Quintinita (2006) revealed that, as a whole, the teacher education students of UNP for the School Year 2005 to 2006 manifested a “Good” or satisfactory level of academic performance.

Bañez (2002) found in her study that the CTE LET takers' overall mean rating in their LET performance in general education, professional and major subjects was “Below Passing Mark.” Accordingly, this was obtained because those who did not pass garnered low scores that pulled down the general averages of all the LET passers. She also found that in the Main Campus when the six variables: average grade in senior high school, score in the UNP College Admission Test, average grade in general education, professional and major subjects when taken singly, all the variables were not significant at .05 level of significance. However, the combined effects of the variables on LET performance showed significance at .05 level. This further implies as she said that each student variable cannot stand alone but needs all the others in order to influence the LET performance. This further implies that those students who garnered higher senior high school average, UNP CAT score, and average grade in general education, professional and major subjects and attended more in LET review are those who garnered higher LET results.

Esguerra (1990) found in her study that the overall performance in the professional subjects of the teacher education graduates of Regions I, II, and NCR was “Good.” The same level of performance was observed in all the professional subjects taken in college such as Principles and Methods of Teaching, Administration and Supervision, Foundations of Education, General Psychology, and Principles of Guidance. She also found that the NCEE ratings and professional subject performance showed a highly significant relationship with the Professional Board Examination for Teachers (PBET) performance of the teacher education graduates. Professional subjects taken up by the students while they were still in college were good preparations for them to take the PBET.

Malinnag (1990) revealed in his study that the UNP-CTE graduates had “Good” average grades in general and professional subjects, and an “Average” performance in the PBET. In 1986 to 1988, the average grades in general and professional subjects significantly influenced their PBET performance.

Esguerra (1990) also found that significant correlation existed between the performance in the board examination and their achievement in the professional subjects such as Math and Surveying, Design and Construction, and Hydraulics of the Bachelor of Science of Civil Engineering students. This finding according to her denotes that a good achievement in the professional subjects indicates a good performance in the board examination.

From the parade of the review of related literature, the researcher believed in a theory that the variables mentioned above have significant role in the molding of a quality of instruction.

Discussions

The following are results of the conducted study:

Problem 1. What is the institutional and personnel profile of the Teacher Education Institution (TEI) in terms of the following parameters for quality of instructions:

1.a Institutional Profile: Accreditation status, curriculum programs offered, performance, number of buildings, number of classrooms; equipment used by faculty members in teaching, number of students, number of books.

Table 1.a The Institutional Profile

NLPSC CTE Inst'l Profile	Data
1. Accreditation status	BEEd- Level II BSE- Level II
2. Curriculum Programs Offered	BEEd BSE
3. LET Performance	Institutional and National Performance BEED- 54.79% Vs 31.34% BSE 58.88 Vs 39.68%
4. Number Of Buildings Used	1 Main Building Used 1 Old Admin. Building 2 Shared Building Used for classroom (Laboratory, Gymnasium) Total: four (4) buildings used
5. Number of classrooms Used	14 classrooms
6. Equipment Used	2 LED Projector 1 LED Projector Screen 2 Laptop units 4 desktop units (Offices) 5 desktops (for Ed. Tech) 2 printers 3 AC Units 1 stove (Oven) 3 steel cabinets 1 portable sound system 1 set CCTV Camera (Wireless) 12 TV Wall Mounted Sets 21 Ceiling fans

	<p>20 Faculty Tables and Chairs 500 Students Chairs</p> <p>Total: 77 assorted equipment</p>
7. Number of Students (4 th Year, S.Y. 2018-2019)	<p>BEEd- 54 BSE - 69</p> <p>Total: 123 students</p>
8. Number of Books	<p>Professional Books – Titles: 657 Volumes 1,666</p> <p>Gen. Education Books Titles: 1,101 2,958</p> <p>Overall Total of Books 1,755 Overall Total Volumes 4, 624</p>
9. Practices of NLPSC-TEI (Given to TEI faculty and students development)	<p>A. Practices for Faculty Development</p> <ol style="list-style-type: none"> 1. CTE Orientation Program (College Wide); 2. CHED Scholarship Program to TEI faculty; 3. Encouraged and allowing faculty members to attend relevant seminars-trainings (local/institutional, Regional, National and International Level); 4. Encouraged faculty members to present papers or as resource person in local/institutional, Regional, National and International forum. 5. Encouraged to conduct, complete, present and published researches in international refereed journal preferably under Scupos, Thomsons Reuters and Elsevier; 6. Encouraged to plan, conduct relevant extension services /programs to our stakeholders; 7. Encouraged to participate in the Brigada Eskwela; 8. Encouraged to have community

	<p>outreach;</p> <p>9. Encouraged to participate in DRRMC;</p> <p>10. Encouraged to engage in the wellness program.</p> <p>B. Practices of CTE for Students Development</p> <p>1. Orientation Program</p> <p>2. Organizing Students Mandated Organization;</p> <p>3. Encouraged Students for the Student- Government seat;</p> <p>4. Orientation given by program heads before deployment for FS students to DEPED;</p> <p>5. Allowing Students to participate in the Linggo ng Wika;</p> <p>6. Allowing Students to participate to join in Statistics Month;</p> <p>7. Allowing Students to participate to join in the leadership training;</p> <p>8. Faculty conducts promo bono review of graduating students;</p> <p>9. Faculty gives moral support to students who are graduates and reviewing for the LET by visiting them before their examinations</p>
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From table 1.a the following results were revealed:

The **Institutional Profile** along Accreditation Status, Curriculum Programs Offered, LET Performance, Number of Buildings, Number of Classrooms; Equipment Used by Faculty Members In Teaching, Number Of Students, Number Of Books in S.Y 2018-19;

The North Luzon Philippines State College (NLPSC)-College of Teacher Education with the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education were accredited to Level II by Accrediting Agencies of Colleges and Universities of the Philippines (AACUP) in 2016, and it will be expiring on September 2021. These two programs were offered since the beginning from the University of Northern Philippines (UNP) to NLPSC;

The Institutional performance of the Bachelor of Elementary Education is 54.79 percent while the National passing is 31.34 percent; the Bachelor of Secondary Education performance is 58.88 percent while the National passing is 39.68 percent;

The College of Teacher Education is using one (1) whole two-story main building, one (1) old single-story building, two (2) shared building (Laboratory and the Gymnasium) used for classrooms in sciences and physical education. It is quite enough to cater the minimal number of students for this time;

The College of Teacher Education is using the following: two (2) LED Projector, one (1) LED Projector Screen, two (2) Lap tops, four (4) desk tops (Offices), five (5) desktops (for Educational Technical), two (2) printers, three (3) AC Units, one (1) stove (Oven), three (3) steel cabinets, one (1) portable sound system, one (1) set CCTV Camera (Wireless), twelve (12) TV Wall Mounted Sets, 21 Ceiling fans, 20 Faculty Tables and Chairs, 500 Students Chairs. A total OF 77 assorted equipment;

There were 56 Bachelor of Elementary Education and 50 Bachelor of Secondary Education or a total of 106 fourth year students at that time (4th Year, S.Y. 2018-2019);

The institution has Professional Books 657 titles with 1666 volumes; while the General Education Books has 1101 titles with 2958 volumes with an overall total of 1758 titles and 4624 volumes.

The practices of the Teacher Education Institution (TEI):

1. **Along faculty development:** CTE Orientation Program (College Wide); CHED Scholarship Program to CTE faculty; encourage and allowing faculty members to attend relevant seminars-trainings (local/institutional, Regional, National and International Level); encourage and allowing faculty members to present papers or as resource person in local/institutional, regional, national and international forum; encourage to conduct, complete, present and published researches in international refereed journal preferably under Scopus, Thomsons Reuters and Elsevier; encourage to plan, conduct relevant extension services/programs to our stakeholders; encourage to participate in the Brigada Eskwela; and encouraged to engage in the wellness program.

2. **Along Students Development:** Orientation Program (College Wide; Organizing TESO (Students Mandated Organization); Encouraged Students for the Student-Government seat; Orientation given by program heads before deployment of FS students to DEPED; allowing Students to participate in the Linggo ng Wika; allowing Students to participate to join in Statistics Month; allowing Students to participate to join in the leadership training; CTE faculty conducts promo bono review of graduating CTE students; CTE faculty gives moral support to students who are graduates and reviewing for the LET by visiting them before their examinations.

1.b The **Personnel Profile** along Educational Qualification, Present Academic Rank, Number of Years in Teaching, Number of Years as Supervisor, Other Designations, Number of Relevant Seminars/Training, Competence Level.

Table 1.b The NLPSC CTE Personnel Profile

CTE Personnel Profile	Frequency (f)	Percentage (%)
1. Educational Qualification		
With MA Units	4	17.35
MA degree holders	10	43.50
With doctorate units	3	13.00
Ph.D / Ed.D.	6	26.10
Total	23	100.00
2. Present Academic Rank		
Instructors I	14	60.85

Instructors 3	1	4.35
Asst. Professors 2	1	4.35
Asst. Professors 3	1	4.35
Asst. Professors 4	1	4.35
Asso. Professors 1	2	8.70
Asso. Professors 2	1	4.35
Asso. Professors 5	1	4.35
Professor 3	1	4.35
Total	23	100.00
3. Number of Years In Teaching		
Did not answer or not applicable	2	8.70
1-5	5	21.70
6-10	4	17.40
11-15	1	4.30
16-20	4	17.40
20-25	3	13.00
26-30	4	13.00
31 and above	1	4.30
Total	23	100.00
4. Number of Years as Supervisor		
Did not answer or not applicable	13	56.5
1-5 years	3	13.0
6-10 years	4	17.40
16-20 years	2	8.70
21-25 years	1	4.30
Total	23	100.00
5. Designations		
Dean, Former Director for Admin. And Finance Services	1	4.30
Fomer Director fo Acad. Affairs, Former Dean, CTE	1	4.30
Program Chair, BSE and Former Director for Research	1	4.30
Program Chair, BEED	1	4.30
Program Chair, BCAEd	1	4.30
Director for Student Programs and Services	1	4.30
Director for NSTP	1	4.30
Head, Sports	1	4.30
College Statistician	1	4.30
UDC and TESO Adviser	1	4.30

Director for Culture and Arts	1	4.30
k-12 Focal Person	1	4.30
Do not have designations	11	47.83
Total	23	100.00
6. Number of Relevant Seminars/Training		
6.1 Inst'l/Reg'l Level	12	52.17
None	11	47.83
Total	23	100.00
6.1 National Level	14	60.87
None	9	39.13
Total	23	100.00
6.1 International Level	13	53.52
None	10	43.48
Total	23	100.00
7. Competence Level		
Outstanding	1	4.30
Very satisfactory	22	95.70
Total	23	100.00

From table 1.b results reveals the following:

There were four or 17.35 who were TEIs faculty with MA units; 10 or 43.50 percent were MA degree holders; three or 13.00 percent were with doctorate units; six or 26.10 percent were PhD./ Ed.D. degree holders.

There were 14 or 60.85 percent Instructor I; one or 4.35 percent was Instructor III; one or 4.35 percent was Assistant Professor 2; one or 4.35 percent was Assistant Professor 3; one or 4.35 percent was Assistant Professor 2 respectively; two or 8.70 was Associate. Professors 1; one or 4.35 percent was Associate Professor 2; one or 4.35 percent was Associate Professor 5 respectively; and one or 4.35 percent was Professor 3.

There is only one or 4.30 was on 31 years and above in service; five or 21.70 percent serves within 1 to 5 years; four or 17.40 percent were within 26 to 30 years; four or 17.40 percent were within 11 to 15 years; four or 17.40 percent were within six to 10 years; three or 13.00 percent were within 20 to 25 years; and one or 4.30 percent was within 11 to 15 years in service.

There were three or 13.0 percent experienced supervisory from 1-5 years; four or 17.40 percent experienced supervisory from 6-10 years; two or 8.70 percent experienced supervisory from 16-20 years; and one or 4.30 percent experienced supervisory from 21-25 years.

There were 11 or 47.83 percent do not have designations; the rest of the majority of the faculty experienced and were designated with the following: Dean, CTE Former Director for Admin. And Finance; Fomer Director fo Acad. Affairs and former Dean, CTE; Program Chair, BSE and Former Director for Research; Program Chair, BEED; Program Chair, BCAEd; Director for Student Programs and Services; Director for NSTP; Head, Sports; College Statistician; UDC and TESO Adviser; Director for Culture and Arts; k-12 Focal Person.

There were 11 or 47.83 percent who have training within the Institutional /Regional level; 14 or 60.87 percent were in the National Level; and 13 or 53.52 percent attended International level. It implies that majority of the faculty members were equipped with relevant seminars and training in the local or institutional, regional and as well as in the national level.

There were 22 or 95.70 percent faculty members who were described as “Very Satisfactory”; and one or 4.30 percent was described as “outstanding” based from their Individual Performance Common Rating (IPCR).

Problem 2. What is the mean level of the **process indicators** along the following terms: Methods of Teaching, and Inventory of Teaching Practices Used by their instructors?

Table 2.1 The Mean Level of the Methods of Teaching

Methods of Teaching Used	Mean	DL
1. Inductive Method. (This method in reality is a discovery method. Through inductive procedure, one may arrive ad a fact, principle, truth or generalization. A lesson that utilizes inductive calls attention to distinct but related details that lead to the formation of a conclusion, a definition a rule, a principle. From specific to general).	3.95	Often
2. Deductive Method. (Just the reverse of inductive method).	4.09	Often
3. Study type Method. (This method is similar to inductive method, except that only one case is to be studied).	3.40	Sometimes
4. Problem Method. (This method is purposely for solving problems, an activity that will remove the problem).	3.60	Often
5. Project Method. (This is similar to problem method; the difference is problem method is ended in mental solution while project method is more o concrete solution).	3.60	Often
6. Laboratory Method Used. (This method is dealing with firsthand experiences regarding materials or facts obtained from investigation or experimentation; usually planned for individual and less satisfactory in group).	3.04	Sometimes
7. Demonstration Method. (This method is showing or displaying type of a lesson).	4.00	Often
8. Expository Method. (This is closely akin to showing or	4.00	Often

telling, it is explaining or interpreting).		
9. Unit Method/Morrison Technique. (This method is often used in the teaching of geography, history, government and economics).	3.40	Sometimes
10. Lecture Method. (This method is more on exposition while telling is more on narration).	4.20	Often

Legend:

- 3.41-4.2 - Often (O)
- 0
- 2.61-3.4 - Sometimes (S)
- 0

Results shows in table 2.1 the mean level of the **methods of teaching** as one of the process of indicators. The Inductive, Deductive, Problem, Project, Laboratory, Demonstration, Lecture Method has a computed mean of 3.95, 4.09, 3.60, 3.60, 4.00, 4.00, 4.20 respectively with a described level of “often” used; and Study type Method, Laboratory Method Used, Unit Method/Morrison Technique has a computed mean of 3.40, 3.04, and 3.40 respectively with a described level of “sometimes” used. However, the lecture method appeared to have the highest mean which was described as “often” used by the faculty members.

Table 2.2 The Mean Level of the Inventory of Teaching Practices

Teaching Strategies	Mean	DL
1. The students are responsible to their own learning experience.	4.00	Often
2. The students are actively engaged in initiating experience.	3.82	Often
3. The students are actively engaged in asking questions all throughout the class time.	3.73	Often
4. The students are actively engaged in suggestions activities throughout the class time.	3.82	Often
5. The students are actively engaged in implementing activities throughout the class time.	3.78	Often
6. The students are actively engaged in experiences (Physical or mental) activities throughout the class time.	3.87	Often

7. The students uses novelty to motivate learning.	3.52	Often
8. The students uses newness to motivate learning.	3.47	Often
9. The teacher uses discrepancy to motivate learning.	3.70	Often
10. The teacher uses curiosity to innovate learning.	4.08	Often
11. The teacher does not depend on books for class experiences.	3.86	Often
12. The teacher and the students adapt content material.	4.13	Often
13. The teacher and the students develop content material.	3.90	Often
14. The class time focusses on activities that relate to student understanding of concepts.	4.09	Often
15. The student relevance is focus on your lessons.	4.09	Often
16. The students have opportunity to experience the relationship concept to their lives.	3.95	Often
17. During the lesson the teacher appropriately varies methods to facilitate student conceptual understanding i.e log reports, discussions, brainstorming, experiments, etc.	4.08	Often
18. The teacher moves students through cognitive levels to reach higher order thinking skills.	4.04	Often
19. The teacher integrates content and process skills during a class time.	4.08	Often
20. The teacher allows students to establish concepts from evidence gathered during a lesson.	3.91	Often
21. As a student misperception become apparent, the teacher facilitates: student efforts to resolve misperceptions, i.e. gathering evidence facilitating discussions with or among students.	3.95	Often

22. The students are motivated to gather evidence to resolve their misperceptions.	4.00	Often
23. The teacher has good interpersonal relations with students.	4.40	Almost Always
24. The teacher has an awareness of her students understanding content and modify her lessons when necessary.	4.21	Almost Always
25. The teacher uses examples (models or patterns) that are accurate or relevant.	4.39	Almost Always
26. The teacher uses metaphors (figures of speech in which an object is likened to another) that are unique, accurate and relevant.	3.91	Often
27. The teacher integrates concepts, generalization and skills coherently.	4.26	Almost Always
28. The class experiences have an appropriate balance between depth and breadth.	4.13	Often
29. The teacher accurately presents the information in her lessons.	4.17	Often
30. The teacher-student learning experience is a partnership.	4.36	Almost Always

Legend:

4.21-5:00 - Almost Always (AA)

Results shows in table 2.2 the following: The teacher has good interpersonal relations with students, has an awareness of her students understanding content and modify her lessons when necessary, uses examples (models or patterns) that are accurate or relevant, integrates concepts, generalization and skills coherently are with a computed mean of 4.40, 4.21, 4.39, 4.26 and 4.36 respectively or leveled “Almost Always”. All of the other items were described as “Often” practiced by the teachers. Item number 23 has the highest mean a mean of 4.40 or leveled as “**Almost Always**” stating that “The teacher has good interpersonal relations with students”.

Table 2.3 The Summary of Mean Level of the Process Indicators

PROCESS INDICATORS (INSTRUCTION STRATEGIES USED)	Overall Mean	DL
1. Methods of Teaching Used	3.75	Often
2. Inventory of Teaching 3.41-4.20 - Often (O)	3.99	Often

Results shows in table 2.2 the following: The teacher has good interpersonal Practices Used		
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Legend:

3.41-4.20 - Often (O)

The table presents the summary of mean level of the **process indicators:** the methods of teaching with a computed over all mean of 3.75 or leveled as **“often”**; and inventory of teaching practices used by instructors with a computed over all mean of 3.99 or leveled as **“often”** used or practice by the teachers.

Problem 3. What is the average level of the Field Study Teaching Performance and LET Performance as output indicators?

Table 3. The Average level of the Student-Teaching Performance

PROCESS INDICATORS	Overall Average	DL
Field Study-Student Teaching Performance (FS-STP)	93.44	VG
Licensure Examination for Teachers (LET)	75.82	P

Legend: FS-STP 85-93 % - Very Good (VG)
LET 75 - Passing (P)

Results shows the average of 93.44 percent or “Very Good” level in their FSTP and 75 percent average in their LET performance.

Table 4. The Relationship of the Personnel Profile

A. Personnel Profile	TAT	Field Study	LET
Educational Attainment	.282	.393	.186
Academic Rank	.039	.138	.059
Years in Teaching	.269	-.334	-.082
Years as supervisor	.365	-.111	.336
Relevant Sem / trngs			
1. Inst'l /Reg'l	-.047	-.165	-.045
2. National	.049	-.211	.055
3. International	.088	-.142	-.124
Competence Level	-.586**	.478*	-.514*

Legend: *correlation is significant at the .05 level
** correlation is significant at the .01 level

Results shows there is significant relationships of the **Personnel Profile** (Competence Level) to the TAT Performance of the students with-.586**; to Field Study (Teaching Performance) with .478*; and to LET Board Performance with -.514*.

Problem 5. Is there a significant relationship of the Teachers Aptitude Test (TAT) as process indicators to the Field Study Teaching Performance (FSTP) and Licensure Examination for Teachers (LET) performances as output indicators?

Table 5. The significant relationship of the TAT to FS-STP and LET

Correlation	Field Study Student Teaching (FS-STP) Performance	Licensure Examination for Teachers (LET) Performance
TAT	-.166	.293**

Legend: ** significant at the 0.01 level

Result shows that there was **no** significant relationship of the TAT performance and Field Study Teaching Performance of the students with a computed value of $-.166$; however, there was a **significant relationship** of the TAT performance and the LET performance of the students $.293^{**}$ level of significance at 0.01.

Findings and Conclusions

Based on the gathered data, the following findings and conclusions are drawn:

On the NLPSC-TEI Institutional Profile during the School Year 2018-2019

1. The North Luzon Philippines State College (NLPSC-TEI) with the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education were accredited to level II by Accrediting Agencies of Colleges and Universities of the Philippines (AACUP) in 2016 and it will be expiring in September 2021. These two programs were offered since the beginning of the college from the University of Northern Philippines (UNP) to NLPSC.

Just for an update: two (2) new curriculum programs the Bachelor of Culture and Arts Education (BCAEd) was opened in the S.Y.2018-2019 and the Bachelor of Physical Education was just opened in S.Y. 2019-2020.

2. The NLPSC-TEI has a Higher Institutional passing percentage compared to the national passing percentage of the Licensure Examination for Teachers (LET).

3. The Teacher Education Institution is endowed with enough buildings, classrooms, and equipment to cater the minimal number of students for this time.

4. The Teacher Education Institution limits number of student-teachers enrolled in the TEI by accepting only those who passed in the screening process. If the second-year students failed to pass the TAT, then the student will be advised to take another curriculum program in other degree programs offered by NLPSC.

5. The best practices the Teacher Education Institution (TEI) (for faculty and student’s development) the following were revealed: First, is the offered scholarship program for the faculty members in order to advance their career; and number two is the giving free review classes conducted by the faculty members to the graduating students; and third, is the giving of physical presence of the Teacher Education faculty to the student-teachers during the time they are about to start the licensure board examination.

On the other hand, the researcher went through the benchmarking activities with official coordination to the Presidents and the Deans of the Teacher Education Institutions of Ilocos Polytechnic State College (ISPSC) and the University of Northern Philippines (UNP) respectively. He found out that both Teacher Education Institutions (TEIs) of the above-mentioned schools established a linked with the private entity external review centers under a Memorandum of Agreement (MOA) wherein the external review centers offered to operate and conducts review classes/activities inside the university with fees. The income from this engagement turned out or considered as Income Generating Program (IGP) of the TEI.

On the NLPSC-TEI Personnel Profile during the School Year 2018-2019

1. The TEI faculty members exhibit advancement as they continue their doctorate degree programs.
 2. It appeared faculty members were inspired as promotion is evince in their academic ranks as they continue their education and professional development.
 3. The faculty members displayed the impression to have respectable experiences in teaching as they continue to work in the academe.
 4. Many faculty members observed that many of them have experiences as supervisors in the academe.
 5. Majority of the faculty members assumed administrative functions or designations.
 6. Majority of the faculty members were fortified with relevant seminars and training in the local or institutional, regional and as well as in the national level.
 7. Almost all the faculty members were described as “Very Satisfactory”; and one was described as “outstanding” and competent based from their Individual Performance Common Rating (IPCR).
- C. The mean level of the process indicators along the Methods Used by the faculty members appeared that the lecture method has the highest mean which means this type is frequently used by the faculty members. The Inventory of Teaching Practices Used by Instructors as the Process Indicators revealed that “The teacher has good interpersonal relations with students”, this implies a good partnership creating a good atmosphere of teaching-learning process.
- D. The average level of the Field Study Teaching Performance (FS-STP) was “very good” while in their LET Performance is just an “average”. The FS-STP is not a prognostic variable in LET performance of the student-teachers.
- E. When taken singly to evaluate the quality of instruction it appeared that the competency level of the Personnel Profile is a significant factor that influences the Teacher Aptitude Test (TAT), Field Study Teaching Performance (FS-STP) and the Licensure Examination for Teachers (LET) board performance of the TEI student-teachers.
- F. The significant relationship of the Teachers Aptitude Test (TAT) as process indicators to the Field Study Teaching Performance (FS-STP) and Licensure Examination for Teachers (LET) performance as output indicators came out significant. That means the Teacher Aptitude Test (TAT) is the only factor that can forecasts greater chances in the Licensure Examination for Teachers (LET) performance of the student-teachers.

Recommendations

Based from the findings and conclusions the following are recommended:

A. For Input Indicators:

1. For the Institutional Profile:
 - 1.1 Seek for a higher level of AACUP accreditation;

1.2 Aim to continue for higher passing percentage in the LET.

To do this:

- Continue to give free review classes to students;
- Tie up with review centers by providing space;

1.3 Purchase in order to provide the buildings properly with the state-of-the-art technology, for Field Study class demonstration, conferences, theater arts and other functions.

To do this:

- Make a good proposal for Program and Projects for Procurement (PPP) of equipment like folded divider for smaller groups, motorized screen projector, built-in sound system, consider also air-conditioning units to be purchased.

1.4 Purchase new equipment like motorized projector to be place in each classroom, laptops to be provided to all faculty members, etc.

1.5 Purchase additional books per programs, there is a need to add and update books.

1.6 Since the absorptive physical capacity of the CTE is beginning to increase. The CTE could start adding **new curriculum** programs in the future but also consider the opening of additional plantilla positions for faculty.

1.7 Continue the best practices revealed in this study like the giving of review; but for purposes of IGP it is also good to have MOA with external review centers because it is not all the time that we can give free (promo bono) review; and at the same time continue benchmarking to Center of Excellence (COE) universities like PNU and other SUCs for the College of Teacher Education.

2. For the personnel profile

2.1 Continue to encourage faculty members for educational and professional advancement in their own field of specialization by providing continues scholarships and relevant training;

2.2 Continue to motivate and help them aim for outstanding or excellence by recommending and giving of awards using the awards mechanism of the college.

B. For the Process and Output Indicators:

There is a need to continue the testing services of the Student Affairs Office by giving the **TAT** to incoming 2nd year students of the CTE. If possible, the higher the passing mark the **TAT** is, means greater chances of the student-teachers in the **LET** Board Examination. Since, it was found out that there was a significant relationship in between the **TAT** and the **LET** performance.

C. A follow-up study relevant to the quality of instruction of the CTE will again be studied to look into the coping mechanisms during the **covid** 19 pandemic considering the “no face to face, synchronous and asynchronous classes” policies of the HEIs of the government.

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Journal of Scientific and Research Publications, Volume 6, Issue 6, June 2016461ISSN 2250-3153
www.ijsrp.org