



Full Length Research Article

**COLLEGE OF TEACHER EDUCATION IN THE BATANGAS STATE UNIVERSITY SYSTEM:
EXPECTATIONS AND NEWAGENDA**

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ABSTRACT

The study attempted to come up with expectations and new agenda that would accelerate the growth of the College of Teacher Education in Batangas State University (BSU) System. This study described the CTE' sphilosophy/vision/mission, organizational structure, faculty qualification and admission and retention policies. The respondents assessed and compared the components of the teacher education program as to its curriculum and instruction, personal and professional qualities of faculty, student, research and community extension services. Student teaching activities and marketing strategies were also assessed. Descriptive research design was used with questionnaire, documentary analysis, and interview as tools. Administrators, faculty, students, principals, cooperating teachers, and student teachers were the respondents. The findings revealed that the philosophy of the college projected and conformed with the vision and mission of the University and the admission and retention policies were based from CHED Memoranda on revised policies and standards. Administrators, faculty and student- respondents assessed that the components of teacher education as to curriculum and instruction, personal and professional qualities of faculty, student services, and research and community extension services were implemented to a great extent. The three groups of respondents differed in their assessments regarding curriculum, personal qualities, and research. Student – teaching activities were undertaken to a great extent. A new agenda was formulated to accelerate the growth of teacher education program.

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INTRODUCTION

Quality education is a vital formation to achieve economic and social progress especially at the start of the 21st century because of the pressure of global competitiveness. With the challenge of global competitiveness, pursuit of excellence in the educational programs among institutions of higher learning has become part of the agenda through the years of the administration in their respective institution. The agenda address educational reforms, issues and concerns and help them cope with innovations in information technology and rapid international communication. The Commission on Higher Education (CHED) addresses the development issues and challenges, through improvement of the quality and international comparability of programs in higher education institutions; the quality of students entering the higher

education institutions; the performance and employability of graduates; and of the responsiveness of higher education programs to labor market demands and national development needs (Rosas, 2004). Tertiary education has always been an important priority in the public agenda. It is considered as repository and defender of culture, an agent of change in this culture, an engine for national economic growth and an instrument for the realization of collective aspirations. Johnstone (2000) noted that the modern world of tertiary education whether public or privately owned is undergoing enormous educational reforms. Among these are the demand for greater accountability on the part of the institutions and faculty, and on behalf of students, employers, and the demand for greater quality and efficiency – more rigor, relevance and learning. CHEDs' ability to reform the higher education system may enhance the restructuring and capacity building of institutions working on reforms. These reforms are urgently needed to address the low quality and pervasive inefficiency in higher education so that the Philippines can regain its status as one of Asia's leading education centers and remain competitive in a globalized world.

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As stated in CHED Memorandum Order No. 30. Series 2004, quality pre-service teacher education is a key factor in attaining quality education in the Philippines. The quality of pre-service training greatly depends upon the teachers who are properly prepared to undertake the various important roles and functions of the teaching profession. Indeed, these emphasize that the higher educational system recognizes that the two most essential factors of the teacher education enterprise are the teacher and the learners. The emphatic declaration on quality teachers in the teaching profession suggests that it is imperative that the redesign of teaching and learning for all levels of education is a must and the educational system should be staffed with professionals who have the competence to deliver quality teaching to achieve the desirable high standard out-put. Evidently, Teacher Education Institutions (TEIs) will definitely occupy a center stage in producing future teachers equipped with knowledge, skills and values, adequately prepared through quality pre-service programs and continually motivated to grow while in the service. The researcher who has been teaching in the College for a decade and also a graduate of the University became interested to assess the teacher education program in the different campuses of the University. From it, the challenge of developing new agenda, new direction and expectations of the global community can be met by the management of the CTE.

MATERIALS AND METHODS

The study made use of descriptive research design with the use of questionnaires, documentary analysis, and interview as research tools to gather important data. There were two groups of respondents used in the study. The first group was 188 respondents broken down into 10 administrators, 68 faculty members and 110 fourth year students from different campuses of Batangas State University which offer Teacher Education courses. The second group of participants was composed of 115 student-teachers, 41 school heads and 363 cooperating teachers from the different cooperating schools of Batangas State University who have served the University as cooperating teachers during the five year period covered of the study. No sampling was used in the two groups of participants since the number is still manageable.

RESULTS AND DISCUSSIONS

Based from the data gathered, the following findings were revealed.

Description of the College of Teacher Education

Philosophy/Vision/Mission

The philosophy of the College is in consonance with the vision and mission of the University and it projects an image of a future teacher who is prepared to share knowledge and skills acquired and possess positive personal and professional qualities. CTE students are also expected to connect or relate their experiences especially in the real world of teaching. From their acquired learning, they can explore connections or relationships of all accessible experience as exhaustively and comprehensively as possible.

Every stakeholder in the CTE is guided by such philosophy to be able to be responsive to the demands of a rapidly changing society and to the challenge of global competitiveness. The College has a teaching force composed of committed and dedicated faculty who have to be flexible and creative to cope with changes, a curriculum that implements the changes as cited in the CHED revised policies and standards, diligent and hardworking students, and facilities and resources which are available for use by faculty and students.

Organizational structure

The organizational structure of the College of Teacher Education is considered a line and staff authority. The Dean is under the Vice President for Academic Affairs (VPAA) and the University President. All the activities in the College must be approved by the VPAA. But the Dean directs and controls the activities in the different satellite campuses which is supervised and administered by an Associate Dean. Both the Dean and Associate Deans are designated by the University President. As shown in the figure, the chart also reflects the range of different tasks within the organization. It includes the tasks, subdivisions, levels of management, and lines of authority. Line authority belongs to the Dean who have the right to direct and control the activities of subordinates (faculty and students) who perform tasks essential to achieving organizational goals. Line authority thus flows down the organizational set-up through the primary chain of command. In contrast, those with staff authority support line functions through giving of advice, recommendations, research, extension, and other specialized services.

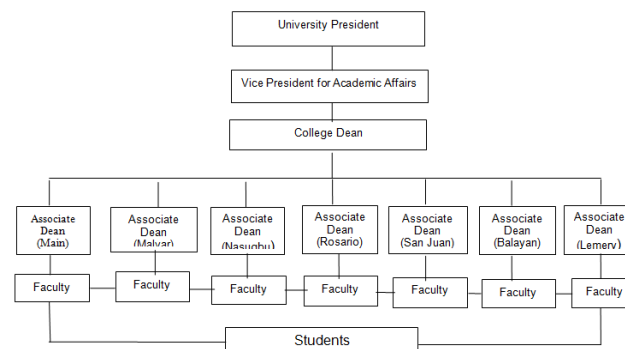


Figure 1. Organizational structure

Faculty qualifications: Out of 68 CTE faculty members, 55 of them were PBET/LET passers. Forty six instructors/professors were education graduates. There were 33 mentors with MA units and four professors were doctorate degree holders.

Admission and retention policies: The admission and retention requirements in the College of Teacher Education in all campuses were based on CHED Memorandum No. 52, series of 2007, as cited in Article II, Section 7, Admission and Retention Requirements. Every first year college applicant in the College of Teacher Education should have passed the BSU Admission Test given on a scheduled date. The applicant is notified if he/she passed the examination and advised to report to the CTE Enrolment Committee on a specified date given by the Testing Admission Office (TAO).

Table 1. College of Teacher Education Faculty by Campus

Campus	No. of Faculty	PBET/ LET Passer	Undergraduate Preparation				Educational Attainment			
			Education	Non-Edu.	w/out MA Units	w/MA Units	MA Graduate	w/Ed.D/ Ph.D Units	Ph.D/ Ed.D Graduate	
Main	19	17	16	3	1	5	2	8	3	
Malvar	13	12	12	0	2	4	2	5	-	
Nasugbu	21	19	12	9	2	14	3	1	1	
Rosario	4	3	1	3	-	3	1	-	-	
San Juan	5	1	0	5	1	3	1	-	-	
Balayan	4	2	4	0	-	2	2	-	-	
Lemery	2	1	1	1	-	2	-	-	-	
Total	68	55	46	21	6	33	11	14	4	

Table 2. Comparison of the Assessments of the Three Groups of Respondents

Components	F _c	Decision H ₀	Interpretation
1. Curriculum	4.0336	Reject	Significant
2. Instruction	0.2277	Accept	Not Significant
3. Personal Qualities	4.8962	Reject	Significant
4. Professional Characteristics	2.3346	Accept	Not Significant
5. Student Services	1.8784	Accept	Not Significant
6. Research Unit	3.3914	Reject	Significant
7. Extension Service Unit	1.963	Accept	Not Significant

df_A = 2 df_w = 185 F_t = 3.045

Table 3. Scheffe' Table of Significant Differences

Group Pairings	Computed Scheffe' Value	Decision H ₀	Interpretation
Curriculum			
Administrators and Faculty	4.27	Reject	Significant
Faculty and Students	5.04	Reject	Significant
Personal Qualities			
Administrators and Students	3.819	Reject	Significant
Faculty and Students	3.949	Reject	Significant
Research Unit			
Administrators and Students	3.865	Reject	Significant
Faculty and Students	3.475	Reject	Significant

Scheffe' tabular value = 2.468

The student applicant is also advised to bring the original copy of the report card, certification of good moral character, certified photocopy of NSO birth certificate and chest x-ray result. These requirements are in consonance with Article II, Section 7 of CHED Memorandum No. 52 s. 2007. The same requirements are required for transferees but additional honorable dismissal and transcript of records from the college/university where the student previously enrolled, first certified by the College/University Registrar is also needed. Upon the admission of the student in the University, he/she is going to sign a Pledge that he/she would abide with the University policies and requirements.

As to retention policies and rules, a student can stay in the CTE if he has no failing grades. Failure in nine units of academic subjects will have the student placed on probationary status. Failure in the same subject will mean non-readmission in the program, however, the student may be admitted to other programs of the University provided he qualifies for the program. Any student who has accumulated 18 units of failure in academic subjects at the end of any school year is ineligible to enroll in the next semester/term. However, if the accumulated units are in his higher year of studies i.e 4th-5th year courses and 3rd -4th year courses, he

may be allowed to re-enroll in the following semester/term upon submission of an approved program of studies from the University President thru channels. Should a student fail in a subject but re-enrolls it and receives a grade of 2.50 or higher during the latter semester/term, the original failure will not be counted in the accumulation of the number of subjects and units failed. For students of good standing who dropped out (INACTIVE) in the previous semester/term, they need to apply in writing for readmission to the Dean/Director for Academic Affairs. The criteria for readmission shall be based on scholastic records and department. The decision of the Dean/ Director for Academic Affairs will be released before the close of the registration period. Any student who deliberately refuses to obey all rules and regulations prescribed by the University shall be disqualified for readmission. The foregoing policies are clear indication that the College of Teacher Education of Batangas State University has a systematic admission and retention policies which conform with CHED Memorandum No. 52 s., 2007 in Article II, Section 7, which states that all teacher education institutions must have a system of selective admission and retention of students to ensure that those who enter the teaching profession possess a reasonably high level of scholastic achievement and the appropriate aptitudes, interest, and personality traits.

Assessment of Administrators, Faculty and Students on the Components of Teacher Education Program

Curriculum

According to the administrators, the CTE curriculum meets the requirements and standards of CHED, Professional Regulation Commission (PRC), technical panels, professional organizations or societies and other related agencies and assessed to a very great extent and reflected in weighted mean of 3.50. Administrators know that the college has to follow CHED standards as the CHED is the governing body of tertiary institutions and it is from this agency where mandates on management of teaching institutions are derived. The average composite mean of 3.39 is an indication that the three groups of respondents have observed that the CTE curriculum was implemented to a great extent.

It appears that the college dean, other CTE officials and faculty members work together to fully implement the revised curriculum. It also shows that they comply with CHED Memorandum No. 52, s.2007. Since the curriculum is the heart of all educational systems, administrators should really work hard to prepare future teachers to be globally competitive. This finding conforms with Bago's (2001) statement that curriculum should provide rich learning experiences so that the learners may benefit adequately from the activities provided for their wholistic development.

Instruction

As to instruction, the administrators, faculty and student-respondents rated that CTE instruction provided students with a variety of learning task, thereby, increasing the knowledge and skills gained and acquired, and develop in students the necessary skills and attitudes in preparation to the actual field of work. This obtained an average weighted mean of 3.55 and interpreted to a very great extent. Least rated by them was that CTE instruction was enriched through computer-assisted instruction (CAI) and computer-assisted learning (CAL). It obtained an average weighted mean of 3.02, interpreted to a great extent.

Summing up, the average composite mean of 3.39 was an indication that the respondents assessed that CTE instruction was delivered to a great extent. Average composite mean was 3.39 reflecting that for the three groups of respondents the CTE instruction was delivered to a great extent. However, the college of teacher education of BSU should address the revealed weaknesses and find ways to remedy them. There is a need for the administrators to strategically devise ways on how to assist the faculty members specially in preparing instructional materials congruent to the methods and strategies they will use to prepare future teachers for instructional demands of the times.

This also means that the respondents were aware that different methods, strategies, approaches and techniques are needed to present, emphasize, and demonstrate a particular lesson. It is important that the students be exposed to varied methods, strategies and approaches so that they would not find it difficult to use them when they are in the field.

According to Ornstein (2000), instructional methods serve many purposes and can be used to greater advantage in the classrooms.

Personal qualities of faculty

The three groups of respondents revealed that the CTE faculty were respected to a very great extent by students and regarded as a role model as seen in average weighted mean of 3.54 and ranked first among eight items. Least in rank was that the CTE faculty members were tolerant to changes to a great extent. This had an average weighted mean of 3.36. The average composite mean of 3.48 showed the personal qualities of CTE instructors/professors were manifested to a great extent. Evidently, the two groups of respondents believed that the faculty members in the college possess positive personal quality and serve as good examples and role model for students. It could have been observed that CTE faculty act, behave, talk and dress within what is prescribed by the Code of Ethics for Professional Teachers. As Cruickshank and Haefele (2001) cited that good teachers must be respected for they directly influence their students.

Professional qualities of faculty

As to the professional characteristics, the respondents assessed that they attended seminars, trainings, and workshops related to education. It obtained an average weighted mean of 3.59 indicating attendance was to a very great extent and ranked first among 20 items. Least rated by them was on the creation of atmosphere of openness. This had average weighted mean of 3.27 indicating this was done to a great extent. Average composite mean was 3.43 which showed that the administrators, faculty, and students noted that majority of the CTE instructors/professors possessed the professional characteristics needed to prepare future teachers. This finding is similar to De Chavez's (2002) work which noted that the quality of education is largely dependent on the quality of teachers. Teachers' attitudes influence students' achievement, thus they are expected to serve as an inspiration to respond more effectively to the forces of change and improvement in education.

Student Services

First in rank was that the College had qualified faculty advisers for student organization. This had average weighted mean of 3.40 interpreted to a great extent. Least rated pertained to budget allocation provided for the implementation of the Student Service Program. This got an average weighted mean of 3.01 also interpreted to a great extent.

The average composite mean of 3.24 was an indication that the respondents were aware that student services in the college were provided to a great extent. Evidently, there is still a need to enhance its student services. This finding conforms with Medina's (2007) study which revealed that the college should conduct an intensive review of the functions and implemented policies of student services unit to ensure student satisfaction which is a key quality enhancement tool designed to improve the quality of student experiences in the institution.

Research unit

The average composite mean of 3.03 was an indication that the three groups of respondents assessed that research unit services were undertaken to a great extent. They rated that the faculty members conducted research study in line with their field of specialization with an average weighted mean of 3.30. This ranked first among 20 items and was interpreted to a great extent. Least in rank was that the research unit generated income from patents, licenses, and copyrights, and other research outputs. It obtained an average weighted mean of 2.69 and was interpreted to a great extent.

The average composite mean of 3.03 reveals that the three groups of respondents believed that the college research unit is functional to a great extent as the faculty and students conduct research relevant and significant to the College and the University. This finding conforms with the thrust of CHED that colleges and universities should meet the quality criteria for the three dimensions. Schools are compelled to improve and maximize their research capabilities by integrating research subjects in the curricular offerings and by pursuing research projects to attain the school's objectives.

Community extension service unit

As to the community extension service unit, all items were rated to be undertaken to a great extent. The three groups of respondents assessed that the extension activities complemented the curricular offering of the academic unit as affirmed in average weighted mean of 3.28 and ranked first among 12 items. Least rated was the conduct of re-planning activities based on feedback to improve delivery of extension service. It obtained an average weighted mean of 2.94. The average composite mean of 3.10 is an indication that the three groups of respondents have noted that the college extension service unit is functional to a great extent. It appears that the extension activities provided by the college complement its curricular offerings. However, there is a need to make a survey of the needs and problems as well as the resources of the community before an extension activity can be conducted or implemented. This finding is similar to Bigueja's (2004) study which revealed that the extension program of the university needed greater attention and emphasis and it should create and sustain collaborative partnership with the community and other institutions for fund sourcing, financing and technical support was an indication that administrators, faculty, and students assessed the College extension service unit's activities were undertaken to a great extent.

Comparison of the Assessments of the Three Groups of Respondents on the Components of Teacher Education Program

As shown in Table 2, the administrators, faculty and students had different assessments on the components of teacher education in terms of its curriculum, personal qualities, and research unit as shown in computed F-values ranging from 3.3914 to 4.8962 which were greater than the critical F-value of 3.045 at two degrees of freedom among, 185 degree of freedom within, and at .05 level of significance. This led to the rejection of the null hypothesis.

As presented in Table 3, with regard to the assessment on curriculum, the assessments of administrators and faculty differed as shown in computed Scheffe' value of 4.27 which was greater than the tabular value of Scheffe' at 2.468. This led to the rejection of the null hypothesis. The faculty and students also differed on their assessments regarding curriculum with a computed Scheffe' value of 5.04 which was greater than the critical value of Scheffe' at 2.468. This rejected the null hypothesis.

As to personal qualities, the administrators and students differed in their assessments as shown in computed Scheffe' value of 3.819 which was greater than the critical Scheffe' value of 2.468. This led to the rejection of the null hypothesis. Assessments on the research unit revealed differences on the administrators and students assessments as shown in computed Scheffe' value of 3.865 which was greater than the critical Scheffe' value of 2.468. The null hypothesis was then rejected. The faculty and students also differed in their assessments as shown in computed Scheffe' value of 3.475 which was greater than the Scheffe' tabular value of 2.468, thus, rejecting the null hypothesis.

Student Teaching Activities

As shown in Table 4, the respondents disclosed that the student teachers were exposed to actual teaching to enhance knowledge, skills and attitudes. This was interpreted to a very great extent with a weighted mean of 3.71 which ranked first. It appears that the school heads, cooperating teacher, and student teachers themselves noted that the actual work and responsibility of a teacher has been experienced by student teachers. Second in rank was that the student teachers were guided by cooperating teachers to instill self-motivation to become effective teachers. It obtained a weighted mean of 3.69 and interpreted to a very great extent. The respondents also disclosed that the student teachers were allowed to observe classes and different classroom situations for better teaching. This was interpreted to a very great extent with a weighted mean of 3.67, which ranked third among 20 items. Based on practice, it is really part of student teaching activities that in the first two weeks of training, student teachers devoted their time in observing their cooperating teacher in actual teaching, preparing the lessons and instructional materials, and learning classroom management. It is at this phase of student teaching that the student teachers also observe classroom structure, pupil/student arrangement and behavior, and other activities in the classroom.

Other items were rated to a very great extent by the respondents and were given weighted means ranging from 3.50 to 3.60. These were on experience in writing lesson plans, application of the different approaches to classroom management, short conferences before and after teaching with cooperating teachers, post conferences with cooperating teachers after series of actual teaching, opportunities for students to apply in actual situations, the learned theories, principles and techniques in professional education, orientation seminars before entry to student teaching, evaluation of student' performance, participation/involvement in the actual tasks of a teacher to internalize the essence of teaching.

Table 4. Student Teaching Activities

Student -Teaching Activities	Weighted Mean	Verbal Interpretation	Rank
<i>Student teachers are</i>			
1. given orientation seminars before entry to student teaching.	3.56	To a Very Great Extent	10
2. informed of schedules of conferences with cooperating teachers to student/pupil activities and problems related to classroom work.	3.50	To a Very Great Extent	13
3. allowed to observe classes and different classroom situations for better teaching.	3.67	To a Very Great Extent	3
4. exposed to the varied tasks of a teacher other than classroom teaching.	3.41	To a Great Extent	15
5. provided with tasks appropriate for personality development.	3.45	To a Great Extent	14
6. asked to manage the class to develop student teacher's self - confidence.	3.63	To a Very Great Extent	4
7. exposed to actual teaching to enhance knowledge, skills and attitudes.	3.71	To a Very Great Extent	1
8. guided by the cooperating teachers to instill self-motivation to become effective teachers.	3.69	To a Very Great Extent	2
9. given opportunities to apply in actual situations, the learned theories, principles and techniques in professional education.	3.59	To a Very Great Extent	7.5
10. assigned to work with learners in doing extra-curricular activities.	3.35	To a Great Extent	17
11. allowed to participate/ be involved in the actual tasks of a teacher internalize the essence of teaching.	3.54	To a Very Great Extent	12
12. trained to apply the different approaches to classroom management.	3.59	To a Very Great Extent	7.5
13. allowed to sit with the cooperating teachers for short conferences before and after teaching.	3.59	To a Very Great Extent	7.5
14. required to have post conferences with cooperating teachers after series of actual teaching.	3.59	To a Very Great Extent	7.5
15. trained in test constructions, analysis of items and interpretation of results.	3.39	To a Great Extent	16
16. given much experience in writing lesson plans.	3.60	To a Very Great Extent	5
17. trained on the proper way of evaluating student' s performance.	3.55	To a Very Great Extent	11
18. trained on the proper way of evaluating student' s performance.	3.02	To a Great Extent	20
19. acquainted with professional activities like teacher's meetings and PTCA meeting.	3.23	To a Great Extent	18
20. assigned to participate in school-wide activities to socialize with other teachers, principals and supervisor.	3.08	To a Great Extent	19
20. given the chance to meet parents and to promote and improve school-community relations.			
Composite Mean	3.49	To a Great Extent	

Table 5. Marketing Strategies

Marketing Strategies	Weighted Mean	Verbal Interpretation	Rank
1. Promotional Campaign	2.80	Viable	7
2. Scholarship Grant	3.26	Viable	2
3. Career Guidance and Counseling	3.32	Viable	1
4. Print Media	3.00	Viable	5
5. Non-Print Media	2.48	Moderately Viable	10
6. Accreditation Status	2.82	Viable	6
7. Mailing Invitation	3.03	Viable	3.5
8. Networking with Other Schools	2.64	Viable	8
9. Extension Services/Outreach Program	3.03	Viable	3.5
10. Incentives to Recruiters	2.61	Viable	9
Average Composite Mean	2.90	Viable	

Opportunities were also provided to student teachers on how to handle problems related to classroom work. Least rated by the respondents was that the student teachers were acquainted with professional activities like teacher's meeting and PTCA meeting. It obtained a weighted mean of 3.02 and interpreted to a great extent. The composite mean of 3.49 was an indication that the respondents were aware that the different student teaching activities were implemented to a great extent. The school head and cooperating teacher believed that they have exposed the student teachers to the varied tasks of a teacher from orientation to evaluation, inside the classroom and relationship with the parents and community. This finding is similar to Balignasay's (2002) study which revealed that the different student teaching activities were implemented to a great extent as perceived by school head and cooperating teachers. However, he recommended that the student teachers should be given more chance to practice inside the campus,

lessen their requirements so that they may concentrate on their internship and provide more workshops for lesson planning, teaching strategies and instructional materials preparation.

Marketing Strategies that May Be Employed to Improve Students' Profile in the College of Teacher Education

There were 10 marketing strategies offered to improve students' profile in CTE as presented in Table 5 and were found viable by the administrators, faculty, and students as shown in composite mean of 2.90. Topping the list was career guidance and counseling which gained a composite mean of 3.32 while least rated was the use of non-print media assessed to be moderately viable by the three groups of respondents as shown in weighted mean of 2.48. Summing up, the composite mean of 2.90 revealed that the different marketing strategies were viable to be employed to enhance or increase students'

enrolment in the College of Teacher Education. It appears that if these strategies can be adopted by the College, more high school graduates may be motivated to take up education. The college should also consider the eight P's model of integrated service management, as cited by Gronroos (2000). These eight P's are: product element, place and time, process, productivity and quality, people, promotion and education, physical evidence, and price or cost. This model is also applicable in marketing services for educational institutions.

Expectations and New Agenda Formulated toward Accelerating the Growth of Teacher Education Program

Six areas of concern namely curriculum and instruction, faculty development, student development, facilities development, research and development program and marketing were identified and used as bases for proposing a new agenda to accelerate the growth of teacher education program. It focused on priority areas where College of Teacher Education (CTE) of Batangas State University (BSU) system were found to be weak thus, must be given prime consideration. The expectations and new agenda in Teacher Education provide a detailed framework for enhancing BSU's teacher education programs. As focus of the agenda, trends, challenges and opportunities point to ICT revolution and globalization. It is stated that in basic education the decreasing quality of education is quite alarming. In addition to these are the lack of quality teachers, stiff competition among TEI's and decreasing enrolment in teacher education. BSU however, will face the challenges head-on, as it endeavors to set goals and commitment which are four-pronged.

Responsiveness and performance rest on four essential commitments of teacher leadership, which endeavors to fulfill: its commitment to quality and excellence; relevance and responsiveness; access and equity; and, efficiency and effectiveness. BSU, as socially responsible institution, needs to have some reforms through a new agenda thereby providing quality public education through teachers who are able to help students function effectively in an environment that is changing rapidly in many different ways. These agenda will help accelerate the growth of BSU system in general and CTE in particular. This new agenda are prepared as a complementary aid to the challenge of accelerating the growth of teacher education and to be more effective producers of globally competitive graduates. This becomes the key purpose for the conceptualization of these agenda. The Proposed Expectations and New Agenda for Teacher Education:

Curriculum and Instruction

- Promotion of ICT in teacher education
- Integration of ICT in the mode of instruction and curriculum
- Conceptualization of distance learning or modular program in teacher education
- Enhancement of collaborative and synergistic teaching
- Team teaching and seminar type of classroom situation

Faculty Development

- Involvement of CTE faculty in cross border academic programs

- Attendance in international education tours and conferences
- Pursuance of graduate education abroad to capture best practices in teacher training to be more effective producers of globally competitive graduates
- ICT training program intended for developing the proficiency in different tools for computer-aided instruction (CAI)
- Implementation of Performance Management System (PMS) for the college to establish a culture of performance and accountability and to assess the quality, quantity and timeliness of the accomplishments
- Faculty exchange program as a stepping stone toward enhancing the quality of instruction and continually update and upgrade teacher competencies
- Teacher education faculty members assigned in extension campuses must have undergraduate orientation and preparation in Education and must be professionally qualified by passing the LET

Student Development Programs

- International exposures of CTE students as an opportunity
- for experiential learning in the global educational setting
- Establishment of collaborative linkages with foreign schools
- Student exchange program as avenue towards
- understanding the educational system implemented in some other countries
- Implementation of Anti- Red Tape Act (ARTA) in response to the urgent need to establish an effective system that will eliminate red tape, graft and corruption practices, to improve the delivery of student services and to heighten global competitiveness

Facilities Development Program

- Assessment of current facilities, equipment, and resources vis-a-vis what is prescribed by CHED
- Assessment of sources of funds in order to procure the needed facilities, equipment, and resources
- Preparation of budget plan for the procurement of the needed facilities, materials, etc
- Gradual procurement of needed facilities, equipment, and supplies based on the need
- Generation of funds from external entities
- Creation of database on preventive maintenance of major facilities in the college

Research and Development Programs

- Provision of adequate and sustained allocation of budget for faculty researches
- Networking and strong research linkages with various regional and national agencies for possible funding of the faculty researches
- Coordinate with stake holders or other agencies for better and sustainable conduct of research
- Conduct training programs to enhance the research capability of the CTE faculty

Marketing

- Establishment of marketing center for the CTE who will be responsible in planning of new and effective marketing strategies to enhance enrollment in the college
- Establishment of strong linkages and partnership with other academic and non-academic institutions
- Intensified scholarship and students' services program
- Involvement of the university officials and faculty members in the conduct of advertisement of the teacher education courses

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