



PNU NCTE REPORT

PHASE 2

PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

PNU NCTE REPORT

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Message

Our role as the National Center for Teacher Education was undermined and tested when the pandemic disrupted all aspects of instruction, research, extension, and knowledge production. In the last two years, we struggled to find a way to move forward and confront the challenges of an ever-changing, volatile, and uncertain world. However, despite the hurdles and drawbacks we encountered, we endured and continued to forge our way into the unknown and ensured the continuity of education amidst the global health crisis.

Looking back on our experiences during the past two years, I could say that it is not entirely bad. It is true that the pandemic signify loss—loss of life and loss of opportunities—but it can also signify gains. During the pandemic, we gained a renewed understanding of education. We discovered how to design a more equitable, flexible, and inclusive education frameworks. We acquired the skills to innovate using technologies that help us enrich the learning process. And above all, we absorbed quality, innovative, and adaptive teaching pedagogies, strategies, and approaches that allowed us to foster mentor-leadership during the pandemic.

Our role as NCTE did not stop at developing and improving the curriculum. We were also able to reinvent education by linking and tying up with government agencies, building community partnerships and collaborating with other higher education institutions and civil society organizations to help education endure and persevere during the pandemic. We actively shared our expertise and resources to our partner communities and other learning institutions who needed our help. We guided policymakers to make choices that will benefit students and teachers. Every accomplishment and milestone we achieved during these unprecedented times clearly shows that with or without the pandemic, PNU will always lead teacher education towards the 21st century.

This NCTE Report Phase 2 is an assertion of our strengthened and renewed role as the Philippine Normal University, the National Center for Teacher Education. The data presented in this document affirms that we are ready to face the transformations and challenges of a future characterized by complexities, uncertainties, and ambiguities.

However, we cannot do this alone. We need the support of everyone. We need your support to sustain the innovations that we have incubated over the last decade, in bringing education closer to all Filipinos, in reforming teacher education, and in ensuring that Philippine education can withstand whatever disruption and transformation that may occur in the future.

I hope that this NCTE Report Phase 2 will inspire and motivate you to become active stewards of teacher education and continue the innovation and partnership that we have gained during the last decade.

Thank you!



BERT JAZMIN TUGA, PhD
President

Acknowledgements

The Task Force on the Preparation of the NCTE Report extends its gratitude to all public and private agencies/organizations/institutions and their officials and personnel who participated in this research. We also acknowledge the select PNU faculty members, administrative staff, undergraduate and graduate students, and alumni who participated in this research.

We also would like to thank the other PNU personnel who provided support and completed various tasks related to data collection required for this report. This research report will not be completed without their involvement.

Finally, we would like to thank all PNU administrative officials, faculty, staff, students, and external partners and collaborators who have worked since 2009 to develop and implement programs and projects of PNU as NCTE. This research will not be possible without the work they have done in the past. This NCTE report is a celebration of their accomplishments.

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Abstract

After more than 100 years since its establishment in 1901, the Philippine Normal University was elevated as the National Center for Teacher Education (NCTE) by virtue of Republic Act No. 9647 or the Philippine Normal University Modernization Act in 2009. As NCTE, PNU was tasked to provide technical support to national educational agencies in matters related to policies and recommendations on teacher education and teacher training, build and develop database of education policies to serve as a resource for policy making and decision, conduct researches to enhance curriculum, training designs for teachers and other education leaders, and provide technical assistance to legislators in the design and analysis of legislative proposals on teacher training, teacher education, and continuing professional education of teachers and key actors in education. This study aims to assess and describe the impact of PNU as the NCTE. The study found that the majority of the stakeholders perceived that the functions of PNU as NCTE are aligned with the provisions of the NCTE law, and that they have moderate to high level of awareness of programs, projects and engagements of PNU as the NCTE. This high level of awareness may be attributed to the direct effect, specifically their benefits, and recency of these programs and projects to the stakeholders. As such, the study concludes that the PNU as NCTE has significant impact on several aspects as promulgated by the NCTE law as it contributes to nation building through teacher education.



CHAPTER 1: INTRODUCTION

The Philippine Normal University (PNU), founded in 1901 as a normal school, has stood in the forefront of teacher education in the Philippines for more than a century. While other normal schools have evolved to become comprehensive universities, PNU remained and sustained its commitment and service to the country as a teacher education institution (TEI). As a TEI, PNU contributed to nation-building by producing quality teachers and education leaders through its various academic programs and services in both pre-service and graduate levels.

With Republic Act No. 9647 or the Philippine Normal University Modernization Act of 2009, PNU was elevated as the National Center for Teacher Education (NCTE). As NCTE, PNU was tasked to provide technical support to national educational agencies in matters related to policies and recommendations on teacher education and teacher training, build and develop database of education policies to serve as a resource for policy making and decision, conduct researches to enhance curriculum, training designs for teachers and other education leaders, and provide technical assistance to legislators in the design and analysis of legislative proposals on teacher training, teacher education, and continuing professional education of teachers and key actors in education.

In 2021, PNU created the NCTE Report Research Project Task Force with the aim of examining the decade-long accomplishments and impact of PNU as the NCTE. The first phase of the NCTE Report aimed to summarize and describe the accomplishments of PNU over the last ten years in relation to its mandated functions as prescribed by RA No. 9647 (Philippine Normal University, 2021). The present report is the second phase of the NCTE Report which aims to assess and describe the impact of PNU as the NCTE.

THE PHILIPPINE NORMAL UNIVERSITY AS NCTE

On June 30, 2009, the 14th Congress of the Philippines passed RA 9647 designating the Philippine Normal University as the National Center for Teacher Education (NCTE). The law prescribes PNU to perform the following functions and responsibilities:

(1) Provide technical support to the Department of Education (DepEd) and the Commission on Higher Education (CHED) in their programs and projects that chart policies and recommendations on teacher training, teacher education, continuing professional education of teachers and academic supervisors, and teacher education curricula;

(2) Build and develop a database of education policies to serve as a resource to the country's policymakers;

(3) Conduct researches, case studies, and other appropriate methodologies to enhance curriculum and training designs for teacher training, teacher education, and continuing professional education of teachers and academic supervisors; and

(4) As may be directed by Congress, provide assistance to legislators in the design and analysis of legislative proposals concerning teacher training, teacher education, continuing professional education of teachers and academic supervisors, teacher education curricula, and other issues affecting teacher education.

RA 9467 also articulated the roles and responsibilities of PNU in relation to the following components: *Teacher Education Standards Development*; *Education Policy Research Development*; and the *PNU Modernization Program*. Through RA 9467, PNU further cemented its stature as one of the leading teacher education institutions in the Philippines.

A group of researchers from PNU conducted a comprehensive analysis of various internal and external documents in order to provide an empirical description of the accomplishments of PNU vis-à-vis the provisions of the NCTE. The results of the analysis are detailed in the PNU NCTE Report Phase 1 (Philippine Normal University, 2021). The report summarized the accomplishments of PNU in relation to its functions as NCTE. In terms of teacher education standards, the report narrated how PNU provided technical assistance to the Department of Education (DepEd) in the development and operationalization of the Philippine Professional Standards for Teachers (PPST), Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS). In terms of education policy research and development, the report described the accomplishments of PNU in establishing an initial database for education policies, sharing of faculty research expertise, and faculty research outputs on scholarship of teaching, teacher education models, curricular programs, educational policies, and other areas in education and allied disciplines. In terms of the PNU modernization program, the report provided information on the modernization activities and projects undertaken by PNU.

In general, the PNU NCTE Report Phase 1 provided a comprehensive documentation of the accomplishments of PNU as NCTE from 2009 to 2021.

THE ROLE OF PNU IN PHILIPPINE EDUCATION

Since its declaration as the National Center for Teacher Education, the Philippine Normal University has performed a more significant role in the Philippine educational landscape.


Aside from maintaining its track record in teacher education as a producer of top-notch graduates and a frontrunner in teacher education research and in the development of innovative programs, PNU contributed to teacher education standards in the country with the Philippine Professional Standards for Teachers (PPST) (2017), the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS) (2020). The University also continued to contribute to the development of teacher education standards by providing technical support to various executive agencies and the country's legislature on matters related to teacher education and improvement of teacher quality that led to the passing of several relevant policies and groundbreaking laws. Recently, PNU was named as Advisor to the Teacher Education Council (TEC) as prescribed by Republic Act No. 11713 or The Excellence in Teacher Education Act.

Moreover, PNU contributed to Philippine education through the design and implementation of outcomes-based curriculum for pre-service teacher and graduate teacher programs, teacher training curricula, and through knowledge building and sharing.

THE RESEARCH PROBLEM

The main purpose of the study is to describe the Philippine Normal University's impact as the National Center for Teacher Education to its external stakeholders. Specifically, the study aims to answer the following research questions:

1. What are the external stakeholders' perceived functions of the Philippine Normal University as the National Center for Teacher Education?
2. To what extent are the external stakeholders aware of the functions of the Philippine Normal University as the National Center for Teacher Education in terms of the following areas?
 - 2.1 Teacher Education Standards
 - 2.2 Educational Policy Research
 - 2.3 Modernization Program

- 
3. To what extent are the external stakeholders aware of the programs and projects of the Philippine Normal University as the National Center for Teacher Education in the following areas?
 - 3.1 Teacher Education Standards
 - 3.2 Educational Policy Research
 - 3.3 Modernization Program
 4. To what extent do the external stakeholders value the benefits of the programs and projects of the Philippine Normal University as the National Center for Teacher Education in the following areas?
 - 4.1 Teacher Education Standards
 - 4.2 Educational Policy Research
 - 4.3 Modernization



CHAPTER 2: METHODOLOGY

RESEARCH DESIGN

This study on the impact of PNU as the NCTE adopted a descriptive research design with quantitative and qualitative methods. The primary method of the study is the survey research method where primarily quantitative data were collected using a questionnaire developed by the researchers. Qualitative data were also collected through the survey. A roundtable discussion (RTD) with internal and external stakeholders was also conducted but the results will be presented in another report.

Participants of the Study

The participants of the study in this phase were the various external stakeholders of PNU who gave their consent to serve as respondents in the survey. Tables 1 to 4 show the background information of the respondents in terms of their location, institution, and position in their institution/ agency.

Location of the Respondents

Table 1 shows where the respondents came from. Out of the 2,101 stakeholders who were engaged to be survey respondents through a quota sampling technique, 2,037 gave their consent for their data to be used in the analysis. Of this number, 2,023 (99%) are survey respondents from the Philippines representing 16 regions with no respondent from Bangsamoro Autonomous Region of Muslim Mindanao (BARMM). There were 14 (1%) respondents outside of the Philippines. Twelve were from within Southeast Asia and five of those 12 were from Myanmar. On the other hand, there were two respondents from outside the Philippines beyond Southeast Asia: one (1) respondent each from USA and Australia. A total of one thousand nine hundred fifty (1950 or 96 %) came from the public sector while only 87 or 4% came from the private sector.

Table 1*Summary of Number of Respondents per Region/Location*

Region	Number of Respondents	Percentage
Region 1 – Ilocos Region	1166	57.24
Region 2 – Cagayan Valley	4	0.20
Region 3 – Central Luzon	18	0.88
Region 4A – CALABARZON	168	8.25
Region 4B – MIMAROPA	6	0.29
Region 5 – Bicol Region	12	0.59
Region 6 – Western Visayas	53	2.60
Region 7 – Central Visayas	16	0.79
Region 8 – Eastern Visayas	1	0.05
Region 9 – Zamboanga Peninsula	150	7.36
Region 10 – Northern Mindanao	4	0.20
Region 11 – Davao Region	10	0.49
Region 12 – SOCCKSARGEN	8	0.39
Region 13 – CARAGA Region	1	0.05
National Capital Region (NCR)	397	19.49
Cordillera Administrative Region (CAR)	9	0.44
Bangsamoro Autonomous Region of Muslim Mindanao (BARMM)	0	0.00
Outside the Philippines Within Southeast Asia (5 from Myanmar; 7 unknown)	12	0.59
Outside the Philippines beyond Southeast Asia (USA, Australia)	2	0.10
TOTAL	2,037	100

Institution/Agencies of the Respondents

Table 2 shows the number of respondents per agency that PNU has served as the NCTE. Respondents came from different government agencies like the Department of Education (DepEd), Commission on Higher Education (CHED), Department of Science and Technology (DOST), Professional Regulation Commission (PRC), and Technical Education Skills Development Authority (TESDA). There were also respondents from different Teacher Education Institutions (TEIs) recognized as Centers of Excellence in Teacher Education (COE), Center of Development in Teacher Education (COD), member of the National Network of Normal Schools (3NS), and member of the ASEAN Teacher Education Network (ASTEN). There were also stakeholders engaged in the survey from PNU's industry partners, professional organizations, Local Government Units (LGUs), and private basic education schools.

Table 2*Number of Respondents in Terms of Office/Institutional Affiliation*

Office/Institution	Number of Respondents	Percentage
CHED	10	0.49
DepEd	1756	86.21
TESDA	75	3.68
DOST	3	0.15
PRC	15	0.74
Other Local/National Government Agency	2	0.10
Center of Excellence	31	1.52
Center of Development	15	0.74
Member of AsTEN	3	0.15
Other TEI or HEI	5	0.25
Industry Partner of PNU	2	0.10
Professional Organizations	2	0.10
Local Government Unit	2	0.10
Private Basic Education School	39	1.91
Current PNU Student	25	1.23
Others	52	2.55
Total	2037	100

Table 2 shows that the most number of respondents were from the Department of Education while the lowest numbers were from industry partners, professional organizations, local government units and other local/national government agencies.

As gleaned in Table 3, while DepEd has the biggest number of survey respondents, it only accounts for 0.18% of its 976,520 personnel. DepEd is the second lowest after DOST with 0.0007% respondents to represent its personnel. The biggest representation is from TESDA that is represented by 1.79% of its total number of personnel.

Table 3*Percentage of Respondents Based on Total Number of Personnel According to DBM Database*

Office/Institution	Total Number of Personnel	Number of Respondents	Percentage
CHED	675	10	1.48
DepEd	976,520	1756	0.18
TESDA	4,180	75	1.79
DOST	450,218	3	0.0007
PRC	1070	15	1.40

Total	1432663	1859
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Source: <https://www.dbm.gov.ph/index.php/budget-documents/2021/staffing-summary-2021>

Position of the Respondents in their Institution/Agencies

Table 4 shows the position of the respondents from these agencies/institutions/organizations and these include the President/Chairman/Head of the industry, Dean/ Director/Head of the graduate studies, teacher educators, teachers, PNU graduate students, PNU graduate alumni, and PNU partners or collaborators. Of the 2,034 respondents, 93% are non-alumni while only 7% are alumni of PNU either in their undergraduate or graduate degree programs.

Table 4

Respondents' Position in their Institution/Agency/Organization

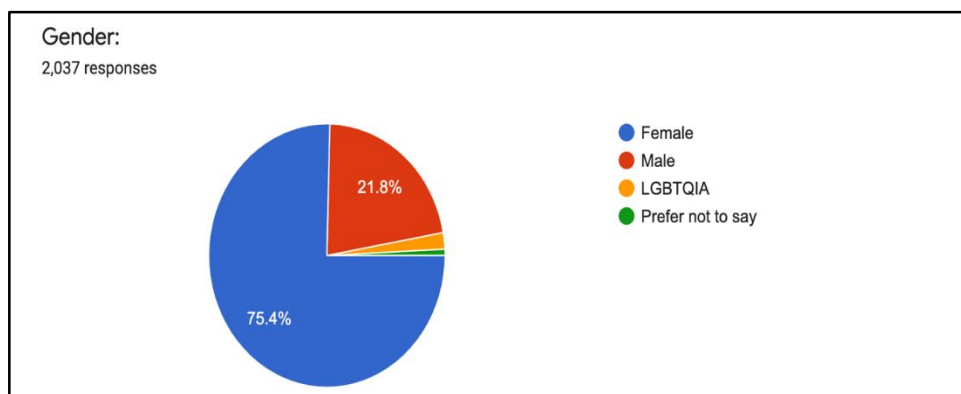
Background Information	f	%
Position		
Center Administrator	12	1
Center Personnel/Officer	26	1
Chief/Officer	5	0
Cluster Director/Officer	1	0
Dean/Associate Dean/Deputy Dean/Assistant	17	1
Dean/Director/Head of College/Institute/Department	1	0
Director/Head/Officer	8	0
Division Office Personnel/Officer	4	0
Division Supervisor/Assistant Supervisor	19	1
Division Supervisor/Head	3	0
Manager/Coordinator	1	0
Mayor/Vice Mayor	2	0
Officer	2	0
Personnel	22	1
President/CEO/COO/Chairman	1	0
President/Vice President	2	0
Principal/School Head/Assistant Principal	142	7
Provincial Office Personnel/Officer	8	0
Regional Director/Assistant Director	2	0
Regional Director/Head	3	0
Regional Office Personnel/Officer	5	0
Teacher Educator/Faculty	1640	81
Vocational School Administrator	13	1
Undergraduate	19	1
Graduate	25	1
No answers	54	3
Total	2037	100

Figures 1 to 3 show the specific profile of the survey respondents in terms of gender, age and years in service.

Gender

In terms of gender, Figure 1 shows that the majority of the respondents were female (75.4%) and 21.8% were male. The remaining 2.8% were those from LGBTQIA+ and those who preferred not to say their gender.

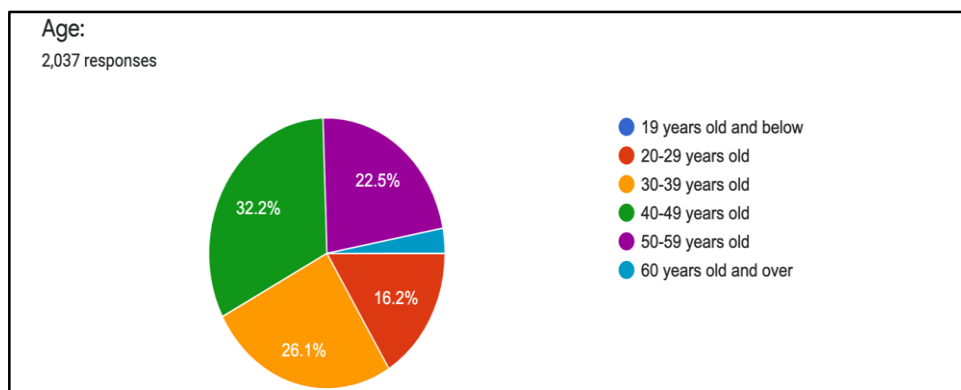
Figure 1
Respondents Disaggregated According to Gender



Age

Figure 2 shows that in terms of age, most (32.2%) of the respondents were under the age bracket of 40-49; 26.1% were within the age bracket of 30-39; 22.5% were under the bracket of 50-59%; and 16.2% belonged to the bracket of 20-29.

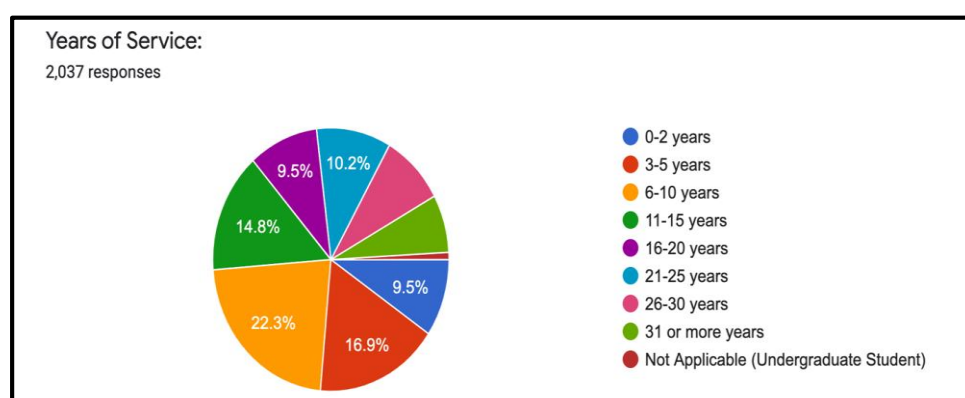
Figure 2
Respondents Disaggregated According to Age



Years in Service

As shown in Figure 3, the majority or 22.3% of the respondents have 6-10 years of work experience. 16.9% have 3-5 years of experience; 14.8% have 11-15 years of experience; 10.2% have 21-25 years of experience; and 9.5% for those with 0-2 and 16-20 years of experience.

Figure 3
Respondents' Years in Service



Instrument for Data Collection

A survey instrument was developed to assess the impact of PNU as the NCTE to its external stakeholders. This survey instrument has seven parts, namely: 1) Purpose; 2) Consent; 3) Background Information; 4) Awareness/Perception of PNU's Function as the NCTE; 5) Awareness/Perception of PNU's Function as the NCTE; 6) Extent of Awareness of the PNU's Programs and Projects as the NCTE; and 7) Perception of the Benefits/Contributions of PNU's Programs and Projects as the NCTE. The main parts were Part IV to VII.

Measure of the stakeholders' perception of PNU's function as the NCTE. This measure is Part IV of the survey instrument. It has constructed-response items asking what the stakeholders thought of what PNU has been and should be doing as the NCTE. Responses here are qualitative.

Measure of the stakeholders' awareness of PNU's function as the NCTE. This measure is Part V of the survey, which has 21 indicators that capture the three functions of PNU as the NCTE. There were five (5) indicators for the teacher education standards, 13 indicators for the education policy research function, and three (3) for the modernization program function. Each indicator was rated using a 4-point scale to indicate the stakeholders' level of awareness of the PNU's functions as the NCTE where 1 is used to mean *not aware at all*; 2 to

mean *somewhat aware*; 3 to mean *moderately aware*; and 4 to mean *highly aware*.

Measure of the stakeholders' awareness of PNU's programs and projects as the NCTE. This measure is Part VI of the survey, which has constructed and forced-choice items. There were three constructed-response items and survey items on three clusters of programs and projects of PNU as the NCTE: Teacher Education Standards Development with 11 projects, Education Policy and Research Development with 21 projects, and Modernization with 14 projects. The identified programs and projects of PNU as the NCTE were rated in terms of a 4-point scale that asks the stakeholders to indicate their level of awareness of the programs and projects of PNU as the NCTE. The lowest scale is 1 to mean *not at all aware* and the highest scale is 4 to mean *highly aware*.


Measure of the stakeholders' perception of the contribution/benefits of PNU's programs and projects as the NCTE. This measure is Part VII of the survey, which asks the stakeholders to indicate the extent of contribution of the 11 projects in Teacher Education Standards Development, 21 projects in Education Policy and Research Development, and 14 projects on the Modernization of PNU. The lowest scale is 1 to mean *little extent* and the highest scale is 4 to mean *very large extent*.

Table 5 shows the components of the survey and the feedback given by the validators. There were seven validators of the survey tool who were all retired officials of PNU - one former President, two former Officers-in-Charge, and four former Vice Presidents. Their overall judgment of the draft survey tool is accepted with minor revisions.

Table 5

Components of the Survey and Validator's Decision on Acceptability

Impact Components	Parts of the Survey	Validator's Decision
General Parts	Part I: Purpose of the Survey	Accepted with no revision
	Part II: Consent Form	Accepted with minor revisions
	Part III: Background Information	Accepted with minor revisions
Awareness and Perception of PNU's Functions as the NCTE	Part IV: Perception of the Functions of PNU as the NCTE: a) Teacher Education Standards; b) Educational Policy Research; c) Modernization others not defined	Accepted with minor revisions



Impact Components	Parts of the Survey	Validator's Decision
Awareness and Perception of the Benefits/ Contributions of PNU's Programs and Projects as the NCTE	Part V: Awareness of the NCTE's Functions: a) Teacher Education Standards; b) Educational Policy Research; c) Modernization	Accepted with minor revisions
	Part VI: Awareness of PNU's Programs and Projects as the NCTE: a) Teacher Education Standards; b) Educational Policy Research; c) Modernization	Accepted with minor revisions
	Part VII: Perception of the Contribution of PNU's Programs and Projects as the NCTE in the Philippine Education a) Teacher Education Standards; b) Educational Policy Research; c) Modernization	Accepted with minor revisions

The validators provided comments and suggestions for the improvement of the survey instrument. The suggestions were considered in the finalization of the instrument (See Annex A for the survey instrument and Annex B for sample validator's comments and suggestions).

Data Analysis

The descriptive-survey produced both quantitative and qualitative data. The quantitative data generated from the rating scales were processed using simple frequency count, percentages, and weighted mean. Qualitative data generated were processed thematically. The collected data in the following investigations were analyzed using mixed methods.

1. *Perception of PNU's Functions as the NCTE*

The qualitative data that could describe the perception of the stakeholders to PNU as the NCTE were consolidated and thematized to support the areas for investigation in this impact study. The identities of the respondents were concealed and only the information that they provided were analyzed and reported.

2. Level of Awareness of PNU's Functions as the NCTE

For the quantitative data generated from the 4-point rating scale, weighted means were interpreted following the basis for interpretation in Table 6. A simple frequency count with the equivalent percentage was computed to determine the most typical rating per function being assessed in terms of stakeholders' awareness of PNU's functions as the NCTE.

Table 6
Basis for the Interpretation of the 4-Point Rating Scale

Basis for Interpretation			
Weighted Mean of a 4-Point Rating Scale	Level of Awareness of PNU's Functions and Projects as the NCTE	Extent of Engagement with PNU Students, Faculty, Officials, & Projects	Extent of Contribution of PNU's Projects as the NCTE
1.00 - 1.49	Not aware at all	Never	Little Extent
1.5 - 2.49	Somewhat aware	Rarely	Moderate Extent
2.5 - 3.49	Moderately aware	Sometimes	Large Extent
3.5 - 4.00	Highly aware	Almost Always	Very Large Extent

3. Level of Awareness of PNU's Programs and Projects as the NCTE

The quantitative data generated from the 4-point scale to describe the level of awareness of the stakeholders of PNU's programs and projects were analyzed based on frequency count and weighted means interpreted with reference to Table 6.

4. Perception of the benefits of PNU's Programs and Projects as the NCTE

The quantitative data generated from the 4-point rating scale measuring the extent of the stakeholders' agreement to the benefits of the projects as the NCTE were analyzed with reference to Table 6.



CHAPTER 3: RESULTS AND DISCUSSION

1. Stakeholders' Perceived Functions of PNU as the NCTE

The Philippine Normal University as the National Center for Teacher Education has varied roles and functions as viewed by its stakeholders. Some of it focuses on giving priority to the studies in education and emphasizing different innovations in teacher training and development, handing out various support to government agencies like the Department of Education and the Commission on Higher Education. PNU, as the Philippines' NCTE, is also responsible for the annual presentations of its proposals regarding standards for teacher education and training, looking into different data-driven and research-based solutions, and providing assessments of current plans to name a few.

As such, teachers are expected to be aware of the roles and responsibilities of the institution as it is the NCTE.

Table 7 shows how aware the study participants are of PNU's function as the NCTE of the Philippines. In the conducted analysis from the gathered responses, it has come to a four-themed understanding. The first theme, **Quality, Innovative, and Adaptive Teaching Pedagogy, Strategies, and Approaches**, defines one function of the NCTE as documented on Sec. 4b of RA 9647, which states for PNU to explore innovative strategies and alternative modalities of teaching and learning. As one stakeholder-respondent said, "I think it is doing its part in disseminating and sharing strategies that would help teachers cope in this time of the pandemic. It has increased the inputs needed of the times. This means it has helped with the development of the teachers here."

The response of the participant has centered on the dissemination of the strategies as adaptive to the current pandemic. It has described the assistance it has offered with the teachers' progress as they are "equipped in the modern way of teaching." In addition to the innovations above, it has become a prominent role that PNU has "addressed the improvements of teaching qualities and kept up with the latest trends that are beneficial to both the teacher and the learners."

The complete understanding of the theme is that the institution has adhered to Sec. 4b of RA 9647, spearheading ingenious, practical approaches to the emergency remote teaching conducted during the pandemic. Moreover, it has shown to the teaching community its being adaptive to the current situation. As one participant mentioned, "PNU has been doing best in terms of teacher's training. Your School is known as the

best teacher-training institution. It has helped address the educators' needs in terms of strategy and the application of content."

The second theme, **Mentor-Leadership in times of the Pandemic**, sets out the direction of PNU before and during the pandemic. Some of the participants described the act of the institution as "Taking the lead in Philippine Education," while some completely recounted that "the institution has spearheaded the changes in education, not only in Bachelors Education but across all levels including the graduate school."

Clearly, PNU has become the *'role model to teacher education institutions around the Philippines as a lead in all the activities.'* As a leader of the education system, PNU shows that its various schools' departments have shown improvement through different programs. Since PNU is the type of leader that looks into the teachers' welfare and benefits, it has resulted in a *'strengthened capacity of schools in delivering quality education.'*

To put it briefly, one participant said that PNU's "presence as a mentor and a leader had a great impact when it comes to the delivery of quality education. It is the main contributor of learning in the system of education."

Apart from the first two themes, a third theme can also be described as **Guidance and Policy Building for a Better Philippine Education**. This theme aligns with Sec. 3a of RA 9647 that describes the provision of technical support to the Department of Education and the Commission on Higher Education in their various programs and projects that may look into charting policies and different recommendations on teacher training, teacher education, and continual professional education of teachers, its supervisors and its curricula.

Being aware that PNU as the NCTE helps in the proposal of different policies and provides guidance to the various government departments through their annual presentation as stated in Section 4 of RA 9647, a participant acknowledged that "PNU formulates policies applicable to the improvements of the educational system." It is evident through the participant's perspective that PNU "leads in policy development, program initiatives and project implementation alongside teacher education. As it collaborates with different HEIs, a participant has also claimed that PNU" provided guidance in the modernization of the plans in enhancing different programs for the needs of the learners."

In summary, the theme described the PNU as the forerunner of educational policies in the Philippines. As taken from the words of one participant, PNU:

Helps legislators to standardize and improve teacher education curriculum since the quality of teacher education curriculum in other universities can be similar to PNU in the future. PNU sets the standard in professional education to ensure that institutions like ours will have the capability of offering quality services to our stakeholders.
(T25)


The last theme that describes the participants' awareness of the functions of PNU as the NCTE can be characterized as **Unending Preparation and Continuous Training of Teachers**. This theme has been identified as one of the main functions of PNU as the NCTE, as stipulated in Section 3d and Section 4 of RA 9647. The continuous preparation and training of teachers to "produce the best teachers" is PNU's mission as claimed by one participant. One participant also added that "they continue to improve their craft and extend it to others to provide better education for their students who in turn will become the future leaders." Moreover, one participant acknowledged that "PNU provides the quality service of teaching and molding its students to be effective educators. They continuously improve their standards of teaching."

To come to a point, the participants are widely aware of the functions of PNU as NCTE. They recognize that the leading roles and responsibilities of the institution does not only revolve around the training of their students, but it is also good to know that it acts as the leader and mentor in producing quality, innovative, and adaptive ways in teaching to support good policies.


Table 7

Stakeholders' Perceived Functions of the Philippine Normal University as the National Center for Teacher Education


THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
Quality, Innovative, and Adaptive Teaching Pedagogy, Strategies, and Approaches	Quality, innovation, and adaptive education and products is one of the few themes that stood out. The participants refer to PNU as producers of timely pedagogies,	130	"They continuously help the department to improve the quality of teaching and learning." "Nurturing innovative teachers and education



THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
	strategies, and approaches needed in these uncertain times.		<p>leaders.”</p> <p>“Producing good quality of online teaching, creative methods and innovative teachers.”</p> <p>“Responsive to the educational needs of the community of learners.”</p> <p>“As a proof that PNU addresses the needs of our institutions, they trained teachers on the innovations they came up for us to apply it in our daily teaching. True enough, it has been effective and useful.”</p>
Mentor-Leadership in times of the Pandemic	PNU has extended evident leadership and mentoring in its conduct of programs. The participants were able to appreciate the command and direction the institution lays out.	107	<p>“Helping us to be an effective teacher”</p> <p>“Continue to be a role model to all educators in giving excellent and quality education.”</p> <p>“Immediate response to the needs of the students. PNU provided a lot of assistance to make sure that there would be no students left behind. Some of these are the Project Tanglaw, adjustments in the number of synchronous meetings per week,</p>




THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
			and limited hours for each subject”
			PNU philosophy "No teacher left behind"
			"Taking the lead in education agenda."
Guidance and Policy Building for a Better Philippine Education	Policies are one of the thrusts of PNU as an NCTE as perceived by the participants. The institution was able to show a plethora of guidance procedures to different institutions in the country.	101	<p>"Assist in the alignment of Licensure Examination for Professional Teachers with the professional standards of DepEd."</p> <p>"PNU reaches out or at least visit those schools in remote areas and some school provinces to check if the aimed vision in Philippines is really achievable."</p> <p>"PNU shares its expertise to schools especially our School."</p> <p>"Lead in policy formulation along aspects concerning experiential learning, curriculum development, educator's professional development, and research"</p> <p>"Guiding each and every one to become competent in the real world and focusing in producing the most quality and effective</p>



THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
			teachers to the whole world”
Unending Preparation and Continuous Training of Teachers	As one of the missions of PNU, the participants looked into the quality preparation and training of the products. The preparation and training are described as during and after the stay of alumni and even non-PNUAN teachers involved in different programs and short courses conducted by PNU.	123	<p>“PNU help me to learn more especially of becoming a coordinator in terms of management, and sharing knowledge in terms of pedagogy, content and curriculum.”</p> <p>“For growth and learning enhancement or for modernization”</p> <p>“PNU produced excellent teachers in the field. It promotes, trains and develops skills to help learners in their learning process.”</p> <p>“PNU helps teachers enhance teaching strategies especially in the new normal.”</p>

Table 8 presents the two themes derived from the similarity of the responses of the study participants describing further actions of PNU in addressing the needs of the different institutions. The first theme, **Linking and Tying up with the Government**, is highly related to the earlier mentioned Section 3a and Section 4 of RA 9647. It generally describes that the participants would like to see that PNU creates a more evident tie-up with the government projects and programs conducted by DepEd and CHED. One stakeholder said:

DepEd should consult PNU in its programs for all the teachers and educators across the country. They should have a more elaborate and evident collaboration in enhancing teacher education. In this



consistent partnership, educators may be able to level up the quality of service that emanates from the institution throughout the years.

The participant's statement has given a picture that PNU should be the one who will be consulted for the different programs offered by DepEd and CHED in their aim to improve teacher education. This may be further explained when one of the participants mentioned that PNU should “collaborate with DepEd in improving the quality of education by conducting training and workshops for teachers.”

The participants also looked into the possibility of having priorities given to the heads of the institutions in training to create better inside leadership as they stated, “send the administrators, and require further education in the different programs conducted by DepEd.” This has opened up an opportunity that inside leadership is also essential and should be given focus by PNU. Moreover, the participants' responses may be summed up to their contentment of how PNU has extended their efforts in building linkages. As one participant said:

They should continue what is presently being done and expand on some areas like comparative and education development. They should also remain as DepEd's partner in training us teachers to be more effective in our field. In this strong partnership, the university should continue to help DepEd provide webinars and create policies for our improvement.

The next identified theme is quite similar to the first theme; however, the next theme is more inclined to the institution's thrust to reach out and respond to the needs of the community. The second theme, **Building Community Relationships**, speaks and describes the research participants' responses as an extended arm of support for their institution and others, as they express their desire for PNU to “reach out to struggling schools and SUCs when it comes to the implementation of the policies, more so on the implementation of the curriculum, and faculty training.” This is further expounded when one of the participants described his/her specific need from PNU to “extend technical support to the public learning institutions especially in this present time. Teach us more strategies, help us create projects for our learners and our community.” In this regard, PNU is highly regarded in the education community and should not rely only on the different government projects for their improvement. The theme can be summed up to “Help other institutions in becoming a standard of excellence in terms of delivering quality education, training


teachers, to be able for these institutions to produce globally competent, college-ready, and developing work-ready students."

Though the functions are somewhat clear to the participants, the study still aimed to explore their awareness and sought to know their thoughts on how PNU would be able to address the different needs of the institutions in the Philippines. Aside from the given primary roles aforementioned in the earlier discussion, the participants have thoughts of two other highly related themes: Linking and tying up with the Government and Building Community Relationships.

Table 8

Perception on How the Philippine Normal University as the National Center for Teacher Education has Addressed the Needs of Other Institutions

THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
Linking and Tying up with the Government	PNU has contributed to the formation of different training and preparations in both DepEd and SUCs. This theme describes the unceasing partnership of the institution with various government educational agencies.	73	<i>"DepEd and PNU should form a partnership to formulate policies and to improve curriculum and instruction."</i>
			<i>"Develop linkages to international higher education institutions"</i>
			<i>"Consistent partnership"</i>
			<i>"Partner on training future teachers."</i>
			<i>"Assist DepEd to produce innovative teachers and school leaders."</i>
Building Community Relationships	Community Building is the perceived actions of the participants that address the needs of other institutions. It generally describes the outreach programs of the	55	<i>"Reach out to struggling SUCs when it comes to curriculum implementation, faculty training."</i>
			<i>"They are doing well. They should find a</i>



THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
	institutions concerning different institutions.		<p><i>way to help other educational institutions to improve their teaching by sending capable speakers during the INSET."</i></p> <p><i>"Reach out to schools who need assistance when it comes to academic matters."</i></p> <p><i>"Extend technical support to teachers in public learning institutions."</i></p> <p><i>"I think that the work that they have been doing is exemplary, especially their outreach programs."</i></p>

The first two sections have described in detail the current functions of PNU and how the institution can address the needs of other institutions. Table 8 gives an in-depth description of the study participants' recommendations on what they think PNU should do as the NCTE. The two described themes fall into the roles and functions of PNU as the NCTE, under Section 3c, 5c, and 5d, which focuses on the research building of the institution.

The first theme, **Research-based Solutions for Looming Problems in Education**, is focused on the participants' responses related to the conduct of research and the need to provide data-driven solutions in solving the looming problems in education. The participants would like to see further institutional actions in terms of "researching what the teachers and students need in this new normal setting of education." Not only do they want to see a needs analysis to be conducted for the stakeholders of education in this new normal, but they want to be involved in the conduct of different studies as they mentioned, "Help us or assist us in establishing our research that can improve the standard of our institution. Continue to empower us educators to conduct our research for the improvement in the

field of education." These statements give an understanding that teachers see research as a tool in improving the educational community and how they could provide better service to the Filipino student. They have acknowledged the beauty of research as a weapon in "developing students' research to achieve leadership and essential skills."

The participants urged to have opportunities and environments for them to learn more as PNU share research expertise and competence in educational research. In this way, they asked PNU to extend consortia and collaborate with other schools, especially those universities and colleges in the provinces, either public or private so that it can expand its services offered to the entire country. The plea is for PNU to continuously assist in research as the "The university is doing good in establishing a good research center."

The call for PNU to assist in different research endeavors of the institutions in the country is an eye-opener for the need for research-based solutions to the problems of the education community. As one participant has acknowledged:

"PNU as our leader finds solutions to the current problems of the Philippine Education System. Their researches are relevant to what pedagogy applies to the present situation of the Philippines, how it has drastically adapted to blended learning due to COVID-19. The results of the studies have been applied to be proven in real-life. As the National Center for Teacher Education, their primary concern is to produce teachers who can meet the demands and expectations of Philippine Education. Their culture and tradition give its learners proper education, training, and the love of service."

This statement describes the last theme, **Continuation of PNU's Mission in Education**. PNU being known to be one of the sources of quality educators, the participants recognize the mission and the thrusts of the institution as they referred to PNU as "one of the universities giving a good standard of education. They should continue to produce good quality graduates to help our young people achieve their goals." This has not stopped in the bounds of the institution as the mission of educating and honing the teachers has extended outside the school, and as one of the participants describe it, "the training they conduct maintains the tradition and culture that I have experienced while I was still in PNU. PNU continues to give proper education and training, it continuously gives light to our torches."

One participant claimed that the mission and passion of PNU has continued and suggested that:

“To ensure that educators remain responsive to the educational needs of the community of learners, PNU should continue to produce sound philosophical frameworks, content, pedagogy, delivery, materials, and evaluation tools. They should continue to uplift the mission and vision of education.”

Another participant said that this aspiration of the institution is the primary need of today's educators as it "advocates standard-based education and makes sure that education is accessible to the underprivileged."

Coming to an end, the overflowing passion for the institution's mission is one of the critical factors why educators continue to be motivated and inspired to teach and reach out to Filipino students. PNU has continued to encourage and inspire young Filipinos to be part of the teaching community.

Table 9

Recommendations to PNU as the National Center for Teacher Education

THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
Research-based Solutions for Looming Problems in Education	PNU, as the NCTE, is perceived to be a solution provider and a research institution of the participants. An understanding that the institution gives research-based solutions emphasis is helpful in their daily lives in teaching.	155	<p>“Continue to do research that is relevant to the pedagogy applicable to the present situation of Philippine education system due to COVID-19 pandemic. Also, the results of such researches should be applied in real life situations”</p> <p>“Research-based institution, active in terms of community engagement, help Filipino teachers become experts”</p>

THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
			<p>“Improvement of teaching & learning through research”</p> <p>“They believe that we can excel and will be a better teacher if we are data-driven, organized, and know how to follow the process.”</p> <p>“Definitely it doesn't stop researching/ studying as to how our education system will improve to its international standards.”</p>
Continuation of PNU's Mission in Education	The mission and the passion for the education of PNU did not stop in the four walls of its institution. This theme describes the continuation of its mission in reaching out to different communities to bring teacher training closer through other programs and short courses.	170	<p>“Continue to provide programs to help teachers face the challenges of flexible learning.”</p> <p>“PNU is trying to produce not just quality teachers but also research in teacher education and other subjects.”</p> <p>“Philippine Normal University should provide more activities that will help the teacher to strengthen their knowledge and be more effective and efficient teachers.”</p> <p>“Create and implement programs to educate teachers about education especially during this pandemic”</p>

THEME	THEME DESCRIPTION	FREQUENCY	SAMPLE RESPONSES
			“Continue to establish and develop programs to assist and improve teachers’ performance through courses and trainings”

2. Stakeholders’ Level of Awareness of the Functions of the Philippine Normal University as the National Center for Teacher Education

Aside from eliciting the perceptions of the stakeholder-respondents of the roles and functions of PNU as the NCTE, they were also assessed on their level of awareness of its functions as mandated by the RA 9647 in the three areas: teacher education standards, educational policy research, and modernization program.

2.1 Teacher Education Standards Development

Table 10 shows the results of the assessment of the stakeholders’ awareness of PNU’s role on teacher education standards

Table 10

Stakeholders’ Awareness of PNU’s Functions on Teacher Education Standards

PNU Functions as NCTE: Teacher Education Standards	1	2	3	4	Weighted Mean	Interpretation
	Not at all aware	Somewhat aware	Moderately aware	Highly aware		
	n=2,037					
1. Provides technical support to the Department of Education (DepEd) in terms of continuing professional education of teachers and academic supervisors (e.g., Training for newly hired teachers under RA 10612; Linking Standards for Quality Practice (LisQup).	6.2 %	16.6 %	44.1 %	33.1 %	3.04	Moderately aware
2. Provides technical support to the Commission on Higher Education	7.3 %	17.7 %	45.7 %	29.3 %	2.97	Moderately aware

PNU Functions as NCTE: Teacher Education Standards	1	2	3	4	Weighted Mean	Interpretation
	Not at all aware	Somewhat aware	Moderately aware	Highly aware		
	n=2,037					
(CHED) in terms of updating teacher education curricula (e.g., membership in CHED technical panel and technical committees in teacher education).						
3. Develops training design for in-service training programs for teachers and academic supervisors (e.g., PNU-initiated training programs for teachers).	6.1 %	15.8 %	42.0 %	36.1 %	3.08	Moderately aware
4. Conducts professional education programs for teachers and academic supervisors (e.g., PNU faculty as resource persons to DepEd and other teacher education institutions and basic education schools).	6.2 %	14.9 %	41.3 %	37.7 %	3.10	Moderately aware
5. Provides technical assistance to the Senate and House of Representatives by giving inputs during Committee hearings and deliberations on legislative proposals on Teacher Education, Basic Education and Higher Education (e.g., RCTQ and other faculty serving as resource persons for legislative consultations).	10.3 %	21.8 %	43.7 %	24.2 %	2.82	Moderately aware

In general, Table 10 shows that most stakeholder-respondents were ***moderately aware*** of the functions of PNU as the NCTE when it comes to teacher education standards. Among the five statements that encapsulated the functions of PNU as NCTE with regard to teacher education standards, the stakeholders are **most aware of PNU's conduct of professional education programs for teachers**, with 38% out of 2,037 respondents are ***highly aware*** of this function. On the other hand, respondents were **least aware of PNU's function as the NCTE in terms of providing**

technical assistance to the Senate and the House of Representatives, with only 24% of the respondents who are **highly aware** of such function.

2.2 Educational Policy Research

Table 11 shows the stakeholders' level of awareness of the PNU's functions as NCTE in terms of education policy research. In general, most of the stakeholders were **moderately aware** of the PNU's functions in education policy research.

Table 11

Stakeholders' Awareness on the Functions of PNU as the NCTE in terms of Educational Policy Research

PNU Functions as NCTE: Educational Policy Research	Extent of Awareness				Weighted Mean	Interpretation
	1 Not at all aware	2 Somewhat aware	3 Moderately aware	4 Highly aware		
	<i>n=2,037</i>					
1. Develops a database of education policies to serve as a resource to the country's policymakers (e.g., EPRDC policy brief, RCTQ policy notes).	9.2 %	23.5 %	44.5 %	22.8 %	2.81	Moderately aware
2. Conducts researches, case studies, and other appropriate methodologies to enhance the teacher education curriculum (e.g., Internationalization of Teacher Education Programs; Responsiveness of the CMO 75 s. 2017 to PISA).	6.3 %	17.7 %	43.4 %	32.5 %	3.02	Moderately aware
3. Creates and tests different models of teacher education that would address key factors in successful teacher education programs and would determine the best model to achieve the country's education goals (e.g., OBTEC 1.0 & OBTEC 2.0 and OBGTEC; PNU Flexible Learning Delivery Model)	7.2 %	18.9 %	44.5 %	29.3 %	2.96	Moderately aware


PNU Functions as NCTE: Educational Policy Research	Extent of Awareness				Weighted Mean	Interpretation
	1 Not at all aware	2 Somewhat aware	3 Moderately aware	4 Highly aware		
	<i>n=2,037</i>					
4. Sets up a centralized database of education policies and researches on significant issues facing the country's education system as well as those in the Asia Pacific region (e.g., PNU Research Portal).	8.2 %	21.8 %	44.8 %	25.1 %	2.87	Moderately aware
5. Presents/Submits to the Department of Education research findings on the necessary competencies of teachers and academic supervisors on their various fields of specialization (e.g., Teacher Development Needs Study (TDNS); PPST, PPSS & PPSSH).	7.1 %	18.6 %	45.9 %	28.5 %	2.96	Moderately aware
6. Presents/Submits to the Department of Education research findings on innovative strategies, and alternative modalities of teaching and learning (e.g., Challenges of PISA: The PNU Report).	7.6 %	19.6 %	43.7 %	29.1 %	2.94	Moderately aware
7. Presents/Submits to the Commission on Higher Education research findings on information and communication technology breakthroughs to enhance teacher education curricula and other issues affecting teacher education (e.g., PPST report, Challenges of PISA: The PNU Report).	7.8 %	20.3 %	45.2 %	26.8 %	2.91	Moderately aware

PNU Functions as NCTE: Educational Policy Research	Extent of Awareness				Weighted Mean	Interpretation
	1 Not at all aware	2 Somewhat aware	3 Moderately aware	4 Highly aware		
	<i>n=2,037</i>					
8. Presents/Submits to the Philippine Congress policy research findings and teacher education research with policy implications in aid of legislation (e.g., EPRDC Policy Briefs; RCTQ Policy Notes).	9.3 %	22.3 %	45.8 %	22.7 %	2.82	Moderately aware
9. Disseminates research outputs on teacher education through regular publication of research journals on teacher education (e.g., The Normal Lights Teacher Education Journal, ASTEN Journal, APHERJ).	8.5 %	21.0 %	45.3 %	25.2 %	2.87	Moderately aware
10. Shares of research expertise and competence in education research with other Teacher Education Institutions (TEIs) throughout the country (e.g., PNU-initiated conferences on teacher education).	7.7 %	19.2 %	44.9 %	28.2 %	2.94	Moderately aware
11. Provides assistance in the assessment of government programs on education (e.g., NEAP Transformation; Literacy Coordinating Council Report on DepEd Literacy Program; Evaluation of the District Supervisors' Leadership Program with SEAMEO-INNOTECH).	6.9 %	18.9 %	45.1 %	29.2 %	2.97	Moderately aware

PNU Functions as NCTE: Educational Policy Research	Extent of Awareness				Weighted Mean	Interpretation
	1 Not at all aware	2 Somewhat aware	3 Moderately aware	4 Highly aware		
	n=2,037					
12. Conducts periodic studies in aid of crafting responsive policies and programs on education (e.g., Analysis of the Senior High School Program; Analysis of the alignment of the K to 12 program to the challenges of PISA; Responsiveness of Mathematics Teacher Education Program to PISA Mathematics Literacy).	8.1 %	20.7 %	45.6 %	25.6 %	2.89	Moderately aware
13. Responds to requests of government agencies to make comments and/or recommendations regarding different policies and programs on education (e.g., DepEd Order No. 31 s. 2020; Senate Bills; Review of RA 10533 (Enhanced Basic Education Act of 2013), RA 10612 (Fast-Tracked S&T Scholarship Act of 2013), RA 11476 (GMRC and Values Education Act)).	8.0 %	20.1 %	46.3 %	25.6 %	2.9	Moderately aware

Similar with the stakeholder-respondents' level of awareness on the PNU's functions as the NCTE in terms of teacher education standards, respondents were also ***moderately aware*** of PNU's functions as the NCTE with regard to education policy research. Looking closely at the data, however, respondents were most aware of PNU's ***conduct of research, case studies, and other appropriate methodologies to enhance the teacher education curriculum***. Examples of these studies included internationalization of teacher education programs and responsiveness of the CMO 75 s. 2017 to PISA. This function obtained the highest weighted mean of 3.02, which also has a moderate awareness interpretation.

Other research engagements of PNU that the respondents were most aware of were on the following items: 11) provision of assistance in the



assessment of government programs on education such as to NEAP Transformation, to the Literacy Coordinating Council Report on DepEd Literacy Program, as well as in the Evaluation of the District Supervisors' Leadership Program with SEAMEO-INNOTECH; 3) creation and testing of different models of teacher education that would address key factors in successful teacher education programs and would determine the best model to achieve the country's education goals (e.g., OBTEC 1.0 & OBTEC 2.0 and OBGTEC; PNU Flexible Learning Delivery Model); 5) presentation/submission to the Department of Education research findings on the necessary competencies of teachers and academic supervisors on their various fields of specialization (e.g., Teacher Development Needs Study (TDNS); PPST, PPSS & PPSSH); 6) presentation/submission to the Department of Education research findings on innovative strategies, and alternative modalities of teaching and learning (e.g., Challenges of PISA: The PNU Report); and 10) sharing of research expertise and competence in education research with other Teacher Education Institutions (TEIs) throughout the country (e.g., PNU-initiated conferences on teacher education). These items had weighted means from 2.94 to 2.97, which pointed to the moderate awareness of respondents.

Respondents showed relatively lower awareness on items 1) developing a database of education policies to serve as a resource to the country's policymakers (e.g., EPRDC policy brief, RCTQ policy notes); 4) Sets up a centralized database of education policies and researches on significant issues facing the country's education system as well as those in the Asia Pacific region (e.g., PNU Research Portal); 8) Presents/Submits to the Philippine Congress policy research findings and teacher education research with policy implications in aid of legislation (e.g., EPRDC Policy Briefs; RCTQ Policy Notes); and 9) Disseminates research outputs on teacher education through regular publication of research journals on teacher education (e.g., The Normal Lights Teacher Education Journal, ASTEN Journal, APHERJ). These items had weighted means from 2.81 to 2.87, all with moderately aware interpretation.


2.3 Modernization Programs

Table 12 shows the stakeholders' level of awareness of the PNU's functions as the NCTE in terms of its modernization program. In general, most of the stakeholders were moderately aware of the PNU's projects for modernization.

Table 12

Stakeholders' Awareness on the Functions of PNU as the NCTE in Terms of Modernization Program

PNU Functions as NCTE: Modernization Program	Extent of Awareness				Weighted Mean	Interpretation
	1 Not at all aware	2 Somewhat aware	3 Moderately aware	4 Highly aware		
	<i>n=2,037</i>					
1. Prepares a modernization plan to fulfill PNU's mandate as the National Center for Teacher Education in order to upgrade and update its capability for delivering pre-service, in-service formation for teachers, and advanced training and research development for faculty of teacher education universities (e.g., creation of the College of Flexible Learning and ePNU as platform to alternative ways of education and training delivery).	8.3 %	20.3 %	45.7 %	25.7 %	2.89	Moderately aware
2. Prepares a modernization plan to enhance curricular programs and learning environment that are responsive to the needs of learners, by enhancing faculty and staff capabilities and services including provisions towards a smart university in teacher education (e.g., PNU OBTEC and OBGTEC; Academic Program accreditation).	9.3 %	20.1 %	45.1 %	25.5 %	2.87	Moderately aware
3. Positions PNU as hub for leadership, graduate education and research and innovation in teacher education.	7.8 %	17.9 %	44.0 %	30.3 %	2.97	Moderately aware



In terms of the modernization program as PNU's NCTE function, stakeholder-respondents have also expressed that they were moderately aware of these functions. Respondents were mostly aware of PNU's position as hub for leadership, graduate education and research and innovation in teacher education, with 30% of respondents who said they were highly aware of this item. Among the three indicators of this function of PNU as NCTE, this item generated the highest weighted mean of 2.97. This was followed by indicators one and two, namely, 2) Prepares a modernization plan to enhance curricular programs and learning environment that are responsive to the needs of learners, by enhancing faculty and staff capabilities and services including provisions towards a smart university in teacher education (e.g., PNU OBTEC and OBGTEC; Academic Program accreditation); and 1) Prepares a modernization plan to fulfill PNU's mandate as the National Center for Teacher Education in order to upgrade and update its capability for delivering pre-service, in-service formation for teachers, and advanced training and research development for faculty of teacher education universities (e.g., creation of the College of Flexible Learning and ePNU as platform to alternative ways of education and training delivery). These two items had weighted means of 2.87 and 2.89, respectively, with only around 26% of the 2,037 respondents being highly aware of these two indicators.

Congruent with the first theme that emerged on respondents' awareness on the PNU's function as NCTE, which was **Quality, Innovative, and Adaptive Teaching Pedagogy, Strategies, and Approaches**, the quantitative part also highlighted that they were most aware of the professional education program for teachers as well as PNU's researches, case studies and other appropriate methodologies. This results in PNU's identity as a provider of quality and innovative teacher training in the country. The PNU's critical role as NCTE in terms of provision of technical advice to DepEd is also apparent from the data. The recognition of PNU as a hub for leadership as well as on graduate education, research and innovation in teacher education was also apparent.

Based on the findings, PNU has to work on the promotion of its role in providing technical assistance to the Senate and the House of Representatives as well as to CHED. Data revealed that although PNU was recognized to be providing technical assistance to DepEd, PNU's critical role in providing technical assistance to these other important government policy-making bodies on education mentioned above were seemingly unheard of among the larger education stakeholders. In addition, PNU has to intensify its efforts in the area of developing a database on educational

policies, including dissemination of research outputs through regular publication in teacher education research journals.

3. Stakeholders' Level of Awareness of the NCTE's Programs and Projects

To establish the level of awareness of the stakeholders on the PNU's programs and projects as the NCTE, they were asked first of how often they engaged with PNU students, PNU faculty members, PNU officials, and PNU programs/projects. Table 13 shows that the respondents **rarely engaged** with PNU students, PNU faculty members, and PNU officials. They also **rarely engaged** in PNU programs and projects. In general, the stakeholder-respondents are **rarely engaged** with PNU.

Table 13

Summary of Stakeholders' Engagement with PNU

Engagement of Stakeholders with PNU						
	1 Never	2 Rarely	3 Sometimes	4 Almost Always	Total	Mean
With PNU students	821	593	500	123	2037	1.96
With PNU faculty members	832	605	471	129	2037	1.95
With PNU officials	956	576	412	93	2037	1.82
In PNU programs and projects	733	604	568	132	2037	2.05
Mean Score						1.95

The respondents were also asked how aware they are of the projects of PNU as the NCTE. Projects refer to activities conducted by PNU as a leader, partner or collaborator. As shown in Table 14, the majority of the respondents was **somewhat aware** of PNU programs and projects. This is expected as the levels of engagement of the respondents is generally described as 'rarely' as shown in Table 13.

Table 14*Summary of Stakeholders' Awareness of PNU Projects*

Awareness of Stakeholders with PNU Projects						
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware	Total	Mean
In your role, how aware are you with the projects of PNU?	671	702	548	116	2,037	2.05
Mean Score						2.05

The succeeding tables generally support the results presented in Tables 13 and 14.

3.1 Teacher Education Standards Development

Table 15 shows that in general, with the total mean score of 2.36 for all identified projects, the stakeholder-respondents were **somewhat aware** of the projects of PNU conducted with various partners. This response is consistent with the response in Table 14 to a general question about their awareness of PNU projects. However, if every project is taken into account, the project "Development and Validation of the PPST " has a slightly higher mean score of 2.59, which translates to **moderately aware**. So, while the respondents were 'somewhat aware' of all listed PNU projects, they were 'moderately aware' of the PPST project. While the response is not close to the 'highly aware' mean score, a 'moderately aware' score from respondents who were 'rarely' engaged with and only 'somewhat aware' of PNU and its projects does not follow the pattern. One explanation for this may be the familiarity with the PPST but not a familiarity with the PPST as a project of PNU. The PPST project was conducted by PNU RCTQ in collaboration with DepEd.

Table 15

Summary of Stakeholders' Level of Awareness of Specific Projects of PNU on Teacher Education Standards Development

Projects	Level of Awareness				Total	Mean
	1 Not at all aware	2 Somew hat aware	3 Moderately Aware	4 Highly Aware		
Development and Validation of the PPST	313	661	610	453	2037	2.59
Development and Validation of the PPSSH	428	690	625	294	2037	2.39
Development and Validation of the PPSS	467	691	612	267	2037	2.33
Implementation of the NEAP	395	674	662	306	2037	2.43
Transformation						
Implementation of Curriculum Quality Audit	472	681	655	229	2037	2.31
Implementation of National Training Program for Newly-hired Teachers Under RA 10612	378	690	658	311	2037	2.44
Linking Standards and Quality Practice (LiSQuP) Program	501	692	633	211	2037	2.27
Passage of RA 11476 or GMRC and Values Education Act	384	670	672	311	2037	2.45
Sa Pinas, Ikaw ang Ma'am/Sir (SPIMS)	536	721	578	202	2037	2.22
PNU as the Founder of Association of SouthEast Asian Teacher Education Network (ASTeN)	526	694	596	221	2037	2.25
PNU as lead shepherd of the National Network of Normal Schools	491	694	619	233	2037	2.29
Mean Score						2.36

3.2 Database of Education Policies and Research Development

3.2.1 Database of Education Policies

Table 16 shows the data regarding the respondents' awareness of the identified PNU programs and projects in relation to the development of a database of education policies.

Table 16

Summary of Stakeholders' Level of Awareness of PNU Projects Related to the Development of Database of Education Policies

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
The PNU Research Portal	659	662	558	158	2037	2.11
The PNU Online Commons	673	634	566	164	2037	2.11
Mean Score						2.11

Table 16 shows a pattern consistent with the preceding tables as it shows the level of awareness among the stakeholder-respondents about the PNU Research Portal and PNU Online Commons. The table shows that the respondents are **somewhat aware** of the PNU Research Portal which is an online platform to disseminate research to a wider audience. This level of awareness is also the same with the PNU Online Commons where the stakeholders are **somewhat aware** of its existence. PNU Online Commons is an online repository or database of various research, dissertations, theses, and other instructional materials that can be accessed by the University community.

3.2.2 Management of Journals

With regard to the research dissemination program of the university through its management of various journals (See Table 17), the response indicates that stakeholders are **somewhat aware** of such projects. Individually, The Normal Lights, which is a peer-reviewed journal in education and educational innovations and development indexed in ASEAN Citation Index (ACI) database, the Asia Pacific Higher Education Research Journal (APHERJ) and the AsTEN Journal each got a mean score that also translates to

somewhat aware. The three journals are managed by the PNU Publication Office (PO).

Table 17

Summary of Stakeholders' Level of Awareness of PNU Projects Related to the Management of Journals

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
The Normal Lights Journal	752	658	494	133	2037	2.00
Asia Pacific Higher Education Research Journal (APHERJ)	788	653	488	108	2037	1.96
AsTEN Journal	801	637	490	109	2027	1.95
Mean Score						1.95

3.2.3 Teacher Education Models

As it is in preceding tables, Table 18 shows individual and total mean scores that translate to **somewhat aware**. These are for Outcomes-Based Teacher Education Curriculum (OBTEC), Outcomes-Based Graduate Teacher Education Curriculum (OBGTEC), and Outcomes-Based Co-Curricular Program (OBCuP). PNU is the first teacher education institution in the Philippines to revise and enhance its curricular and co-curricular programs to OBTEC, OBGTEC, and OBCuP in response to the CHED Memo Order No. 46, s. 2012 which is the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA. It was even ahead of the OBE-based teacher education programs of CHED released in 2017.

Table 18

Summary of Stakeholders' Level of Awareness of PNU Projects Related to the Development of Teacher Education Models

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
Outcomes-based Teacher Education Curriculum (OBTEC)	609	670	592	166	2037	2.15
Outcomes-based Graduate Teacher Education Curriculum (OBGTEC)	649	658	578	152	2037	2.11
Outcomes-Based Co- Curricular Program (OBCuP)	670	671	555	141	2037	2.08
Mean Score						2.12

3.2.4 Creation of PNU Hubs

Table 19

Summary of Stakeholders' Level of Awareness of PNU Projects Related to the Creation of PNU Hubs

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
PNU North Luzon as Indigenous Peoples Education hub	775	658	472	132	2037	1.98
PNU South Luzon as Technology and Livelihood Education hub	795	638	484	120	2037	1.97
PNU Visayas as Environment and Green Technology Education hub	851	622	453	111	2037	1.91
PNU Mindanao as Multicultural Education hub	844	633	454	106	2037	1.91
Mean Score						1.94

Table 19 shows that stakeholder-respondents were **somewhat aware** of the creation of the following PNU hubs: a) PNU North Luzon as Indigenous Peoples Education hub; b) PNU South Luzon as Technology and Livelihood Education hub; c) PNU Visayas as Environment and Green Technology Education hub; and d) PNU Mindanao as a Multicultural Education hub. The regional campuses of PNU were designated as hubs for a specific program in order to respond to the local and community needs in their respective regions, thus making PNU maintain its national relevance and reach.

3.2.5 *Pioneering Policy Research*

PNU through its EPRDC has been conducting research to inform and provide empirical bases in the development of educational policy and practice. The primary clients of PNU in these researches is DepEd and its attached agencies like NEAP and LCC. Table 20 presents the level of awareness of respondents in terms of research projects of PNU.

Table 20

Summary of Stakeholders' Level of Awareness of PNU Projects Related to Pioneering Policy Research

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
Maximizing Investment in Teacher Education Research	594	721	538	184	2037	2.15
Technological, Pedagogical, and Content Knowledge (TPACK) study	614	692	554	177	2037	2.14
Digital Kids Asia Pacific (DKAP) Report – Philippines (in partnership with SEAMEO)	673	687	535	142	2037	2.07
Challenges of PISA: The PNU Report	669	662	550	156	2037	2.09
Directions and Competencies of International Large-Scale Assessments:	638	669	569	161	2037	2.12

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
Input to the K to 12 Reform						
Analysis of the Exit Assessment for Senior High School Students: Input to K to 12 Reform	649	670	554	164	2037	2.11
Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) Mapping Study of Teacher Education Institutions (TEIs)	777	655	486	119	2037	1.97
Foundational Framework for Exemplary Community-Based Literacy Programs and Engagements: Basis for Policy Research	722	659	520	136	2037	2.03
GCED Curriculum Development and Integration in the Philippines Project	728	662	512	135	2037	2.03
Mean Score						2.08

All identified research projects in Table 20 have a mean score that translates to **somewhat aware**, both when considered individually and collectively. Of the major researches that PNU has conducted, the a) Maximizing Investment in Teacher Education Research; b) Technological, Pedagogical, and Content Knowledge (TPACK) study; c) Directions and Competencies of International Large-Scale Assessments: Input to the K to 12 Reform; and d) Analysis of the Exit Assessment for Senior High School Students: Input to K to 12 Reform obtained higher mean scores. Most of these research projects were conducted by PNU with funding support from DepEd and other agencies.

It is worthy to note that the research on BARMM Mapping Study of TEIs (Mapping Study of TEIs Serving the BARMM) received a similar mean score that translates to ‘somewhat aware’ despite not having a single respondent from BARMM.

3.3 Modernization Programs

Table 21 presents the varying programs that PNU has instituted and implemented to achieve the delivery of quality service to its clients and stakeholders. The PNU NCTE law mandates PNU to undergo a modernization plan to improve its system, process, and outputs.

Table 21

Summary of Stakeholders’ Level of Awareness of the PNU Modernization Program

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
ISO Certification	511	648	586	292	2037	2.32
Accreditation of various academic programs through AACCUP	612	635	570	220	2037	2.20
PNU Strategic Development Plan (SDP)	670	632	553	182	2037	2.12
Faculty and Staff Development Program	585	657	568	227	2037	2.21
ePNU as learning management system	677	611	542	207	2037	2.14
PNU Virtual Library	689	622	530	196	2037	2.11
Implementation of PNU tracking system	713	625	537	162	2037	2.07
Web based inventory system for property and supplies	736	645	514	142	2037	2.03
Web based human resource information system	733	634	529	141	2037	2.04
Implementation of PNU School Web Based System (PWEBSS)	741	617	505	174	2037	2.05
e-governance and e-services	716	623	536	162	2037	2.07

Projects	Extent of Awareness				Total	Mean
	1 Not at all aware	2 Somewh at aware	3 Moderately Aware	4 Highly Aware		
Construction of new buildings with state-of-the-art facilities	721	627	523	166	2037	2.07
SMART Campus	711	643	517	166	2037	2.07
Mean Score						2.12

Table 21 reveals that the stakeholder-respondents are **somewhat aware** of the modernization projects of PNU. More specifically, they are somewhat aware of the status of PNU as an ISO-certified institution. PNU's ISO-certification has the highest mean score among the projects that were listed which demonstrates that PNU's status as ISO-certified institution is now becoming a common brand of PNU among stakeholders. Likewise, the stakeholder-respondents were **somewhat aware** of PNU undergoing ACCCUP accreditation to ensure the provision of quality academic programs to its students. The respondents were also **somewhat aware** about the PNU Strategic Development Plan (SDP), the Faculty and Staff Development Program and other modernization projects.

It is interesting to pinpoint that the University's efforts to invest and lay the necessary ICT-related infrastructure to improve its system (e.g. Web-based inventory system for property and supplies, Web-based human resource information system) have not been obviously observed by the stakeholders. The low mean scores can be attributed to the internal relevance and usefulness of these digitalization and ICTization of PNU services and transactions. Most respondents were external stakeholders and non-alumni who might have never stepped on PNU grounds to witness its modernization programs.

The stakeholder-respondents were also asked to list down other programs and projects of PNU which they were aware of or had been involved in but not specifically mentioned in the earlier sections listed. Some of the respondents provided the following programs:

- *Online Training/Webinars During the Pandemic.* PNU has conducted a series of PNU Talks, teacher-coaching seminars, and INSET for teachers. These online trainings and workshops tackled issues on mental health, research capability, among others which were perceived by the respondents as timely and relevant.

- *Provision for Connectivity Support for Teachers and Students.* PNU faculty members, selected staff and selected students were given connectivity allowance and android tablets to increase productivity especially during the work from home arrangement.
- *CHED Higher Education (HiEd) Bayanihan Program.* PNU responded to the call of the CHED to conduct free training on flexible learning to capacitate faculty members in selected state universities and colleges.
- *DIES-International Deans' Course Philippines (DIES-IDCP).* PNU as an institution was consistently engaged, through the participation of the select faculty members as part of the training team, in the DIES International Deans Course. This training program aims to prepare middle managers of public and private institutions for the challenges of holding a higher education management position with the potential and competence to lead in a fast-changing education landscape.
- *Educating Science Teachers for All (ESTA) Project.* PNU is one of the project managers of ESTA under the Erasmus + Programme, which is a collaboration between PNU and the European Union.

4. Stakeholders' Perceived Benefits/Contribution of the NCTE's Programs and Projects

To elicit the stakeholders' perceived value of the programs and projects that PNU has led as the NCTE, they were asked to rate the extent of contribution of each identified project in the areas of teacher education standards development, educational policy research and development, and modernization programs.

4.1 Projects on Teacher Education Standards Development

PNU has been at the forefront in the development of the professional standards for teachers, school heads, and education supervisors through its research arm, RCTQ. Likewise, PNU has been directly involved in providing professional services to the Department of Education especially in the training of teachers in the public schools. Table 23 presents the data on the level of perception of stakeholders as regards to their benefits in the development of teacher education standards in the country.

Table 22

Stakeholder Perception of the Benefits/Contribution of PNU's Teacher Education Standards Development

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Little Extent	2 Moderate Extent	3 Large Extent	4 Very Large Extent		
Development and Validation of the PPST	231	722	664	420	2037	2.62
Development and Validation of the PPSSH	301	755	647	334	2037	2.498
Development and Validation of the PPSS	312	748	645	332	2037	2.49
Implementation of the NEAP	263	729	665	380	2037	2.57
Transformation						
Implementation of Curriculum Quality Audit	316	753	673	295	2037	2.46
Implementation of National Training Program for Newly-hired Teachers Under RA 10612	272	716	679	370	2037	2.56
Linking Standards and Quality Practice (LiSQuP) Program	322	761	673	281	2037	2.45
Passage of RA 11476 or GMRC and Values Education Act	262	732	684	359	2037	2.56
Sa Pinas, Ikaw ang Ma'am/Sir (SPIMS)	322	765	669	281	2037	2.45
PNU as the Founder of Association of South East Asian Teacher Education Network (ASTeN)	330	753	652	302	2037	2.45
Mean Score						2.51

The stakeholders perceived that the following programs have contributed to the Philippine education on **a moderate extent**: Development and Validation of the Philippine Professional Standards for School Heads, Development and Validation of the Philippine Professional standards for Supervisors, Implementation of Curriculum Quality Audit, Linking Standards and Quality Practice (LiSQuP) Program, Sa Pinas, Ikaw ang

Ma'am/Sir (SPIMS), and PNU as the Founder of Association of Southeast Asian Teacher Education Network (AsTEN).

Both the PPSH and PPSS were mandated to be nationally adopted through DO 24, s. 2020 - National Adoption and Implementation of the Philippine Professional Standards for School Heads, and DO 25, s. 2020 - National Adoption and Implementation of the Philippine Professional Standards for Supervisors, respectively. The moderate extent of perceived benefits of these two DepEd orders on professional standards can be associated with the specific group of school leaders and education experts.

The stakeholder-respondents have perceived that the following projects and policies have contributed to Philippine education on a **large extent**: Development and Validation of the Philippine Professional Standards for Teachers, Implementation of the NEAP Transformation, Implementation of National Training Program for Newly-hired Teachers Under RA 10612, and Passage of RA 11476 or GMRC and Values Education Act. The large extent of perception of the PPST is credited to its national adoption by the DepEd in 2017 through DepEd Order No. 42, s. 2017. It is important to note that the majority of the participants in this survey were public school teachers who are cognizant of these professional standards for teachers. As regards the implementation of the NEAP Transformation, the PNU RCTQ served as the major center in drafting the research-based policies, structures, systems and targets of NEAP with the massive consultation and involvement of key education stakeholders within and outside of the DepEd.

PNU is the key and lead university in the implementation of the National Training Program for Newly-hired Teachers Under RA 10612 wherein the program's participants were the teachers in the public schools. Section 12 of the law mandates PNU as the National Center for Teacher Education (Republic Act No. 9647), as well as its network of universities in teacher education like the National Network of Normal Schools (3NS) and other centers of excellence in teacher education, to provide training for hired teachers in the DepEd. The training of the teachers was also in accordance with the national roll out of the K to 12 curriculum under RA 10533.

On the other hand, select PNU Values Education faculty members served as consultants in the various stages of the passage of the GMRC and Values Education Act of 2020. One important section of the law is the teaching qualification and capacity building for teachers which demands from teacher education institutions to create academic programs and special training programs for values education teachers.

In general, the stakeholders perceived that PNU projects on teacher education standards development have contributed to Philippine education to a **large extent** with a total mean score of 2.51.

4.2 Projects on Education Policy Research and Development

4.2.1 Database of Education Policies

PNU embarked on a massive effort to communicate and disseminate its research, publication, and other academic outputs through online platforms (e.g., PNU official website, PNU FB page). Table 23 presents the perception of respondents regarding the benefits or contribution of PNU's program on education policy and research development.

Table 23

Stakeholder Perception of the Benefits/Contribution of PNU's Education Policy Research and Development

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
The PNU Research Portal	121	119	1420	377	2037	3.01
The PNU Online Commons	120	133	1406	378	2037	3.00
Mean Score						3.01

The stakeholder-respondents **agreed** that the PNU Research Portal and PNU Online Commons benefit/contribute to Philippine education. In general, the stakeholders **agreed** that PNU's projects on education policy research and development benefit/contribute to Philippine education.

The PNU Research Portal and PNU Online Commons serve as the free online repository of academic as well as teaching materials that students, researchers, and teachers can access for their research, thus respondents were aware and have benefited from these online platforms.

4.2.2 Management of Journals

PNU is currently managing three research journals, namely: The Normal Lights Journal, Asia Pacific Higher Education Research Journal (APHERJ), and AsTEN Journal.

Table 24

Stakeholders' Perception of the Benefits/Contribution of PNU's Management of Journals

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
The Normal Lights Journal	104	120	1505	308	2037	2.99
Asia Pacific Higher Education Research Journal (APHERJ)	111	127	1500	299	2037	2.98
AsTEN Journal	110	134	1483	310	2037	2.98
Mean Score						2.98

The stakeholder-respondents **agreed** that the following journals being managed by PNU: The Normal Lights, APHERJ, and AsTEN Journal benefit/contribute to Philippine education. In general, the stakeholders **agreed** that the PNU's projects on management of journals benefit/contribute to Philippine education. There is a clear indication that these three journals are providing a good platform for scholars and researchers to publish their research papers and likewise, the quality of the research articles are contributing to push forward the frontier of knowledge when it comes to pedagogy, curriculum, assessment, and other education related research.

4.2.3 Development of Teacher Education Models

Table 25 presents the perception of stakeholder-respondents about the contribution of PNU in terms of the development of teacher education models. PNU as NCTE is expected to develop pioneering academic programs that will improve the quality of teacher education programs in the Philippines.

Table 25

Stakeholders' Perception of the Benefits/Contribution of PNU's Development of Teacher Education Models

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
Outcomes-based Teacher Education Curriculum (OBTEC)	93	97	1499	348	2037	3.03
Outcomes-based Graduate Teacher Education Curriculum (OBGTEC)	94	102	1495	346	2037	3.03
Outcomes-Based Co- Curricular Program (OBCuP)	95	106	1498	338	2037	3.02
Mean Score						3.03

The stakeholder-respondents **agreed** that the Outcomes-Based Teacher Education Curriculum, Outcomes-Based Graduate Teacher Education Curriculum, and Outcomes-Based Co-Curricular Program benefit/contribute to Philippine education. In general, the stakeholders **agreed** that PNU's development of teacher education models benefit/contribute to Philippine education. These new curricular models of PNU based on OBE were used as benchmarks by other TEIs in the country in the development and alignment of their teacher education curriculum with OBE. More importantly, the outcomes-based academic programs of PNU (OBTEC and OBGTEC) were extended to the development and implementation of the outcomes-based co-curricular programs. This means that PNU's programs were aligned and faithful to the OBE-programs of CHED.

4.2.4 Creation of the PNU Hubs

Table 26 shows the extent of benefit/contribution of each of the hubs created by PNU to realize its being the NCTE.

Table 26

Stakeholders' Perception of the Benefits/Contribution of PNU's Creation of PNU Hubs

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
PNU North Luzon as Indigenous Peoples Education hub	94	106	1507	330	2037	3.02
PNU South Luzon as Technology and Livelihood Education hub	92	104	1520	321	2037	3.02
PNU Visayas as Environment and Green Technology Education hub	96	107	1522	312	2037	3.01
PNU Mindanao as Multicultural Education hub	96	115	1510	316	2037	3.00
Mean Score						3.01

The stakeholder-respondents **agreed** that the creation of all PNU hubs, namely: PNU North Luzon as Indigenous Peoples Education hub, PNU South Luzon as Technology and Livelihood Education hub, PNU Visayas as Environment and Green Technology Education hub, and PNU Mindanao as Multicultural Education hub benefit/contribute to Philippine education. The hubness of the PNU campuses was designated in 2012 and currently each of the four campuses is now taking off as an institution in their respective regions. The unique contributions of PNU hubs are now being recognized by different stakeholders through their various programs and activities.

4.2.5 Pioneering Policy Research

Table 27 shows the extent of benefit/contribution of each of the pioneering policy research projects that PNU faculty has led.

Table 27

Stakeholders' Perception of the Benefits/Contribution of PNU's Pioneering Policy Research

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
Maximizing Investment in Teacher Education Research	88	88	1460	401	2037	3.07
Technological, Pedagogical, and Content Knowledge (TPACK) study	82	93	1487	375	2037	3.06
Challenges of PISA: The PNU Report	82	102	1497	356	2037	3.04
Directions and Competencies of International Large-Scale Assessments: Input to the K to 12 Reform	85	93	1470	389	2037	3.06
Analysis of the Exit Assessment for Senior High School Students: Input to K to 12 Reform	82	93	1476	386	2037	3.06
Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) Mapping Study of Teacher Education Institutions (TEIs)	92	129	1500	316	2037	3.00
Foundational Framework for Exemplary Community-Based Literacy Programs and Engagements: Basis for Policy Research	91	115	1483	348	2037	3.03

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
GCED Curriculum Development and Integration in the Philippines Project	85	115	1488	349	2037	3.03
Mean Score						3.04

The stakeholder-respondents **agreed** that all of PNU's pioneering policy research projects, namely: Maximizing Investment in Teacher Education Research, Technological, Pedagogical, and Content Knowledge (TPACK) study; Challenges of PISA: The PNU Report; Directions and Competencies of International Large-Scale Assessments: Input to the K to 12 Reform; Analysis of the Exit Assessment for Senior High School Students: Input to K to 12 Reform; Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) Mapping Study of Teacher Education Institutions (TEIs); Foundational Framework for Exemplary Community-Based Literacy Programs and Engagements: Basis for Policy Research; and GCED Curriculum Development and Integration in the Philippines Project benefit/contribute to Philippine education.

It is worth noting that the following projects above were recently done by PNU, but the respondents were able to perceive benefits to them, personally and nationally. These are projects which have national implications to curriculum, assessment, and global competitiveness of the Philippines.

4.3 Modernization Programs

Table 28 shows the extent of benefit/contribution of each of the pioneering policy research projects that PNU faculty has led.

Table 28

Stakeholders' Perception of Benefits/Contribution of PNU's Modernization Programs

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
ISO Certification	82	75	1411	469	2037	3.11

Projects	Extent of Benefit/Contribution				Total	Mean
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		
Accreditation of various academic programs through AACCUP	85	82	1446	424	2037	3.08
PNU Strategic Development Plan (SDP)	86	83	1448	420	2037	3.08
Faculty and Staff Development Program	83	75	1418	461	2037	3.11
ePNU as learning management system	85	85	1429	438	2037	3.09
PNU Virtual Library	83	86	1421	447	2037	3.10
Implementation of PNU tracking system	86	93	1445	413	2037	3.07
Web based inventory system for property and supplies	88	89	1449	411	2037	3.07
Web based human resource information system	81	95	1447	414	2037	3.08
Implementation of PNU School Web Based System (PWEBSS)	86	98	1427	426	2037	3.08
e-governance and e-services	85	98	1424	430	2037	3.08
Construction of new buildings with state-of-the-art facilities	85	92	1438	422	2037	3.08
SMART Campus	87	95	1431	424	2037	3.08
Mean Score						3.08

The stakeholder-respondents **agreed** that all of PNU's projects on the Modernization Program, namely: ISO Certification; Accreditation of various academic programs through AACCUP; PNU Strategic Development Plan (SDP); Faculty and Staff Development Program; ePNU as learning management system; PNU Virtual Library; Implementation of PNU tracking system; Web based inventory system for property and supplies; Web based human resource information system; Implementation of PNU School Web Based System (PWEBSS); e-governance and e-services; Construction of new buildings with state-of-the-art facilities; and SMART Campus have benefited/contributed to Philippine education. The respondents were familiar to some extent with regard to the internal

operations of the university by way of their official and personal transactions in PNU.

The stakeholders were also given the opportunity to cite other PNU projects not mentioned above that they know have significant contributions to Philippine Education. The following projects were cited:

- *ICT Assistance for Teaching and Learning.* PNU was responsive by timely provision of ICT assistance to both teachers and students in the PNU system in the early stage of adjustment to flexible learning.
- *Professional Development Programs for Teachers.* PNU is an active institution in the continuous conduct of professional development programs for teachers in various areas.
- *Scholarship Program for Teachers.* In partnership with various institutions, PNU was able to create scholarship opportunities for its faculty members and students to study in other universities, both local and abroad. PNU served as a partner by DepEd and other government agencies in providing special training programs and scholarships.
- *Flexible Learning Program in the New Normal.* PNU was prompt and systematic in its migration (planning, implementation, and management) from face to face to flexible learning modality. Likewise, training was immediately conducted using an online platform, thus continuous service to its clients and other stakeholders.
- *Instructional Material Development.* PNU's production of instructional materials served both students and teachers as well as other institutions.
- *National Policy and Program on Education Reform.* PNU has contributed as an institution in the development and passage of education related legislation.
- *Collaboration and Networking among Teacher Education Institutions.* PNU has been a leader in teacher education institutions in the country by organizing various TEIs. PNU was also a preferred partner by other academic institutions and other government agencies in the implementation of their programs and projects.


- *Effective and Responsive Extension Program.* PNU and its campuses were committed in helping address local and immediate needs of the community through its extension services programs.

On the other hand, the stakeholder-respondents fluently stated their feelings and their suggestions that PNU should:

- *Continue to provide professional advancement for teachers and technical support to other schools.* One participant of the survey said that, “Congratulations and thank you very much for extending your assistance to other schools and providing advancement learning to all teachers”
- *Serve as an institutional platform for training of teachers and school leaders.* One stakeholder-respondent pointed out this, “Please continue in maintaining, developing, and equipping the system of the College of Education as we all know this serves as the backbone of the innovative educational system of our nation”
- *Implement a comprehensive information dissemination drive or campaign for PNU projects/programs.* The participation of the respondents gave them the information about the program of PNU, thus one respondent said, “I look forward to knowing more about the projects and programs of PNU.” Other respondents said that “Thank you, looking forward to being oriented with the programs of PNU, especially the assistance that you give to teachers.” This respondent was appreciative in answering the survey instrument because s/he learned more about PNUs’ programs, “Thank you for the survey, at least I have read some interesting projects that the University has in store for teachers who want to pursue their studies.”
- *Create a mechanism to continuously improve its processes, systems, delivery and implementation of its program and projects.* The stakeholder-respondents were cognizant of the sustained efforts of PNU to improve its service, thus one respondent said that, “My pleasure and congratulations to PNU for its untiring effort to improve, upgrade, and sustain projects and processes.”
- *Serve the needs of teachers during the pandemic.* PNU was consistent in its being responsive to the needs of its students and other partner organizations by being able to design and implement programs in the

midst of the global health crisis. One respondent said, “Thank you for helping us, teachers, amidst the pandemic.”

- *Assist DepEd and other institutions in the implementation of education reform.* The stakeholder-respondents were aware of the contribution of PNU to DepEd in terms of the services and policy inputs. One respondent expressed his/her appreciation to PNU, “Welcome and thank you for all the support given to us/Deped.”



CHAPTER 4: CONCLUSION AND RECOMMENDATIONS


SUMMARY OF THE STUDY

This study aimed to describe the Philippine Normal University's impact as the National Center for Teacher Education to its external stakeholders. Specifically, the study determined the external stakeholders' perceived function, and awareness of the functions, programs and projects of PNU as NCTE in terms of the three major provisions of the NCTE Law (Teacher Education Standard Development, Educational Policy Research, and Modernization Program). The study also described to what extent the stakeholders value the benefits of the programs and projects of the University as the National Center for Teacher Education in the areas of teacher education standards, educational policy research and modernization. Guided by descriptive design, the study drew its analysis from the data collected from external stakeholders through qualitative and quantitative approaches.

SUMMARY OF FINDINGS

Comparing the perception of stakeholders with RA 9647, the majority of the perceived functions of PNU as NCTE by the former align with the different sections of the republic act. Visibility of section 4 (Teacher Education Standards Development) is evident in the perceptions of PNU stakeholders. In terms of the other sections, stakeholders' perceived functions of PNU do not exactly match the provisions of the other sections [5 and 6]. Specifically, only one of the six provisions in **section 5 [Education Policy Research and Development]** and **none in section 6** merited the stakeholders' perceived function of the University. However, there are perceptions defined by stakeholders which may not exactly match the defined provisions of the law, which are perceived functions of PNU as NCTE in times of pandemic or crisis. Such reflects that the perception of stakeholders may be affected by the recency of the University's activities.

PNU stakeholders' [who are mostly basic education teachers] awareness level to the provisions of the RA 9647 ranges from moderately to most aware. These stakeholders hold that they are most aware of the functions of PNU as NCTE in relation to section 4 of the Law [Teacher Education Standards Development]. Their perceived high level of awareness was identified in PNU's conduct of professional education programs for teachers. However, they project least awareness within the aforementioned section in terms of PNU's technical assistance to legislative bodies of the country which may only be projected through the body of work of RCTQ as PNU's research arm. Such findings may be attributed to intensive public engagement of RCTQ, which may be adopted by the University when teachers/professors are invited as consultants to legislative meetings.




Direct effect and recency define the level of awareness of PNU stakeholders on NCTE's programs and projects. They incur moderate awareness of PPST since this is widely disseminated in their agency [Department of Education] that directly dictates pre-service competencies and in-service skills and proficiency. A somewhat moderate level of awareness was noted in all the other provisions [Section 5: Educational Policy Research and Section 6: Modernization Program] of the NCTE law. However, stakeholders specifically identified several of PNU's programs and projects for the three major provisions of the NCTE law which were visible and were implemented during the pandemic.

Benefits and contributions of NCTE's programs and projects are generally largely perceived in section 4 of the NCTE law [Teacher Education Standards Development]. An emphasis on the perceived large extent of contribution and benefit is attributed to all programs and projects that directly affect the basic education teachers. While a moderate extent on works and activities on school heads and administration is seen as contributory to them, the stakeholders generally agree that all programs and projects of PNU are contributory to its realization of the different provisions of the NCTE law. However, specific suggestions were provided by stakeholders on how PNU may sustain its other programs and projects specifically on professional development and training only.

CONCLUSION AND RECOMMENDATIONS

In reference to the NCTE law, the impact of PNU to its stakeholders within its decade of service as the National Center for Teacher Education may be described as generally medial in terms of the overall perception of its stakeholders. Good optics of impact is visible in teacher education standard development in terms of pre-service, and teacher professional development. Such status of impact of PNU as NCTE may hint significant work in the other aspects as promulgated by the NCTE law to claim complete contribution of the University to nation building through teacher education. Furthermore, such imply tinkering on programs that will enhance PNU's impact to legislative visibility, educational policy research and modernization to fully contextualize its vital influence and contribution to its stakeholders. Active engagement to legislative visibility may be publicized for stakeholder awareness and information. A lean on policy-driven and policy research in teacher education may transition to notable change in the sentiments of its stakeholders. Finally, PNU may transition to translating the modernization program to exceptionally quality services to its stakeholders for more perceived impact.



SDP's and key indicators should consider and be dedicated addressing all NCTE provisions and should include mechanisms on how PNU's stakeholders may benefit and become aware of the SDP directed activities that directly address NCTE provisions. A Technical Working Group may be formed to annually assess and monitor attainment of indicators and sustainability of activities that helped achieve the indicators. Technology-assisted dashboards may be developed to assist the University and the TWG in the monitoring process. Finally, a recalibration of the role of PNU as NCTE through a passage of a new PNU modernization law may be able to expand the impact of PNU in both national and global levels.

WAYS FORWARD

Just recently, the Philippine Normal University has released its ten-year Strategic Development Plan for 2022-2032 which redefines the University's mission and vision. With the new vision statement: *a leading future-ready teacher education university responsive to the national and global development goals and directions* and guided by five (5) commitments of quality, inclusivity, innovation, impact and sustainability, PNU is envisioned to lead in the development of innovative and inclusive curricular models and programs, and in advancing pedagogies with the goal of producing future-ready graduates. With quality education and service at its core, the University also puts premium in gender and inclusivity, student services human resource development, and will emphasize on sensitivity and responsiveness to diversity and individual needs. These are all enshrined in the university's new mission statement that reads *"the Philippine Normal University is committed to lead innovative, responsive and sustainable teacher education programs that set the standards of future-ready teachers and education leaders."*

With the recent enactment of Republic Act 11713 otherwise known as "Excellence in Teacher Education Act" which designated PNU as the Advisor to the Teacher Education Council, the university shall endeavor to provide research-based, strategic and innovative recommendations and technical support on teacher education. Such a daunting task shall be one of the main thrusts of PNU as it continues to perform its mandate as the country's National Center for Teacher Education (NCTE).

Moreover, PNU aims to continue knowledge creation through research to address educational issues and transmit these knowledge to the national and international community. And as the lead shepherd in national and international networks of higher educational institutions, the National

Network of Normal Schools (3NS) and the ASEAN Teacher Education Network (AsTEN), PNU aims to expand not only its national and international linkages but its influence as well.

The Philippine Normal University is also in the midst of preparing a new PNU Modernization Plan which will help the University attain the strategic goals and objectives articulated in the Strategic Development Plan (SDP) 2022-2032. The PNU Modernization Plan aims to expand the role of PNU in shaping teacher education in the country and in the Asia-Pacific. To realize the modernization plan, legislation to support the modernization program of PNU may be necessary.

The Philippine Normal University will continue its thrust in influencing the shaping and reshaping the country's educational landscape. And with the PNU's new Strategic Development Plan and Modernization Plan, the University is expected to hit new milestones.

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Annex

Task Force on the Preparation of the NCTE Report



Bert J. Toga, PhD
President

REPUBLIKA NG PILIPINAS
Republic of the Philippines
PAMANTASANG NORMAL NG PILIPINAS
Philippine Normal University
ANG PAMBANSANG SENTRO SA EDUKASYONG PANGGURU
The National Center for Teacher Education
Maynila
Manila

July 15, 2020

PNU SPECIAL ORDER

No. 122
Series of 2020

TO: **Dr. RONALD ALLAN S. MABUNGA**
Dr. LORDINIO A. VERGARA
Dr. MARIA ANTOINETTE C. MONTEALEGRE
Dr. RITA B. RUSCOE
Dr. RUTH A. ALIDO
Dr. MARILYN U. BALAGTAS
Dr. MARIE PAZ E. MORALES
Dr. GINA O. GONONG
Dr. ZYRALIE LOTIVIO-BEDURAL
Dr. ADONIS P. DAVID

SUBJECT: **Taskforce on the Preparation of the NCTE Report**

In relation to our status as the National Center for Teacher Education (NCTE), the undersigned hereby constitutes the **Taskforce on the Preparation of the NCTE Report**. The Taskforce will have the following composition

Chair: Dr. Ronald Allan S. Mabunga
Co-Chair: Dr. Lordinio A. Vergara
Members: Dr. Maria Antoinette C. Montealegre
Dr. Rita B. Ruscoe
Dr. Ruth A. Alido
Dr. Marilyn U. Balagtas
Dr. Marie Paz E. Morales
Dr. Gina O. Gonong
Dr. Zyrallie Lotivio-Bedural
Dr. Adonis P. David

As Members of the Taskforce, you are requested to prepare a comprehensive report on PNU as NCTE covering the period of 2009 to 2020 for submission to the House of Representatives, the Department of Education (DepEd), the Commission on Higher Education (CHED), and other stakeholders. Specifically, you will:

- Prepare a proposal with line item budget (LIB) to support the budgetary requirements of the report;
- Gather relevant data and information that will be included in the report;

- Coordinate/facilitate meetings to ensure our stakeholders' participation and cooperation in the development of the report;
- Decide on the coverage, design, and layout of the report;
- Ensure timely release of the report; and
- Accomplish other relevant tasks to be assigned by the University President

Your usual support and cooperation are highly appreciated.


BERT JAZMIN TUGA, PhD
President

Cc: Vice Presidents
UBS
UARMU
PMS



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