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# Towards the Preparation of Strategic Plan for Teacher Education Programs

Gerry S. Digo*

*Sorsogon State University, Sorsogon City, 4700 Philippines*

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**Abstract**

This paper presents the six-year strategic plan for the teacher education programs of a state college in the Province of Sorsogon, Philippines. Convergent mixed methods using content analysis and survey design which were triangulated with small group discussion were used. The survey was participated by 100 respondents identified through convenience sampling. The strategic planning and management process was adapted in the preparation of the plan. The highlights of this paper include the presentation of the key result areas for each objective of the teacher education programs, benchmark performance and performance targets, strengths, weaknesses, opportunities and threats, and the proposed strategies, programs, activities, tasks and resources. Program differentiation with other teacher education institutions was targeted through capacity development, curriculum leadership, productivity improvement, and quality management. Hence, a strategic plan for the teacher education programs was prepared that serves as a guide for the annual educational programming, implementation, and evaluation to transform the program as the Center of Excellence for Teacher Education by 2020. It is recommended that the annual performance reviews for the teacher education programs of the state college are conducted along with the benchmarks and targets established for the program in this strategic plan together with the implementation of the adjustments whenever necessary.

## Introduction

Strategic planning is necessary for the purposive development of teacher education institutions. Strategic planning benefits educational managers and leaders in solving major issues confronted by the institution (Ololube et al., 2016). Likewise, "a systemic approach can provide a much-needed framework to ensure that quality teaching is supported in all schools and classrooms" (Darling-Hammond, 2017). However, teachers may need to work on their lack of understanding on the importance of strategic management to be able to contribute effectively and efficiently during the planning, implementing, and evaluating of strategic plans (Yaakob et al., 2019). Hence, the relevance of strategic management as a useful tool of educational leaders is commensurate with the understanding of the process by teachers and other participants involved in the system.

The strategic journey of the teacher education programs towards quality and excellence is designed along the demands for internal efficiency, external



* Corresponding Author
e-mail: profgerrydigo@gmail.com

efficiency, and external effectiveness. Internal efficiency refers to the ratio of monetary outcomes to monetary inputs or how the overall use of money for schooling compares to other potential public and private uses (Lockheed, 1988). Likewise, external efficiency refers to the private and social benefits derived from investment in education (Patrinos & Psacharopoulos, 2002). Furthermore, external effectiveness refers to the relationship between non-monetary inputs and monetary outputs (Lockheed, 1988). It also refers to the capacity of a university program to satisfy labor market needs as indicated by the employment rate, the length of time lapse from date of graduation and employment, the actual usefulness of the qualifications for work undertaken, the degree to which graduates use the work skills they have acquired at university, and so on (Chiandotto & Bacci, 2007). The educational transformation that the programs undergo is a shared commitment and aspirations on providing quality pre-service teacher education for the benefit of the greater society.

For external consistency, this paper considers the standards on the professionalization of teachers, quality assurance, employability of graduates, and good citizenship to work on the social benefits derived from education. To professionalize the ranks of teacher education graduates, Republic Act (RA) No. 7836 requires the graduates of education courses to pass the Licensure Examination for Teachers (LET). The standards for undergraduate teacher education curriculum were provided by Commission on Higher Education (CHED) Memorandum Order (CMO) No. 30, s. 2004 and CMO No. 52 and CMO No. 56 s. 2007. Relative to RA No. 10533, CMO No. 20, s. 2013 was issued by CHED for the General Education Curriculum (GEC) that is common for all undergraduate students of higher education institutions. The issuance of new standards for the teacher education curriculums can be deduced from these developments. Likewise, Civil Service Commission Memorandum Circular (CSC MC) No. 10, s. 2012 sets *"master's degree in the area of specialization"* as the minimum education requirement for faculty members in state universities and colleges. Institutions also adhere to CSC MC No. 6, s. 2012 on the establishment of the strategic performance management system for all employees which ascertain an effective, efficient, and timely achievement of strategic, core and support functions. More importantly, CMO No. 46, s. 2012 rationalizes the quality of higher education institutions thru the vertical and horizontal typology. And the authority of CHED to implement these major strategic changes was already clarified as described in CMO No. 17, s. 2009. Furthermore, alignment of institutional quality standards with the roadmap for Public Higher Education Reform Agenda (PHERA) laid down by Philippine Association of State Colleges and Universities (PASUC), Commission on Higher Education (CHED) and Department of Budget and Management (DBM) is of primary importance. On the employability of graduates, we relied on the Executive Order (EO) No. 83 establishing the Philippine Qualifications Framework (PQF) among CHED, Technical Education and Skills Development Authority (TESDA) and the Department of Education (DepEd), and the regional and international markets vis-a-vis the Bologna Accord and ASEAN 2015. We also investigated the implications of RA No. 10533 and DO No. 43, s. 2013 for teacher education institutions and on the engagement of graduates with DepEd. Good governance offered the end view of generating good citizenship. Hence, the requirements of RA No. 9184, RA No. 9485, and the general provisions on the annual appropriations act were also revisited. Finally, declarations on good citizenship for professionals' demand that RA No. 6713 was included in this list.

On the subject of internal efficiency, qualitative internal inefficiencies may be lowered by issues such as weak preparation and teaching effectiveness of instructional staff, inappropriate or outdated curricula, inadequate availability of instructional materials and resources, and employment systems in which expectations and rewards are out of alignment. Quantitative internal inefficiency may be evident in low student completion rates, low student and instructor ratios, and low evidence of student achievement of intended learning outcomes (Asian Development Bank, 2011). For the teacher education program, the pursuit for internal efficiency and effectiveness starts with the achievement of the program's objectives along the following themes: faculty development, learning environment, students' development, curriculum development, assessment and evaluation, research services, and extension services. The ultimate desire is to realize the mandate of the College as provided for in its charter and to finally define the purpose and differentiate the teacher education program along its capabilities to perform as Center of Development (COD) or as Center of Excellence (COE).

A survey on the teacher education programs

which qualified either as COD or COE in Region V (Bicol Region) reveals the following documents and information: CMO No. 33, s. 2008 identified Bicol University and Ateneo de Naga University as COE for Teacher Education from June 2, 2008 – June 2, 2011. CMO No. 24, s. 2010 declared Catanduanes State University as COD on July 16, 2010 and is valid for a period of three years while CMO No. 33, s. 2010 identified Universidad de Sta. Isabel and Central Bicol State University of Agriculture as COE and COD, respectively for teacher education for a period of three years (2010 – 2013). However, CMO No. 44, s. 2012 extended the designations of Bicol University, Ateneo de Naga and Universidad de Sta. Isabel as COE and Catanduanes State University and Central Bicol State University of Agriculture as COD for Teacher Education until May 31, 2014. Consistent with these declarations, Section 29 of CMO No. 46, s. 2012 states that by 2014 a new round of COE and COD will be selected by the different technical panels based on criteria that takes into account the shift to learning competency-based program standards, the mandate of COE and COD vis-à-vis the disciplinal and multidisciplinary fields in the country; and the type of higher education institution. Therefore, a new set of COE and COD for Teacher Education will be recognized by 2014 that will expire by 2017. Furthermore, this is also aligned with the CHED Strategic Plan for 2011 to 2016 for quality improvement and with the PHERA of upgrading state universities and colleges to international standards through the establishments of COD and COE.

The state college was founded on December 30, 1993 through RA No. 7666 to *"provide higher professional, technical, and special instructions for special purposes and promote research and extension services, advanced studies and progressive leadership in education, engineering, arts and sciences, and other fields as may be relevant"*. Presently, it is composed of four campuses located in four different municipalities of the province. At Sorsogon City Campus, three of the several programs offered are Bachelor in Elementary Education (BEED), Bachelor in Secondary Education (BSED), and Bachelor of Technical in Teacher Education (BTTE). The program dean is the designated academic and administrative leader of the teacher education programs and is supervised by the Campus Director and the Vice President for Academic Affairs. For the support staff, faculty members are designated as coordinators for practice teaching, research and extension services. There is also a designated Area Chairman for the Laboratory High School and two administrative aides, and four student assistants under the supervision of the Office of the Program Dean. With the mandate provided its charter to offer teacher education courses, the Board of Trustees (BOT) passed BOT Resolution No. 21 s. 2010 approving the enriched curriculum for BEED and BSEd major in English, Math, Physical Science, Biological Science, Filipino and MAPEH. The BTTE program was also approved through BOT Res. No. 20 s. 2007 adopting CMO No. 56, s. 2007. Likewise, the Laboratory High School's secondary curriculum was approved through BOT Resolution No. 13, s. 2009 and BOT Resolution No. 59, s. 2011 with its own strategic plan (Digo, 2021). The following are the vision, mission, goal, and objectives of the teacher education programs (BOT Resolution No. 49, series of 2008):

**Vision.** *"The Teacher Education Program is the Center of Excellence for Teacher Education in the Province of Sorsogon."*

**Mission.** *"The Teacher Education Program is committed to the shaping of effective teachers as value-formators and facilitators of diverse learners for better learning in various scholarly environments."*

**Goal.** *"To provide for the development and training of effective elementary and secondary teachers vis-à-vis the SSC Teacher Education Program's commitment to conduct innovative instruction, relevant research, productive extension, and viable production services"*.

**Objectives.** *"(1) Develop teachers who are models of integrity, commitment, and dedication to the noble tradition of the teaching position. (2) Establish an authentic learning environment that caters to a dynamic curriculum for all types of learners. (3) Train students to become effective facilitators in the learning process of diverse types of learners. (4) Create standard, updated, innovative and alternative instructional techniques, teaching methods, approaches, and learning strategies. (5) Design valid and reliable assessment strategies and evaluative techniques that shall provide relevant feedback for better teaching and learning. (6) Disseminate research findings relevant to teacher education through instruction, extension and production services. (7) Establish national, regional, and local linkages for the experiential learning courses and other cooperative undertakings."*

Looking deeper into these teacher education programs of a state college in the Province of Sorsogon,

it qualified for Level III re-accreditation during the July 2013 by the Accrediting Agency of Chartered Colleges and Universities (AACUP) survey with a grand mean of 4.01 (Very Good). However, the award was deferred pending the revisit of Area VII: Library. To date, the program retains the Level II Re-accredited status for BSED and BEED programs until August 2014. Assuming that the programs can submit for a revisit within the prescribed time-frame, the necessary consequence is for the program to plan, prepare and compete as COD and COE for teacher education in the Bicol Region. Hence, an opportunity to develop a six-year strategic plan to align its key result areas, performance indicators and strategies as priorities for resource allocation towards a CHED recognized as a COD by 2017 or as a COE by 2020.

**Objectives**

This paper presents the development of the six-year strategic plan for the teacher education programs of a state college in the Province of Sorsogon, Philippines. Specifically, this project identified the key result areas and performance indicators aligned with the objectives of the programs; determined the strengths, weaknesses, opportunities and threats; developed the strategic options, and defined the strategies, programs, activities, tasks and resources.

**Methodology**

The mixed methods convergent design (Creswell & Plano Clark, 2018) was used in this study. This method is appropriate and relevant for strategic management (Molina-Azorin, 2016). In this method qualitative and quantitative methods were applied simultaneously using document analysis and survey to gather data. The two phases are connected during the data analysis and formulation of the strategic plan. Likewise, these were triangulated during small group discussions attended by selected faculty members to fill in the missing data and needed information. Convenience sampling was adopted to identify the following respondents for the survey: Administrators (10), Faculty (23), Students (50), Alumni (7) and DepEd Teachers (10). The researcher-made instrument contained 33 indicators across the seven domains that are parallel to the objectives and key result areas of the program. Data were analysed using this four-point scale: 4 – Strongly agree; 3 – Agree; 2 – Disagree; and 1 – Strongly disagree. The strategic planning and management process by Morato (2006) was adapted as a guide for the procedure. The specific procedures implemented were the following: (1) Identified and classified the KRAs for each objective; (2) determined the programs' 2013 performance and defined the targets for 2017 and 2020; (3) conducted a survey to validate the strengths and weaknesses identified through document analysis from the perspectives of the stakeholders; (4) identified the external opportunities and threats to the program in terms of social, political/regulatory, economic, ecological and technological; (5) formulated strategies using the SWOT matrix; and (6) evaluated and selected the strategies during small group discussions to complete the strategic plan by describing the programs, activities, tasks and resources for each strategy. Furthermore, the top-down planning was performed to identify the key result area for each objective that is aligned with the approved vision, mission and goal of the program. Likewise, bottom-up planning was also adopted by performing SWOT analysis to the identified external opportunities and threats and internal strengths and weaknesses of the program. These two processes culminated and converged with the identification of performance indicators which became the basis for the setting of strategies, programs, activities, tasks and resources.

**Results and Discussions**

This section presents the Key Results Areas (KRAs) and Performance Indicators (PIs) that are aligned with the objectives of the teacher education programs. Likewise, the programs strengths and weaknesses, opportunities, and threats (SWOT) analyses are presented. Strategic options are also offered from using the SWOT Matrix (David, 2009). Finally, this chapter ends with the presentation of the strategies, programs, activities, tasks, and resources as the core content of the strategic plan.

**The KRAs and PIs for the Teacher Education Programs**

KRAs are qualitative manifestations or proof that the objectives are being achieved (Morato, 2006). Hence, the relevant KRAs for each objective of the program were identified from the review of the legal and regulatory bases in the operation of the program. A total of four legal bases namely RA No. 7836, RA No. 898, RA No. 10633: GAA FY 2014, and RA No. 10633: GAA FY 2014 were reviewed for this task. Likewise, four documents from CHED namely CMO No. 26, s. 2007, CMO No. 52, s. 2007, CMO No. 46, s. 2012, and CMO

29, s. 2013 were also reviewed. These reviews resulted in the identification of 33 KRAs as shown in Table 1. For objective one on faculty development, two KRAs were determined. For objective 2 on learning environment, three KRAs were identified. For objective 3, eight KRAs were also identified for students' development. For curriculum development as the fourth objective, four KRAs were identified. For assessment and evaluation as the fifth objective, 2 KRAs were also identified. Furthermore, for objective number six on research services, seven KRAs were also presented. Finally, objective seven on extension services, seven KRAs were adopted.

After identifying the key result areas for each objective, the 2013 performance of the program for the 33 KRAs were described. These were used as benchmark data to be able to define the PIs for 2017 and 2020. PIs are exact quantifications of the KRAs (Morato, 2006). These figures were negotiated with the faculty members and administrators to be able to retain or improve the quality, relevance, and competitiveness of the program along its desired state as Center of Development and as Center of Excellence. Furthermore, the principle of continuous improvement was adopted in the setting of targets. The data are presented in Table 2 as performance indicators or performance targets for the teacher education program for 2017 and 2020.

**Table 1** Key Result Areas vis-vis-vis the Objectives

| Objectives | Key Result Areas (KRAs) |
|---|---|
| 1. Develop teachers who are models of integrity, commitment, and dedication to the noble tradition of the teaching position. | 1a. Percent of Faculty with Doctoral and Masters Degree[4]<br>1b. Percent of Faculty with valid PRC LET License[2] |
| 2. Establish authentic learning environment that caters to a dynamic curriculum for all types of learners. | 2a. Number of laboratories for Science, Math, English and ICT[4]<br>2b. Number of Subscription to the e-Government Library Program and International Journal/ periodical in Science, Math and English Education[4]<br>2c. Number of Laboratories, Classroom and Offices with Internet Access[4] |
| 3. Train students to become effective facilitators in the learning process of diverse types of learners. | 3a. Average Passing Percentage of Graduates in Licensure Examination for Teachers (LET)[7]<br>3b. Employment Percentage of Graduates[1]<br>3c. Percent of Graduates in Priority Programs[8]<br>3d. Percent of Graduates in Mandated Porgrams[5]<br>3e. Percentage of Graduates within the Prescribed Timeframe[5]<br>3f. Number of Students on Merits Scholarships[4]<br>3g. Number of Orientation and Career Placement Program[1]<br>3h. Percent of Qualified Students Admitted into the Program[4] |
| 4. Create standard, updated, innovative and alternative instructional techniques, teaching methods, approaches and learning strategies. | 4a. Number of vertically aligned program for Math, Science, and English Education with masters and doctoral courses[1]<br>4b. Percent of Subjects with Program, Course, and Subject Standards[4]<br>4c. Percent of Course Syllabi with Subject Standards[3]<br>4d. Percentage of Accredited Courses[7] |
| 5. Design valid and reliable assessment strategies and evaluative techniques that shall provide relevant feedback for better teaching and learning. | 5a. Percent of Summative Assessment with TOS[3]<br>5b. Percent of Faculty Submitting the Report of Grades on Time[3] |
| 6. Disseminate research findings relevant to teacher education through instruction, extension, and production services. | 6a. Number of Faculty with Research Publication in Refereed Journals[4]<br>6b. Number of Collaborative Research with Other Institutions[1]<br>6c. Frequency of Publication of Institutional Research Journal[1]<br>6d. Number of Research Outputs for Policy Development and Program Implementation[1]<br>6e. Number of Completed Researches[8]<br>6f. Percentage of Research Presented in Local, National and Intl. Fora[8]<br>6g. Percentage of Research Completed as Scheduled[8] |
| 7. Establish national, regional, and local linkages for the experiential learning courses and other cooperative undertakings. | 7a. Frequency of Homecoming Activities by Alumni Associations[1]<br>7b. Number of Collaborative Projects with International, National or Local Government and Non-government Organizations[4]<br>7c. Number of Institutional/Individual Extension Projects[4]<br>7d. Number of Faculty as Members/Officers in Relevant Professional Organization[1]<br>7e. Number of Persons Trained Weighted by Length of Training[8]<br>7f. Percentage of Trainees Who Rate the Services as Good or Better[8]<br>7g. Percentage of Trainees Who Rate Timeliness of Service Delivery as Good or Better[8] |

**Notes:** [1]CMO No. 26, s. 2007; [2]RA No. 7836 & RA No. 8981; [3]NCBTS Domain No. 5 per CMO 52, s. 2007; [4]CMO No. 26, s. 2007 and ISA Core Indicators and Criteria per CMO No. 46, s. 2012; [5]CMO No. 29, s. 2013; [6]CMO No. 26, s. 2007 and CMO No. 29, s. 2013; [7]CMO No. 26, s. 2007, CMO No. 29, s. 2013 & RA No. 10633: GAA FY 2014; [8]CMO 29, s. 2013 and RA No. 10633: GAA FY 2014

**Table 2** Performance Indicators for the Key Result Areas

| KRAs | Performance Indicators (PIs) | | |
|---|---|---|---|
| | 2013 | 2017 | 2020 |
| 1a. Percent of Faculty with Doctoral and Master's Degree | Ph.D./Ed.D. = 26%<br>M.A. = 69% | Ph.D./Ed.D. = 49%<br>M.A. = 51% | Ph.D./Ed.D. = 81%<br>M.A. = 19% |
| 1b. Percent of Faculty with valid PRC LET License | 95% | 100% | 100% |
| 2a. Number of laboratories for Science, Math, English & ICT | Speech Lab = 1 | Speech Lab = 1, ICT = 1, Science = 1 | Speech Lab = 1, ICT = 1, Sci = 1, Math = 1 |
| 2b. Number of Subscription to the e-Government Library Program and International Journal/Periodical in Science, Math and English Education | None | 50% (2/4) | 100% (4/4) |
| 2c. Number of Laboratories, Classroom and Offices with Internet Access | Office = 1/1,<br>Faculty Room = 1/1,<br>Laboratory = 1/3,<br>Classroom = 0/15 | Office = 1/1,<br>Faculty Room = 1/1,<br>Laboratory = 3/3,<br>Classroom = 15/15 | Office = 1/1,<br>Faculty Room = 1/1,<br>Laboratory = 4/4,<br>Classroom = 15/15 |
| 3a. Average Passing Percentage of Graduates in Licensure Examination for Teachers (LET) | BSED = 43%<br>BEED = 62% | BSED = 55%<br>BEED = 75% | BSED = 100%<br>BEED = 100% |
| 3b. Employment Percentage of Graduates | NA | - | - |
| 3c. Percent of Total Graduates in Priority Programs | 23% (259/1123) | 27% | 30% |
| 3d. Number of Graduates in Mandated Programs | 251 | 753 | 500 |
| 3e. Percentage of Graduates within the Prescribed Timeframe | 98% (251/255) | 99% | 100% |
| 3f. Number of Students on (Merits) Scholarships | 365 in 31 SP | 400 | 400 |
| 3g. Frequency of Orientation and Career Placement Program | Annual | Semester | Semester |
| 3h. Percent of Qualified Students Admitted into the Program | 100% | 100% | 100% |
| 4a.`Number of vertically aligned program for Math, Science, and English Education with Masters and Doctoral Courses | 0 | 1 | 2 |
| 4b. Percent of Subjects with Program, Course, and Subject Standards | 100% | 100% | 100% |
| 4c. Percent of Course Syllabi with Subject Standards | 100% | 100% | 100% |
| 4d. Percentage of Accredited Courses | 67% (2/3) | 100% (3/3) | 100% (3/3) |
| 5a. Percent of Summative Assessment with TOS | 75% | 100% | 100% |
| 5b. Percent of Faculty Submitting the Report of Grades on Time | 77% | 100% | 100% |
| 6a. Percent of Faculty with Research Publication in Refereed Journals | 21% (8/39) | 28% (11/39) | 36% (14/39) |
| 6b. Number of Collaborative Research with Other Institutions | 1 | 2 | 2 |
| 6c. Frequency of Publication of Institutional Research Journal | Annual | Annual | Annual |
| 6d. Number of Research Outputs for Policy Development and Program Implementation | 2 | 2 | 2 |
| 6e. Number of Completed Research (3 Years) | 16 | 18 | 21 |
| 6f. Percentage of Research Presented in Local, National and International Fora | Local: 100%<br>National: 25%<br>International: 50% | Local: 100%<br>National: 50%<br>International: 75% | Local: 100%<br>National: 75%<br>International: 85% |
| 6g. Percentage of Research Completed as Scheduled | 80% | 85% | 90% |
| 7a. Frequency of Homecoming Activities by Alumni Associations | Annual | Annual | Annual |
| 7b. Number of Collaborative Projects with International, National or Local Government and Non-government Organizations | 1 | 2 | 3 |
| 7c. Number of Institutional/Individual Extension Projects | 6 | 9 | 12 |
| 7d. Percent of Faculty as Members/Officers in Relevant Professional Organization | 100% | 100% | 100% |
| 7e. Number of Persons Trained Weighted by Length of Training | 900 | 2700 | 2700 |
| 7f. Percentage of Trainees Who Rate the Services as Good or Better | 97% | 97% | 97% |
| 7g. Percentage of Trainees who Rate Timeliness of Service Delivery as Good or Better | 97% | 97% | 97% |

### Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

SWOT analysis is significantly related to successful university management (Ololube, Aiya, Uriah, & Ololube, 2016). For this analysis, the 2013 performance indicators were categorized either as strength or weakness of the program. Table 3 shows that faculty development, students' development, curriculum development, and extension services had more performance indicators with satisfactory or better results and were considered as strengths of the program. However, the 43% and 62% average LET passers in 2013 for BSED and BSED programs may be perceived as a strength considering the national passing percentages. However, these passing rates were considered as weakness for they were not competitive enough relative to the LET performance of the competitors. Likewise, the general education curriculum of the teacher education programs needs to

be improved along the recent standards provided by the regulatory commission (Digo, 2015). On the other hand, learning environments, and research services were considered as the weaknesses of the program. Much is to be desired along the need to establish authentic learning environments in terms of laboratories, library subscriptions, and internet access. Furthermore, publication in peer reviewed and indexed journals and utilization of completed research needed improvement. Opportunities for collaborative research may also be pursued by the teacher education faculty to be able to address complex educational problems from a multidisciplinary perspective.

However, from the perspectives of the stakeholders as shown in Table 3, the stakeholders "strongly agree" on the indicators for faculty development and "agree" on the remaining six domains. Specifically, they strongly agree on the faculty qualifications (3.7), accreditation of the programs (3.6), and on the preparation of course syllabi from subject standards (3.6). Analysing the data from

Table 3 and Table 4, the program is consistently strong on faculty development. However, in terms of students' development and extension services, in spite of having more indicators under the strength category, these were not strongly felt by the stakeholders for the average ratings of 3.3 and 3.1 respectively. Furthermore, the program was also consistently weak from the researcher and stakeholders' perspectives on the following domains: learning environment (2.8), curriculum development (3.4), assessment and evaluation (2.9), and research services (2.8).

**Table 3** Internal Assessment and the Resultant Strengths and Weaknesses

| Domain | Weakness | Strength |
|---|---|---|
| 1. Faculty Development | | • 26%, 69% and 5% of faculty with doctoral, master's and bachelor degrees respectively.<br>• 95% of faculty with valid PRC LET license. |
| 2. Learning Environments | • One speech laboratory for BSED English and no existing laboratories for ICT, Science and Math.<br>• Does not subscribe to the e-Government Library Program and international journal/periodical in Science, Math and English education.<br>• No internet access in the classrooms. | |
| 3. Students Development | • 43% and 62% average LET passers for BSED & BEED graduates respectively in 2013<br>• 23% are graduates in priority programs. | • 99% graduates within the prescribed timeframe<br>• Annual orientation and career placement program are conducted |
| 4. Curriculum Development | • 1 SME programs are vertically aligned with the master's and doctoral programs. | • 84% cohort survival rate<br>• 365 scholars in the 31 scholarship programs<br>• 100% subjects are with program, course, and subject standards<br>• 100% of syllabuses contain the subject standards |
| 5. Assessment & Evaluation | • 75% of summative assessment are prepared with TOS<br>• 77% of faculty members submit the report of grades on time | |
| 6. Research Services | • 21% of faculty with research publication in refereed journals<br>• 25% research outputs can be utilized for policy development and program implementation<br>• 16 completed research in the last three years<br>• One collaborative research with faculty of other institutions<br>• Research are published in an institutional journal annually | • 100%, 25% and 50% of research were presented in local, national, and international. fora<br>• 80% of research are completed as scheduled |
| 7. Extension Services | • 6 extension projects for FY 2013<br>• 1 collaborative extension project with track record with DepEd Division of Sorsogon City | • Homecoming activities are conducted annually by alumni associations.<br>• 100% of faculty are members in relevant professional organization<br>• 67% (2/3) of courses are accredited<br>• 912 persons trained weighted by length of training for FY 2013<br>• 97% trainees rated the services as good or better<br>• 97% of trainees rated the timeliness of service delivery as good or better |

**Table 4** Strengths and Weaknesses of the Program from the Perspective of the Stakeholders

| Domain | Average | Interpretation |
|---|---|---|
| 1. Faculty Development | 3.6 | Strongly agree |
| 2. Learning Environment | 2.8 | Agree |
| 3. Student Development | 3.3 | Agree |
| 4. Curriculum Development | 3.4 | Agree |
| 5. Assessment and Evaluation | 2.9 | Agree |
| 6. Research Services | 2.8 | Agree |
| 7. Extension Services | 3.1 | Agree |

Seven relevant opportunities coming from the external environment were identified for the teacher education program as reflected in Table 5. Of the five macro environments, the economic political and regulatory offered the greatest opportunity. The opportunities may come in the form scholarship and research opportunities for instructors and professors due to the reduced number of enrollees during the transition period for the implementation of the K to 12 programs. Likewise, new polices, standards and guidelines for teacher education programs may be developed by CHED along outcomes-based teacher education programs. These will in effect provide opportunities for the enhancement or revision of the teacher education curriculums of the institution.

**Table 5** Relevant Opportunities for the Teacher Education Program

| Macro Environment | | Opportunities |
|---|---|---|
| Social | A. | Increasing demand for transparency and accountability among the faculty, personnel, students and external stakeholders. |
| Political & Regulatory | B. | A new outcomes-based teacher education curriculum will be issued by CHED along RA 10533/DO No. 43, s. 2013 and CMO 20, s. 2013. |
| | C. | Quality assurance through outcome-based QA and typology will be implemented. |
| Economic | D. | Reduced number of enrollees for AY 2016-2018 during the initial implementation of RA 10533. |
| Ecological | E. | The governance of basic education in the Province of Sorsogon is divided into DepEd Division of Sorsogon and DepEd Division of Sorsogon City. |
| | F. | SSC Sorsogon City Campus Teacher Education Program is located at the most populous city compared to the 14 municipalities of the province (NSO 2010 Census of Population). |
| Technological | G. | Internal and external stakeholders will be connected thru cheaper, affordable communications technology. |

Likewise, seven relevant threats coming from the external environment were identified as reflected in Table 6. Of the seven major threats, economic, political, and regulatory spelled the greatest threat for the program by allowing another university to establish an extension campus that offers the same teacher education courses. Likewise, employment of LET passers from the program will have strong competitors from other professionals without LET during the first five years of the implementation of the K to 12 programs.

Table 7 presents the SWOT Matrix where four types of strategies were formulated along the identified internal strengths and weaknesses and external opportunities and threats of the program. The four types of strategies are strength-opportunities (SO), strength-threat (ST), weakness-opportunity (WT), and weakness-threat (WT). Using this framework, five SO, two ST, five WO, and four WT strategies were formulated. These sixteen strategic options were considered in the development of the strategies, programs, activities, and resources so that the program will have a fair chance of achieving its vision by 2020.

**Table 6** Relevant Threats for the Teacher Education Program

| Macro Environment | | Threats |
|---|---|---|
| Social | H. | Of the household population aged five years and over, 44.3 percent had attended or completed elementary education, 33.9 percent had reached or finished high school, 6.3 percent were college undergraduates, and 6.3 percent were academic degree holders. (NSO 2010 Census of Population). |
| Political & Regulatory | I. | No established university will have an extension campus at Gubat, Sorsogon is one of the COEs for Teacher Education in Region V until 2014. |
| | J. | Non education graduates and without LET license can be employed by DepEd by virtue of RA 10533/DO No. 43, s. 2013. |
| Economic | K. | Possible change in the budget along the new typology along CMO 46, s. 2012. |
| | L. | Overall dependency ratio for the Province of Sorsogon is 75%. |
| Ecological | M. | The Province of Sorsogon is host to 1 state college, 1 extension campus of a state university, 1 community college. |
| Technological | A. | Limited accessibility to ICT resources by the stakeholders. |

**Strategies, Programs, Activities and Resources**

The world of teaching is rapidly evolving, and many teacher education program are rendered inappropriate by the political, legal, economic, ecological, social, and technological advancements. To keep up with this educational evolution, teacher education programs need modification to meet the new standards. This, therefore, calls for the attention of school leaders and teachers in keeping abreast of the advancement in their leadership and teaching expertise. They need to continue to upgrade themselves to be useful to their schools (Fang, 2012; Hu, 2011; De Schipper & Schuengel, 2010). The knowledge of teachers, their experiences, and competencies make them central to any program development effort. They could be the most important persons in the curriculum development, implementation, and evaluation processes. The more teachers are involved in the process, the higher the success rate as they are most knowledgeable about the practice of teaching, and they introduce and assess the curriculum in the classroom. In all cases teachers should be involved in program development; their expertise and creative ideas should be integrated into program and

**Table 7** Strategic Options using SWOT Matrix

| | **Strengths** | **Weaknesses** |
|---|---|---|
| | 1. The education department has the capability to conduct, present and publish internally funded research.<br>2. The education department has the capability to plan, execute and evaluate collaborative extensions programs and projects.<br>3. All students admitted into the program are qualified per CHED and SSC standards. | 4. Only 95% of faculty members are holders of PRC LET license.<br>5. No faculty members for BSED Chemistry, Physics and Biology and MAPEH are doctoral degree holders.<br>6. Only 23% of student populations are graduates in CHED priority courses.<br>7. Average LET passing percentage of 53% is below the target.<br>8. No vertically aligned program for Math, Science and English education from the undergraduate to doctoral degree.<br>9. There are no program, course and subject standards for all courses.<br>10. Validity of several summative examinations is questionable.<br>11. With speech laboratory but no laboratories for science, math and ICT.<br>12. No internet access for students in the classrooms, only for faculty members at the faculty room. |
| **Opportunities** | **SO Strategies** | **WO Strategies** |
| A. Increasing demand for transparency and accountability among the stakeholders.<br>B. A new outcomes-based teacher education curriculum will be issued by CHED.<br>C. Quality assurance thru outcomes-based QA and typology will be implemented.<br>D. Reduced number of enrollees for AY 2016 – 2018 during the initial implementation of RA 10533.<br>E. The governance of basic education thru DepEd Division of Sorsogon and DepEd Division of Sorsogon City.<br>F. Teacher Education Program is at the most populous city compared to the province.<br>G. Stakeholders will be connected thru cheaper, affordable communications technology. | (1, B) Research thrust to include studies on OBE curriculum and typology-based quality assurance.<br>(1, G) Collaborative research facilitated by communications technologies.<br>(2, E) Collaborative extension programs with DepEd Division of Sorsogon/City.<br>(3, F) Sustain the admission of qualified students into the program.<br>(1, D) Collaborative research that can be funded externally. | (4, D) Propose a 1-year course for non- education graduates to qualify to take the LET.<br>(5, D) Recommend faculty for scholarship along priority courses for AY 2016 – 2018.<br>(7, F) Integrated admission/qualifying examination along quota courses.<br>(7, H) Maintain an average of 25 students per class for the priority courses.<br>(7, D) Non-passers as “special” students in regular classes whose number of students is below 40. |
| **Threats** | **ST Strategies** | **WT Strategies** |
| H. Of the household population aged five years and over, 6.3% were academic degree holders.<br>I. BUCE with an extension campus as Gubat, Sorsogon is one of the COEs for Teacher Education in Region V until 2014.<br>J. Non education graduates and without LET license can be employed by DepEd by virtue of RA 10533/ DO No. 43, s. 2013.<br>K. Possible change in the budget along the new typology for SSC along CMO 46, s. 2012.<br>L. Overall dependency ratio for the Province of Sorsogon is 75%.<br>M. The Province of Sorsogon is host to 1 state college and 1 extension campus of Bicol University.<br>N. Limited accessibility to ICT resources by the stakeholders. | (1, N) Propose collaborative research and extension projects with TEIs of public and private HEIs.<br>(1, K) Double badge degree b/w DepEd SHS & TEIs. | (9, K) Propose elective courses that will allow students to earn extra qualifications.<br>(9, J) Benchmark the SSC Teacher Education courses with BUCE/BUGS.<br>(11, L) Allocate from the internally generated income funding for the ICT, science and math laboratories.<br>(7, L) 100% passing percentage for first timers in the LET. |

institutional development (Brouwer, 2011; Brunvand, 2010).

The primary goal of every effective educational program should aim at meeting the needs and current demands of the culture, the society, the expectations of the population being served, and the demands of the future. The process of program development is challenging and laborious, and therefore the participation of all stakeholders, especially individuals who are directly involved in student instruction is crucial (Seidel, Stürmer,

Blomberg, Kobarg, & Schwindt, 2011; Scott, Kucan, Correnti, & Miller, 2013). It is reported that the training of teachers for effective teaching requires pedagogical and interpersonal teaching skills (Rekik & Bali, 2017; UNESCO, 2014). According to Torres, Abbad and Bousquet-Santos (2013), Cook et al. (2013), and Fadde and Sullivan (2013) teachers perform effectively only when they are well trained. This means that teacher education institutions that train teachers with outmoded methods of teaching only produce teachers who are theoretically equipped but lack the skill of delivery, especially with modern technology. Teaching skills and strategies can be imparted through an effective teacher education program.

Hence, the teacher education programs shall differentiate itself against other teacher education programs by means of the banner strategies selected to achieve the clustered PIs which are: (a) Capacity Development, (b) Curriculum Leadership, (c) Productivity Improvement and Quality Management. Capacity development is the process by which individuals, groups, organizations, institutions, and societies increase their abilities to perform core functions, solve problems, define and achieve objectives; and understand and deal with their development needs in a broad context and in a sustainable manner (UNESCO IIEP, 2006). On the other hand, curriculum leadership is the commitment to excellence of educational leaders in establishing a strong foundation for curriculum development and for putting theory into practice to meet the challenges of our time (Glatthorn, Boschee, Whitehead, & Boschee, 2012). While productivity improvement is increasing the output from what is required to produce it (Asian Development Bank, 2011). Lastly, quality management is managing the structure, responsibilities, procedures, processes, and resources to implement the principles and action lines needed to achieve the quality objectives of an organization (CERCO Working Group on Quality, 2000). Eight programs and the respective activities, tasks and resources were also identified to implement the chosen strategies as reflected in Table 8.

**Table 8** Strategies, Programs, Activities, Tasks & Resources

| PIs | Strategies | Programs | Activities | Tasks | Resources |
|---|---|---|---|---|---|
| 1a. 49% of Faculty with Doctoral and 51% with Master's Degree | Capacity Development | Human Resource Development | Purposive Recruitment | Screening, Evaluation and Transfer | ASSBCA, Dean Faculty |
| 1b. 100% of Faculty with valid PRC LET License | | Human Resource Development | Diploma Courses | Policy Formulation | Dean Faculty |
| 3a. 75% Average Passing of Graduates in LET | | Human Resource Development | Admission/Qualifying Exam Refresher Course | Needs Assessment | Dean<br>LET Non-Passers |
| 6f. 90% of Research Presented in Local, National or Intl. Research fora | | Human Resource Development | Research Dissemination<br>Publication in CHED Accredited Research Journal | Research Packaging | Researcher<br>Completed Research |
| 2a. 1 Lab. each for Science, Math, English & ICT | Curriculum Leadership | Modernization Program | Procurement<br>Curriculum Review | Staff Dev't.<br>Inquiry-Based Learning<br>Informal Observation | OP, VPA, CA, BAC, Dean, Faculty |
| 2c. All Laboratories, Classroom and Offices with Internet Access | | Modernization Program | Procurement<br>Curriculum Review | Staff Dev't.<br>*ICT ntegration*<br>Informal Observation | PA, CA, BAC, Dean, Faculty |
| 4a. 1 vertically aligned program for Math/ Science/English Education with Masters and Doctoral Courses | | Curriculum Management | Curriculum Development | Staff Dev't.<br>*Curriculum Evaluation*<br>Informal Observation | Faculty Students<br>Alumni<br>DepEd Teachers |
| 4b. 100% Percent of Subjects with Program, Course, and Subject Standards | | Curriculum Management | Aligning the Curriculum | Staff Dev't.<br>*Alignment Project*<br>Informal Observation | Faculty Students<br>Alumni DepEd Teachers |

**Table 8** (Continue)

| PIs | Strategies | Programs | Activities | Tasks | Resources |
|---|---|---|---|---|---|
| 5a. 100% Percent of Course Syllabi with Subject Standards | | Curriculum Management | Curriculum Implementation | Staff Dev't. *Syllabi Preparation* Informal Observation | Faculty Students Alumni DepEd Teachers |
| 5b. 100% Percent of Summative Assessment with TOS | | Curriculum Management | Curriculum Supervision | Staff Dev't Test Prep. Informal Observation | Faculty Students Alumni DepEd Teachers |
| 6e. 18 Completed Research | Productivity Improvement | Knowledge Production | Knowledge Production | Research | Research Proposal |
| 6g. 90% of Research Completed as Scheduled | | Program Evaluation | Program Evaluation | Survey Interview | PMEO Enumerator Questionnaire |
| 7f. 2,700 Persons Trained Weighted by Length of Training | | Training Program | Training Program | Extension | Trainers & Trainees |
| 3c. 27% Graduates in Priority Programs | | Employability of Graduates | Employability of Graduates | Testing & Evaluation | Proctor |
| 5c. 100% of Faculty Submitting the Report of Grades on Time | Quality Management | Customer Satisfaction | Monitoring & Supervision | Assessment & Evaluation | Dean Faculty |
| 7e. 100% Accredited Courses | | Customer Satisfaction | Accreditation | 5S | Task Force |
| 7g. 90% of Trainees Rate the Services as Good/ Better | | Customer Satisfaction | Monitoring & Assessment | Survey | Enumerator Questionnaire |
| 7h. 90% of Trainees Rate Timeliness of Service Delivery as Good/Better | | Customer Satisfaction | Monitoring & Assessment | Survey | Enumerator Questionnaire |

## Conclusion

The six-year strategic plan for teacher education programs of a state college was developed by identifying the key result areas, and performance indicators that are aligned with its seven objectives. Furthermore, the strengths, weaknesses, opportunities and threats analyses conducted helped in the preparation of the SWOT matrix for the development of strategic options. Finally, the strategies, programs, activities, tasks, and resources were described. Hence, a 6-year strategic plan for the annual educational programming, implementation, and evaluation with the end in mind of transforming the program as the Center of Excellence for Teacher Education by 2020 was created. It is highly recommended that annual performance reviews are conducted along with the benchmarks and targets established for the programs in this strategic plan and adjustments whenever necessary are also implemented accordingly.

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