Perception of Pre-Service Teachers on Services and Academic Programs of Philippine Normal University- North Luzon

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Abstract

The study was a descriptive survey research. It aimed to evaluate the Services and Academic Programs of Philippine Normal University-North Luzon Campus, Alicia, Isabela. There were 224 respondents - 126 Bachelor in Secondary Education (BSE) and 98 Bachelor in Elementary Education (BEEd) students. A questionnaire was used to gather data. All data were subjected to descriptive statistical analysis like frequency and mean. Findings revealed that Philippine Normal University provides to some extent the skills on knowledge and technical, communication, human relation , leadership, problem-solving, and information technology. The pre-service teachers' level of satisfaction on the services and learning climate is moderate and low on facilities. The pre-service teachers' perception on the adequacy of training in communication , human relation, leadership, problem-solving and research skills is moderately adequate. Their perceptions on the adequacy and relevance of the academic programs particularly the Bachelor in Elementary Education (BEEd) and Bachelor in Secondary Education (BSE) are both moderately adequate and moderately relevant. Based from the findings, it is recommended that PNU North Luzon has to improve the services, facilities and enhance the curricula with global trends in order to meet the demands of the modern educational system.

Keywords: Curriculum evaluation, services, programs, skills.

Introduction

Evaluation is a process to determine the success of every endeavor[1]. In education, evaluation is an integral part of all teaching-learning. It gives direction to everything teachers and educators do to improve a school or an educational program. It also brings about modifications in a curricular program through the discovery of its failure or success. Hence, successful programs do not happen without evaluation.

The process of evaluation involves gathering information so that decisions will be supportable and applying criteria to the available information to arrive at justifiable decision. The process is done systematically so that others can follow along and learn. It is also documented in reports so that the steps in a decision process about a program can be traced and when necessary, the results can be reviewed and communicated clearly and accurately[2].

Program evaluation benefits the institution, the teachers and the students[3] because it is the process of systematically determining the quality, effectiveness, or value of a school program, process, objective and how the program can be improved[4]. From the evaluation, teachers may gain recognition or support associated with a good program or help in choosing the best curriculum materials. The administrators can possibly identify needs for new programs and possibly might include directions in setting priorities for facilities and services improvement. One way to get information is through a pre-service survey. It will give

helpful information for evaluating a certain program of education in a specific institution. Its results can help measure the adequacy and usefulness of the programs as well as the extent of their effectiveness[5].

The Philippine Normal University- North Luzon is one of the four campuses of Philippine Normal University System-the largest producer of teachers in the Philippines and recognized as the National Center of Teacher Education. PNU Manila has conducted a tracer study in 2011. The results have shown that graduates perceived all services and academic programs moderately relevant and highly applicable in their work as employed teachers[6]. Since no retrospective study has been done yet in the North Luzon Campus, the researcher was encouraged to conduct a prospective study. If the already employed graduates were fully satisfied with the training they received from PNU, what about the students particularly the fourth year students or pre-service teachers? How would they assess the services and training they receive from the University particularly in PNU North Luzon? Considering the importance of evaluation of programs and institutions, it is imperative for PNU North Luzon to find out the perception of pre-service teachers on the services, skills and academic programs offered and obtain feedback on the relevance and adequacy of the programs.

The main purpose of the study is to evaluate the Services, Learning Environment, Learning Skills Learned, and

Curricular Programs of the BSE and BEEd. Specifically, the study sought to answer the following questions:

What are the students' reasons of enrolling at Philippine Normal University-Isabela Campus?

To what extent are the following skills provided: Knowledge and technical skills, Communication skills, Human Relations skills, Problem-solving skills, Research skills, and Information technology skills?

What is the level of satisfaction of the students on the University's Services, Learning Environment/Climate and Facilities?

What are the perceptions of the students on the adequacy of training received from PNU on the following skills: communication, leadership, human relation, and research?

What are the perceptions of the pre-service teachers on the adequacy and relevance of the Bachelor in Elementary Education (BEEd) and Bachelor in Secondary Education (BSE) curricula?

Conceptual Framework: The pre-service teachers get experiences from activities provided by the University. From the experiences they gain insights on how to assess their progress or learning. From the experiences inside and outside the campus, they acquire the ability to identify their needs, weaknesses and strengths in academic and non-academic programs. They possess the knowledge and the competence to determine if the objectives of the curricula have been attained, if they have learned the intended skills, if all the services provided have been sufficient and applicable. To determine if their reasons or objectives in enrolling at the university are realized, there is a need to get feedback from them. The feedback from the information they give may prod the university to revisit the existing programs and services for possible revision and improvement. Consequently, the students' opportunity for success in school and in the field of teaching will be greater.
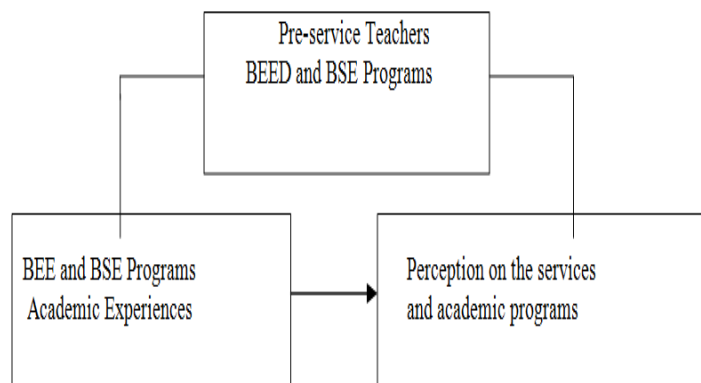

Figure-1
Conceptual Framework of the Study

Methodology

The study used the descriptive survey design. It is a curriculum product evaluation that documents curriculum relevance and adequacy by determining how well the pre-service teachers have achieved the goals of the programs.

The respondents of the study were the 224 (126 IVBSE students and 98 IVBEEd) fourth year students of Philippine Normal University-Isabela Campus, Second Semester of the SY 2012-2013.

To obtain quantitative and qualitative feedback from the perspective teachers about their course-related skills and attitudes and evaluation of the programs, the study used the modified questionnaire developed by the Commission on Higher Education(CHED) and was revised and used by Barrameda[7]. Approval to conduct the study was sought from the Executive Director through the Associate Director for Academics.

The data gathered were subjected to statistical method. Frequency and means were computed to analyze the data. The rating scales were used to determine the extent/level of satisfaction, adequacy and relevance. For statistical purposes, the range below was used.

Table-1
Range used for Statistical Purposes

Range	Extent	Satisfaction	Adequacy	Relevance
1.00- 1.49	Not at all	Very Low	Not adequate	Not relevant
1.50-2.49	Very limited	Low	Slightly adequate	Slightly relevant
2.50-3.49	Limited	Moderate	Not quite Adequate	Not quite relevant
3.50-4.49	To some	High	Moderately adequate	Moderately relevant extent
4.50-5.00	To a great	Very high	Highly adequate	Highly relevant extent

Results and Discussion

Students enroll in a college or university for several reasons. Table 2 summarizes the reasons of fourth year students for enrolling at Philippine Normal University North Luzon, Alicia, Isabela.

The table 2 shows the over all reasons of students for enrolling at PNU : i. affordable tuition fee; ii. prospect for better employment, iii. prospect for career development, iv. personal prestige of being at PNU, v. school location, vi. fulfillment of dream to study at PNU, vii. availability of scholarship; and viii. parents' decision.

Most of the students enrolled at PNU come from family of farmers and other labor sectors. A very small number come from family of employees. Considering the socio-economic status of the family, parents who want their children to finish college and a degree send their children to PNU. One thing more, PNU North Luzon is located at the heart of the province of Isabela. Alicia is accessible to nearby towns and provinces in the region.

Being a student of PNU rings a bell. It means prestige of being a student of the national center of teacher education. For those who really want to become teachers, it is a fulfillment of a dream to study at PNU.

In PNU, students can avail of several scholarship programs such as Department of Science and Technology (DOST), Provincial Scholarship Program, Commission on Higher Education (CHED), Department of Social Welfare and Development, Samuel Adelan Foundation (privately funded) , Gabay Guro of Philippine Long DistanceTelecommunication (PLDT) , National Commission for Indigenous Peoples (NCIP) for Indigenous Peoples, and Local Government Units Scholarship Programs.

Lastly, the parents who want their children to become teachers or take up teaching send their children to PNU. Most of these parents are alumni or relatives of graduates of PNU.

It can be deduced that the reasons for enrolling at PNU range from career development, better employment, prestige, economic and parents' decision.

The succeeding discussion will present and discuss how the pre-service teachers perceive the implementation of skills, services, learning environment, facilities and curricular programs.

Table-2
Reasons of Pre-service teachers for enrolling at PNU

Reasons	BEEd	%	BSE	%	Total	%	Rank
School Location	39	39.79	51	40.48	90	40.18	5
Personal Prestige Of Being At PNU	47	47.96	44	34.92	91	40.63	4
Fulfillment Of Dream To Study At PNU	42	42.86	44	34.92	66	29.46	6
Prospect For Better Employment	76	77.55	92	73.02	168	75	2
Prospect For Career Development	57	58.16	57	45.24	114	50.89	3
Availability Of Scholarship	27	27.55	22	17.46	49	21.88	7
Affordable Tuition Fee	87	88.78	84	66.67	171	76.34	1
Others(Parents Decision)	7	7.14	4	3.17	11	4.91	8
Total No. of Respondents	98		126		224		

Table-3
Skills Provided and Extent of Use

Skills	Extent of Use				Provided			
	BEEd	BSE	Mean	Qualitative Description	YES	%	NO	%
Knowledge and technical skills	4.03	4.38	4.21	To some extent	217	96.88	7	3.22
Communication skills	4.42	4.57	4.50	To some extent	219	97.77	5	2.23
Human relation skills	4.27	4.37	4.32	To some extent	218	97.32	6	2.68
Leadership skills	4.45	4.31	4.36	To some extent	219	97.77	5	2.23
Research skills	4.35	4.35	4.35	To some extent	214	95.54	8	4.46
Problem-solving skills	4.39	4.26	4.33	To some extent	218	97.32	6	2.68
Information technology skills	3.84	3.47	3.66	To limited extent	217	96.88	7	3.22
Grand Mean	4.25	4.25	4.25	To some extent		97.07		2.93

All skills are provided *to some extent* as confirmed by 97.07% who answered *Yes* although 2.94% opined the skills were not provided. Communication skills received the highest mean. Information Technology and knowledge and technical skills were rated the lowest.

The data show that greater number of students believe that all the skills are provided but still there are students who believe the aforementioned skills are not provided. The result implies that students differ in their perception on the extent of implementation of the skills. This also means there is a need to review the present content and competencies in the curricula particularly the skills in technical and information technology. The Administration has to provide the needed facilities and equipment to meet the needs of students to increase effectiveness of the services[8].

Table 4 shows the students' level of satisfaction with Services . The students' level of satisfaction in Extension and Community Involvement ranks highest with a mean of 4.04 while their lowest level of satisfaction is in administrative support with a mean of 3.32. The level of satisfaction of students in faculty support, staff, guidance and counseling, academic advising, accommodation, food services, library services, extra-curricular activities and security is moderate or average.

Table-4
Pre-service Teachers' Level of Satisfaction on Services

Services	Average Mean	Qualitative Description
Administrative Support	3.32	Moderate
Faculty Support	3.79	Moderate
Staff Support	3.57	Moderate
Academic Advising	3.80	Moderate
Guidance and Counseling	3.61	Moderate
Accommodation	3.46	Moderate
Food Services	3.51	Moderate
Library Services	3.76	Moderate
Extension/Outreach/Community Involvement	4.04	Moderate
Extra-curricular activities	3.80	Moderate
Security	3.72	Moderate
Grand Mean	**3.67**	Moderate

The data reveals that the students are moderately satisfied with the services. Actually, the campus has no University Guidance Counselor. Students' concerns are supervised by the Office of Student Admission and Student Services. The library needs more computer units for research purposes and computer laboratory needs more computer units to cater the needs of students on Information Technology courses.

Education plays an important role to overcome challenges in life[9] particularly in technology. Pre-service teachers must be equipped with sufficient knowledge and skills in technology to cope with the global demands in education. Quality is the final product of responsiveness to educational and professional needs of students[10] .

Modern education is very competitive. Pre-service teachers are expected to perform multiple roles with efficiency and effectiveness coupled with right values and intelligence to manage unforeseen complexities in life and to achieve quality education[11].

The University should provide appropriate programs to meet the needs and interests of pre-service teachers to develop their potentials to the fullest.

Table 5 shows the level of satisfaction of students on the learning environment. Creativity in teaching of faculty is the highest with a mean of 4.11; second is faculty knowledge of content with a mean of 4.08; third is the faculty interaction with students with a mean of 3.99; fourth are respect for students and atmosphere of political and cultural understanding; and lowest are the delivery skills/teaching methods and the instructional materials with means of 3.57 and 3.78 respectively.

Table-4
Level of Satisfaction of Students on Learning Environment/Climate

Learning Environment/Climate	Average Mean	Qualitative Description
Teaching Staff		
Knowledge of Content	4.08	Moderate
Interaction with Students	3.99	Moderate
Creativity in Teaching	4.11	Moderate
Delivery Skills/ Teaching Methods	3.57	Moderate
Instructional Materials	3.78	Moderate
Respect for Students	3.82	Moderate
Grand Mean	3.89	Moderate

The students' level of satisfaction on the faculty members' knowledge of content, creativity in teaching and other skills show that the faculty members have mastery of the discipline they teach, use appropriate teaching methods and strategies, maintain good relationship with students and manage an atmosphere of understanding.

The mean of 3.82- moderate satisfaction still leaves a lot of rooms for improvement to achieve excellence. There is a need to look into the teaching methods/strategies and Instructional Materials used by teachers in teaching. It is important to note that the skills provided on technical and information technology were rated provided with some extent by the students. Researches prove that when students are comfortable and happy with the learning atmosphere they tend to perform better and get high grades. Effective schools maintain a safe and orderly

management of learning. A wholesome learning climate is a safe and secure place of work, study and play[12].

It can be gleaned from table 6 that the level of satisfaction of students on the facilities is low (2.91). For the library (3.6), clinic (3.37), classroom 3.14), the general condition of the building (3.02) the students show average level of satisfaction.

Table-5
Students' Level of Satisfaction on Facilities

Facilities	Average Mean	Qualitative Description
Library	3.6	High
Science Laboratories	2.51	Moderate
Computer Laboratories	2.79	Moderate
Equipment	2.95	Moderate
Classroom	3.14	Moderate
Clinic	3.37	Moderate
Canteen/Food Stalls	3.41	Moderate
Recreational Facilities	3.08	Moderate
Audio-Visual Room	2.36	Low
Auditorium	2.4	Low
Communication Facilities	2.57	Moderate
General conditions of Building and Grounds	3.02	Moderate
Grand Mean	**2.91**	Moderate

The finding reveals that the facilities and resources of PNU North Luzon are wanting. The University has to work hard to improve the facilities in communication i.e. microphones, sound system and equipment particularly in the computer and science laboratories. Realizing the importance of technology in teaching and learning particularly in enhancing critical thinking, the Ministry of Higher Education of Afghanistan[13] has encouraged all universities to use technology in the classrooms. The result yielded a very positive outcome.

The effectiveness of carrying out a meaningful program depends on the sufficiency of facilities and equipment and quality of instruction. The physical resources provide the means by which the capacity of students and faculty members for absorbing and imparting knowledge respectively may be enhanced. Facilities should aim at the development of an atmosphere that is conducive to intellectual, moral and social growth [14].

The existence of adequate facilities is a pre-requisite to ensure the offering of quality program. These are visible indicators of the capacity of an educational institution to deliver the goods [15] .

Table 7 shows that the students perceive the training they receive in PNU with regard to communication skill is moderately adequate or just enough to express ideas in clear and logical manners; to use various forms and styles of written communication using grammatically correct language; and to listen with objectivity to gain understanding of the ideas of others. This average adequacy of training in communication skills is shown by the overall mean of 3.81.

Table 8 reveals the level of adequacy of training receive in human relation skills is moderately adequate. The pre-service teachers believe they can demonstrate effective social behavior in a variety of setting and under different circumstances; respond to the needs of colleagues in the workplace; apply effective conflict resolution skills; poster professional relationships with people in the workplace; and exhibit cooperative and supportive relations with others.

Table-7
Adequacy of Training Received on Communication Skills

Communication Skills	Ave. Mean	Qualitative Description
1. Express ideas in clear and logical manner	3.81	Moderately Adequate
2. Use various forms and styles of written Communication	3.64	Moderately Adequate
3. Use grammatically correct language and Vocabulary	3.87	Moderately Adequate
4. Listen with objectivity to gain understanding of the ideas of others	3.93	Moderately Adequate
Grand Mean	**3.81**	Moderately Adequate

Table-8
Adequacy of Training Received on Human Relation Skills

Human Relations Skills	Ave. Mean	Qualitative Description
1. Demonstrate effective social behavior in a variety of setting and under different circumstances	3.78	Moderately Adequate
2. Respond to the needs of colleagues in the workplace	3.70	Moderately Adequate
3 . Apply effective conflict resolution skills	3.68	Moderately Adequate
4. Poster professional relationships with people in the workplace	3.79	Moderately Adequate
5. Exhibit cooperative and supportive relations with others	3.93	Moderately Adequate
Grand Mean	**3.78**	Moderately Adequate

The highest in the skills is the exhibit of cooperative and supportive relations while the lowest is the skill to apply effective conflict resolution with means of 3.93 and 3.68 respectively. The data implies that there is a need to provide more opportunities and activities on professional relationships to enable the students develop high human relation skills. As future teachers they will be working with school managers, parents, peers and other people in the community so they have to possess all qualities that will promote harmonious relationship.

In table 9, students perceive the level of adequacy of leadership skills they receive from PNU is moderately adequate as shown by the over all mean of 3.82. They believe they possess the ability to stimulate collaborative efforts with colleagues in the workplace; motivate, mobilize and inspire people to move toward the goal of the organizations; organize and coordinate people and tasks to achieve the organization's goal; facilitate effective implementation of Programs of the department/school/

organization; maintain self-control in the midst of stressful encounters with group members; and take responsibility and risks in making decisions.

Table 10 reveals that the students believe their research skills are moderately adequate or sufficient to conduct studies and create new knowledge. They have the sufficient ability to identify research problems in one's discipline; formulate testable hypothesis; demonstrate knowledge of various data gathering techniques; apply appropriate statistics in processing data; analyze and interprets research results; draw conclusions and generalizations from research data; and use technology to acquire needed information.

Table 11 depicts the perceptions of pre-service teachers on their respective area of specializations. Some of the competencies in each program are presented below for discussion and interpretation.

Table-9
Adequacy of Training Received on Leadership skills

Leadership Skills	Ave. Mean	Qualitative Description
1 Stimulate collaborative efforts with colleagues in the workplace	3.75	Moderately Adequate
2 Motivate, mobilize and inspire people to move toward the goal of the organizations	4.0	Moderately Adequate
3 Organize and coordinate people and tasks to achieve the organization's goal	3.83	Moderately Adequate
4 Facilitate effective implementation of Programs of the department/school/ Organization	3.80	Moderately Adequate
5 Maintain self-control in the midst of stressful encounters with group members	3.77	Moderately Adequate
6 Take responsibility and risks in making decisions	3.76	Moderately Adequate
Grand Mean	3.82	Moderately Adequate

Table-10
Adequacy of Training Received on Research Skills

Research Skills	Ave. Mean	Qualitative Description
1. Identify research problems in one's discipline	3.75	Moderately Adequate
2 Formulate testable hypothesis	3.64	Moderately Adequate
3. Demonstrate knowledge of various data gathering techniques	3.72	Moderately Adequate
4. Apply appropriate statistics in processing data	3.78	Moderately Adequate
5. Analyze and interprets research results	3.78	Moderately Adequate
6. Draw conclusions and generalizations from Research data	3.88	Moderately Adequate
7. Use technology to acquire needed information	3.75	Moderately Adequate
Grand Mean	3.75	Moderately Adequate

Table-11
Perception on Adequacy and Relevance of BSE Curricula

CURRICULUM	ADEQUACY (a)		RELEVANCE (r)	
	Mean	Interpretation	Mean	Interpretation
BSE English	3.86	Moderately Adequate	3.99	Moderately Relevant
BSE Filipino	4.06	Moderately Adequate	4.06	Moderately Relevant
BSE General Science	3.88	Moderately Adequate	3.94	Moderately Relevant
BSE Mathematics	4.08	Moderately Adequate	4.04	Moderately Relevant
BSE Physical Education	4.21	Moderately Adequate	4.33	Moderately Relevant
BSE Social Science	3.57	Moderately Adequate	3.84	Moderately Relevant
Grand Mean	3.94	Moderately Adequate	4.03	Moderately Relevant

Table-12
Pre-service Teachers' Perception on General Education Curriculum (BEEd)

Curriculum	Adequacy		Relevance	
	Mean	Interpretation	Mean	Interpretation
English	3.75	Moderately Adequate	3.69	Moderately Relevant
Filipino	4.03	Moderately Adequate	3.89	Moderately Relevant
General Science	4.68	Moderately Adequate	3.92	Moderately Relevant
Mathematics	3.63	Moderately Adequate	3.69	Moderately Relevant
Social Studies	4.03	Moderately Adequate	3.77	Moderately Relevant
Values Education	4.08	Moderately Adequate	4.06	Moderately Relevant
HELE (Home Economics and Livelihood Education)	4.18	Moderately Adequate	4.09	Moderately Relevant
MAPEH (Music, Arts, Physical education and Health)	4.11	Moderately Adequate	3.75	Moderately Relevant
Grand Mean	4.06	Moderately Adequate	3.86	Moderately Relevant

The English major students perceived the adequacy and relevance of the English curriculum moderate in the following competencies: demonstrates the ability to use insights from linguistics and sociolinguistics to teach English pronunciation, grammar, and communicative competence among students with varied regional, social, and economic backgrounds; demonstrates the ability to teach, facilitate, and assist in the language learning and acquisition of English based on current principles, approaches, and researches in second language acquisition; demonstrates the ability to use literature in English to enhance the four macro skills and grammar of students by incorporating different strategies, approaches, and principles that enable students to derive such skills from studying and appreciating literature in English; demonstrates the ability to plan, conduct, and write researches related to English language teaching and learning that yield informative and up-to-date knowledge that is applicable to the educational process; and demonstrates the ability to plan, construct, and customize English language educational materials that cater to the Pilipino student by incorporating appropriate themes, settings, ideas, and images.

The General Science Majors perceived that the Science curriculum is also moderately relevant and adequate in the following competencies: Interprets and explains the physical significance of the fundamental concepts, principles, and theories of general science to everyday life in the modern society; strengthens the knowledge of general science through the use of mathematics in solving physical problems analytically; exhibits competence in lesson planning and in conducting demonstrations with appropriate pedagogical methodologies/strategies in science teaching.

The Mathematics Major perceived the adequacy and relevance of the Mathematics curriculum as moderate in the following competencies: uses critical thinking in analyzing quantitative problems; increases proficiency in reasoning; identifies and plans appropriate methods and strategies in teaching mathematics; and applies recent trends in mathematics.

The Social Science Majors perceived the adequacy and relevance of the Social Science curriculum as moderate in the succeeding competencies: describes Philippine and global societies using different media strategies; utilizes teaching approaches and methodologies appropriate to the teaching of social studies and learning styles of students; engages in the development of personal and social responsibility in one's self and students; promotes preservation of historical heritage.

The Physical Education majors likewise perceived the PE curriculum as moderately adequate and moderately relevant in the following competencies: expresses ideas, feelings, emotions, and moods through rhythmic activities, dance, sports and recreation activities; utilizes teaching approaches and methodologies appropriate to the teaching of health, dance, sports and recreational activities and learning styles of students; respects and acknowledge judgments of persons in authority in the conduct of dance, sports competition as a coach, trainer, or player. A true physical educator shows sportsmanship in winning or losing games and other competitions.

Overall, the BSE Curricula are as much or as good as necessary for some requirements and purpose. The academic programs for Bachelor in Secondary Education are fully sufficient and suitable to the needs of pre-service teachers and demands of the society.

The Bachelor in Elementary Education pre-service teachers perceive the academic program as moderately adequate and moderately relevant. Below are examples of competencies in each program:

In English: demonstrates understanding of concepts and skills on language functions, reading skills; uses a variety of teaching approaches, techniques, and instructional materials appropriate to the subject matter and the learners; employs appropriate assessment techniques to specific learning target.

In Mathematics: shows mastery of the basic terms, concepts, and operations in advanced algebra and trigonometry; solves, evaluates, and manipulates symbolic and numerical problems in

the above areas by applying fundamental principles and processes; uses different teaching approaches, techniques, and instructional materials for teaching mathematics which are appropriate to the learners.

In Elementary Science: demonstrates understanding of the nature, principles and processes underlying materials, physical and chemical changes, animals, plants; relates ecology with relevant issues, concerns, and problems in the community/society/environment; uses a variety of teaching approaches, techniques and instructional materials appropriate to the subject matter and the learners.

In Social Studies: demonstrates understanding of concepts and skills on importance of the globe and map in studying geographical locations on earth; relates the nature of the content area, principles and processes with relevant issues, concerns and problems in the community/society/environment; uses variety of teaching approaches, techniques and instructional materials appropriate to the subject matter and the learners.

In Values Education: demonstrates understanding of concepts and skills on spirituality, truth, love and goodness, integrity/honesty; relates the nature of the content area, principles and processes with relevant issues, concerns and problems in the community/ society/environment with peace and justice, respect for human rights, social responsibility; uses a variety of teaching approaches, techniques and instructional materials appropriate to the subject matter and the learners.

In Home Economics and Livelihood Education: demonstrates understanding and concepts on livelihood, work values, productiveness ; uses variety of teaching approaches, techniques and instructional materials appropriate to the subject matter and the learners.

In Music, Arts, PE and Health: Demonstrates understanding of concepts and skills on elements of music, elements of arts, sports talent identification, Philippine Physical Fitness Test.

A closer look at different average means in adequacy and relevance will give an impression that academic programs meet the minimum standards. PNU-North Luzon as the largest producer of teachers in the Northern Philippines should exert effort to provide more than adequate and more than relevant academic programs and services to meet the challenges of the 21st century.

Conclusion

The results of the pre-service evaluation gives valid and valued information related to the quality of program offered to students in pre-service teacher education.

The training offered to develop competencies in the BEE and BSE curricula as well as the skills in communication, human

relations, problem-solving, knowledge and technical, leadership and research prove to be relevant and adequate. This finding will advance the quality of both programs.

While the human resource support provided is adequate, the physical facilities and equipment of PNU North Luzon were found to be wanting.

The study gives initial information indicating the weakness and strength of the services and programs that can be strengthen by making PNU North Luzon program adapt to global trends in technology, and by providing adequate facilities and resources.

Recommendations: In the light of the findings, the following recommendations are offered: i. Improve the physical facilities in PNU North Luzon such as classrooms, library and laboratory, audio-visual center and provide more computers and other resources for students. ii. Enhance and sustain emphasis on knowledge, communication, human relations, leadership, research, problem-solving skills to make them more prepared for the workplace. iii. Promote more ICT integration so that the programs will be responsive to the demands of the modern world. iv. Conduct a graduate tracer study to get valued feedback from graduates of School Years 2009-2014.

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