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Sucs: Front Liners of Effective Educational Researches

By Ana Marie V. Fernandez
Cebu Normal University

Abstract- This study evaluated the frontline service of state universities and colleges Teacher Education Institutions of the Philippines. Research is one of their core functions. This study also examined how the triangulation of accountability between the government's support, teacher education institutions and the department of education in resolving educational problems. This study revealed that effective educational researches answer the issues and concerns of the modern era classroom where large classes are evident and growing. This study used a descriptive and deductive research design. The researcher used her made questionnaire, supplemented with the UNESCO ICT curriculum checklist and data from the Commission on Higher Education. The findings show that SUC-TEI is an intricate part of the Department of Education and failure on its part to deliver EER can stagnate and hamper the dynamic and responsive exchange of new strategies and educational tools for basic education. The great challenge of effective educational researches is the coping of delayed responsibilities of the lack of strong national policy on ICT teacher resource, national plan, regulatory institution and national open educational resources for research resources. ICT indeed has an impact in revolutionizing the delivery of effective educational researches and level of performance of TEIs.

Keywords: *state universities and colleges, accountability, education.*

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I. Introduction

With the onset of ICT in the tertiary education and all the educational levels of the country, the growing demand of delivery of effective educational researches are adhered and hoped by all the servicing teachers in the Department of Education. The growing need to have a new grasps of knowledge which are research-based that can answer surmounting educational problems in the teaching and learning environment. The call to conduct researches are long been stipulated to all the higher education institutions (HEIs) but as if it seems that many are slumbering the capacity and stagnantly idled to conduct effective educational researches in order to uplift the present situations of the Department of Education in the country.

Many educators in the higher education institutions are geared to conduct effective educational researches but along the way falter for lack of support either moral or monetary to finish the end of the line and that his or her research is made available to everyone in the field. There seems scarcity in the midst of abundance of effective educational researches. Thus, there is a need to examine and trace the pathways of the road maps of higher education institutions so that there can be unclogging of wholes and drainage system of what is out and what is relevant today. Researches that are needed and most demanded by servicing teachers and pre-service teachers are seemed too elusive to be grasped by those who are poor and isolated educators.

There is a triangulation of responsibility and accountability of effective educational researches delivery by the teacher education institutions (TEIs), Commission on Higher Education (CHED) and the government as it plays a big role to make the Department of Education a well off of supply of effective educational researches. The stand alone scenario should be ended in order to level off to the demands of globalization or else this scenario can lead us to nowhere in the global ranking of educational system.

Author: Cebu Normal University.
e-mail: marylovetrisha25@yahoo.com

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II. Theoretical Framework

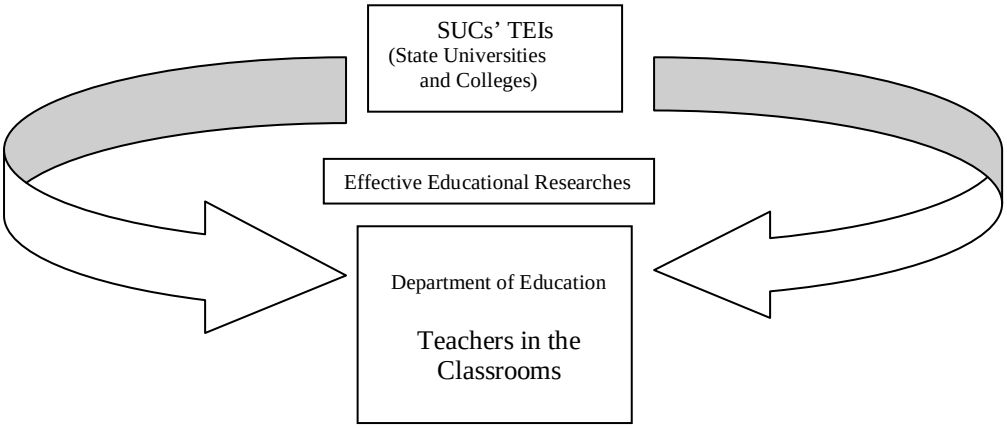

Figure 1: Theoretical Framework SUC-TEIs. Adapted from the Philippine Educational Structure of the Department of Education 1998-2002

III. Objectives of the Study

This study investigated the delivery of effective educational researches of TEIs to Department of Education. To examined based on the perceptions of how capable are the educators of TEIs to do effective educational researches and to make a prognostic stand of comparison of the production of effective educational researches before ICT[1] integration and now with the ICT integration in tertiary education, however, on the UNESCO ICT data source (2010) the Philippines has not been able to comply so it is rightful to presumed that ICT master plan and practices are existing but has not been institutionalized in the Philippines as the of the To determine how the government funds for SUCs researches are being used up to produce more effective educational researches..

IV. Literature Review

a) Teacher Education Institutions of State Universities and Colleges

Taylor (2003) cited that higher education institutions nowadays in many parts of the world frayed by too much demands on its services yet with the minimal resources can torn them to the end of the line. In this scenario they have to strengthen their quality service and always put to the test for assessment of quality. With this in mind the Teacher Education Institutions too are not an exemption not to bend to this kind of run. More so with being in state universities and colleges as fund with a large scale outcome as expected in the future. If futility of the government is not foreseen in the future, however, if not bound to the structure and do otherwise then it is seen to be incompetent in the near future is seen. More is expected with minimal resources, then many can have more reasons or excuses of not doing well in the field or position, but as to be vigilant to every peso shed to the people's money then everyone in the higher education is duty bound to do their excellent job in the government service.

b) Functions of TEIs SUCs

Tan (2005) remarked that the higher education plays the central role in the national life and the other sectors of the economy. Thus, this becomes very integral task for the Teacher Education Institutions of state universities and colleges (SUCs) to do. They have to function with the four fold tasks: *instruct, research, extend and publish*. They have to instruct the pre-service teachers with utmost knowledge, skills, attitudes and values of becoming a good model to the new generations. They have to do their researches so that the educational field will have full of resources that is responsive, dynamic and relevant to the growing changing issues of the modern society. They have to extend their expertise to the outside community for having a lot of findings and new discoveries because the community owes to be shared as it is the very essence of the purpose of their structure. This sharing is a function that creates the corporate obligation of the TEIs or the SUCs itself to the community globally.

c) Triangulation of Accountability

The triangulation of accountability is shared by all the stakeholders in the educational system. The SUCs who has the highest remark being the prime innovator of changes in the system might as well as the prime source of deficiency and dysfunctionality. Tan (2005) recounted that higher education has produced low quality graduates and the underdevelopment of an innovation system have lowered the productivity of the country's labor force and inhibited technological progress. Padua (2003) cited that the funding for state universities and colleges characterized as a negotiated funding scheme and not based on consideration of

[1] See Appendix A for ICT Table of Compliance Checklist from UNESCO (2010)

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quality outcome. These two thoughts give us a sense that there has been a deficiency or lack of quality delivery which can happen in the walls in between the SUCs. This can be also an alarming reason to believe that futility can exist in the guise of a name of state university and colleges that for almost a long run has not been uncovered and unfolded. The search for quality is becoming more and more a distance star. The feature of SUCs can become multiform and their range can be too far from each other. This will defy the standard set for the SUCs in the country. In this growing modern society SUCs specially the TEIs will not just going to meet the standards of quality but has to innovative programs and studies that can be so dynamic, responsive and updated with the changing issues here in our country and may be can contribute to stir innovations with the countries. One of which is on how to manage quality large classes which are very evident in our basic education. That numbers can grow from 60 to 99 students in the class as per estimated number. The selection of appropriate technology that can answer the demanding numbers in the classroom: large number of students, least number of teachers, the congested competencies in the curriculum, least number of technology and educational resources.

d) Quantity in policy but not quality in policy

This is clear manifestation of not having quality but quantity policy matters in resolving most issues and concerns. This is not questions where are the great minds of the Philippines but where they able to function well? Were they able to have luminous freedom to say what is ought to be done in our system? Or the system is manned by the popularity demand like 'as it was true in the other countries like the mighty name US have then' so as it can be installed in the Philippines? Well, at the end where are the men who will man the need of the growing result of inferiority. This could be answered with eyes open wide and learn from our past that it is us who will man our own inferiority in the name of quality for our people sake. Lopez[2] (2013) mentioned that SUCs annual budget may increased incrementally but with little or no consideration of seeing if there were no impact of their activities on attaining the sectoral and societal outcomes. These societal outcomes are the major final outcomes that the SUCs should or must deliver. These are the innovative changes beaming from the works and activities propelled by SUCs. This resounded that there is a real difficulty to curve the picture of SUCs because of its low outcomes although has more annual outputs but these are raw materials to produce the dreamed out comes. So many SUCs are evading this pathway and contented to be labeled as an extension of basic education not a higher education with its full essence.

e) Publication of research outputs is a must for HEIs faculty

The Commission on Higher Education (2012) reiterated that 'publication of research outputs of faculty members of colleges and universities in referred journals has become a universal requirement for tenure in higher education institutions. It is further reiterated by CHED that in order to encourage and support HEIs they are giving guidelines for CHED Accreditation of Research Journals and providing incentives thereof for the purpose of promoting or enhancing the research productivity of HEIs. It is further assumed by the Commission that research outputs will be peer-reviewed or refereed by journals of research publications of high quality, credibility and integrity. However, there is a huge variance in the quality of journals of research published by colleges and universities in the country. Thus the Commission on Higher Education is prioritizing the rationalization of higher education institutions of the country by putting them on the priority list: HEIs development and implementation of topology or mapping of HEIs programs, restructuring of HEIs, having a regional university system and specialized institutions; Adopting quality assurance: by revising new policies, standards and guidelines, intensive monitoring of programs; capacity building of institutions and their faculty; and industry-academe partnership and internationalization of Philippine HEIs. These are the initiatives of the Commission to ignite the flames of the SUCs to perform their tasks and function.

f) Faculty Development in Higher Education

The faculty development is the marked and eyed aspect of the Commission on Higher Education that can supplement that strength of the pillar of HEIs. CHED (2009) provided the guidelines on faculty development program in the Philippines. Faculty development is seen as the critical factor towards building a strong foundation of educational institutions to ensure quality education. It has always been the priority concern of the Commission for a long. It sees that the country cannot compete with its neighboring countries which are now moving towards offering cutting-edge programs and technologies if the faculty are left in the milestone of development. So the training of faculty in-service has been the rope to lead them to train others. There training should give more outcomes as they will be considered the critical minds and mass to train and equip others like their students for significant and promising careers in the global market.'

g) Rare View Seen by the Business Education

The partnership of industries and academe is not new to Philippine HEIs but what seems difficult to understand is that there is a continuing complaint on the

[2] Dr. Marcelo T. Lopez, RN, Ed. D, DPA SUC President of Cebu Normal University, This is a version of his message in Lopez, M. (2013). *State of the University Portfolio 2012-2013.* Cebu City Philippines.

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side of the industries' sector when it comes to competencies of the graduates of HEIs. Del Rosario[3] (2011), reiterated that 'they are continuously confronted with declining quality of graduates from higher education institutions'. This is an onset of declining the structural staff of the educational industry as to view from the onlookers side but the question is who do not see the effects and who could not feel the effects when it has gone massive and the business industries are now filling in the gaps caused by the insufficiencies of the competencies of the graduates from the higher education. Some would ask, "Is Philippine Education System too blind to see and too deaf to hear the cries of the other industries?" Would they care to answer the gap of their deficiency? Do they do their research work and answer the massive damage they cost? Are they willing to be help or they are comfortable to be with their status of deficiency? These are the common rare views seen by the business education sector that have been so alarming to everyone in the country so as to our global community. Our graduates need to really proved and worked on their unlearned competencies as they are now servicing in industries. Likewise, the business industries took the initiatives to do the retraining of the newly hired graduates as they to make them fully equipped with the lacking competencies from colleges or universities.

V. Theory

a) SUCs TEIs- An Intricate Particle

Teacher Education Institutions are the SUCs training institutions for excellent pre-service teachers and is the main source of effective educational researches. The educators in SUCs-TEIs are capable of doing effective educational researches because they ready and trained. The onset ICT and state funds make the production of EERs faster and advance. The pre-service teachers trained in SUCs TEIs are good outcomes from effective educational researchers and trainer educators. The pre-service teachers then are good inputs in the Department of Education to become classroom teachers. Therefore, the Department of Education's main source of effective educational researches is the SUCs TEIs and relies mostly from their output and effective outcome.

b) Research Design and Methodology

This was a deductive theory development design used as an approach to study the large scale data of countries for the year 2010 from UNESCO on ICT integration in basic and higher education institutions, using the national data from the Commission on Higher Education (CHED) and Philippine GAA budget share of education sector agency of the state colleges and universities-Teacher Education Institutions (SUCs-TEIs). A frequency tables were used to formulate findings and analysis. The effects of ICT integration on the conduct of effective educational researches on each TEIs of the country were also asked to the respondents. Then the researcher analyzed the responses of the one hundred sixty-three classroom teachers and with the use of pre-coded researcher made questionnaires. These empirical data were used as basis for the hypothesis testing. The respondents were random sampled from the classrooms of Department of Education Cebu City teachers. They had been notified to respond on the preferences on a seven-point scale where they will completely agree, highly agree, moderately agree, neither agree nor disagree, moderately disagree, highly disagree and completely disagree but prior request and permission letter had been approved by the Division Superintendent of Cebu City. A frequency analysis of the variables of: Teaching-Resources, Perception on SUC-TEIs, Collaboration on Dissemination and Delivery of Effective Educational Researches, Perceptions on Teachers of SUC-TEIs, Graduates of SUC-TEIs, ICT-Integration in Education and Effective Educational Researches Issues and Concerns Survey Preferences were responded and focus group discussions were also conducted to evaluate the validity of their responses. International data from UNESCO on ICT Compliance Data Checklist were also used to sense the presence of ICT in the school.

c) Findings

Figure 2 shows the budget sharing of the components of the Philippine Department of Education: Department of Education, Commission on Higher Education, TESDA and SUCs. The Department of Education has the highest sharing among the four components with 82.25% of the budget sharing while the state universities and colleges (SUCs) have 14.16%.

[3] Manny Del Rosario the chairman of the Philippine Business for Education (2011)

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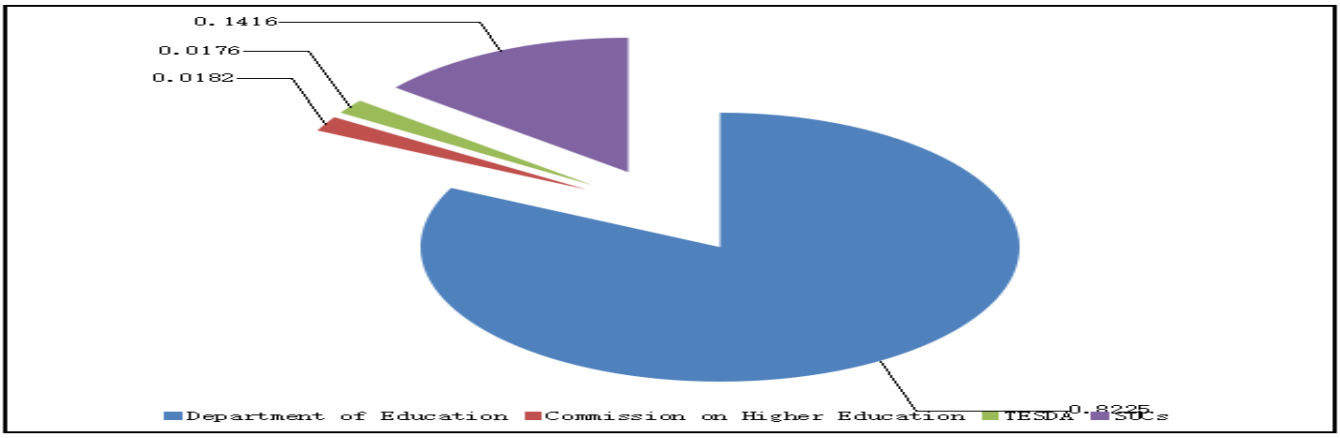

Figure 2: Philippine GAA Budget for Education Sector

Note: Data from the Philippine GAA Budget Share of Education Sector Agency (1998-2002)

Figure 3 shows that most of the center of excellence and center of development comes from the SUCs. There are 9 regions (regions I, IVA, IVB, V, VI, VIII, IX, XII and NCR) of the country which have SUC-TEIs bear region the compared to private universities which were leading in 7 regions (regions II, VII, X, XI, CAR, ARMM, CARAGA). This shows directly that most SUC-TEIs have excellent pre-service trainings.

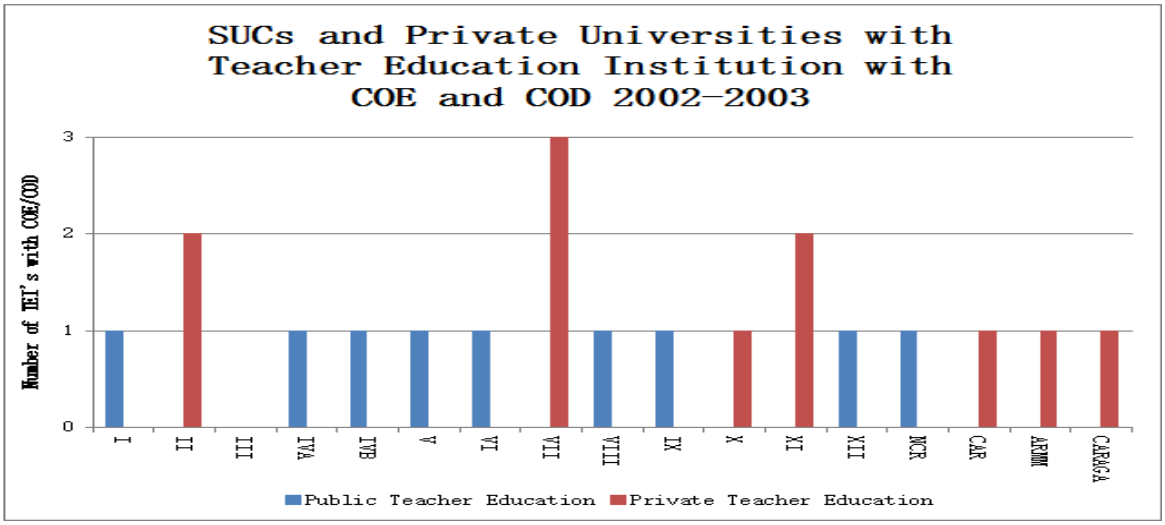

Figure 3: SUCs & Private Universities with Teacher Education Institution with COE & COD

Table 1 shows the gross response rate of classroom teachers regarding their used of teaching resources. They are responsive to what is the new trend in the TEIs as revealed on their answers. Their responses are ranging mostly from completely agree to moderately agree. There are very little undecided answers and moderately disagree and very minimal responded on the completely disagree.

Table 1: Gross Response Rate of Philippine Basic Education (2013)

Teaching Resources (Counts)	CA	HA	MA	NA/ND	MD	HD	CD
I resolve classroom issues by referring to what I have read from educational journals.	30	70	52		4	7	
I modify my assessment tool every year.	22	80	48	13			
I update my teaching resources because of the new and relevant finding from educational researches.	43	81	35				
I adopt strategies and techniques based on the new trends of the TEIs research findings as disseminated during local, national research conferences.	32	92	25	7	7		
We have local, national, international educational research journals are available in the school library.	28	36	64	35			

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We have updated subscription of local, national and international subscription of e-journals.	7	33	59	50	7	7	
I read local, national and international journal in the school library.	18	4	76	37	14		
I often browse and read e-journal in the internet at home or on my vacant time in school.	11	7	123	15	7		
The school curriculum is often revised to incorporate new results or findings from EER.	11	78	51	16	7		
I keep track of new learning pedagogies and technological knowledge to substantiate my content (subject matter) knowledge.	14	79	64	6			
Teachers can access more effective educational researches to solve their student and classroom issues even from the Harvard University.	7	50	79	27			
Effective educational researches abound in the local arena: state universities and private universities in the Philippines are just one hand away from the classroom teachers.	7	43	85	21	7		
Most of the theories and principles used by teachers in the basic education classroom are based on the obsolete international western philosophers.	7	15	81	36	13	4	7
The Department of Education is providing educational researches outputs from SUC-TEIs for the teachers to consume and apply in their classrooms.	18	71	61	13			

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 2 shows the perceptions of the 163 classroom teachers about SUC-TEIs. They revealed their responses on the highly positive responses. There were never a negative response so as to presumed that they have a very high regards on state universities and colleges that these are having excellent training of pre-service teachers and sources of new and relevant effective educational researches among the country.

Table 2: Gross Response Rate of Philippine Basic Education (2013)

Perception of State Colleges and Universities-Teacher Education Institutions	CA	HA	MA	NA/ND	MD	HD	CD
SUC-Teacher Education Institutions (TEI's) are the higher education institutions that train excellent pre-service teachers.	25	76	32	23	7		
Many teachers who are from the private schools are envy of the products of SUC-TEIs.	18	22	42	67		7	7
Many teachers in the Department of Education would want their sons or daughter to study Education in the SUC-TEIs.	10	60	58	14	14	7	
SUC-TEIs have a lot of new and innovative methods and techniques in handling and teaching children in the Department of Education.	18	83	34	14	7	7	
SUC-TEIs new methods and techniques in teaching school children are based on the output of their researches.	11	75	46	24		7	
SUC-TEIs have rigid training among its pre-service-teachers.	4	71	75	13			
TEIs generation of new knowledge are not felt by the teachers in the basic education classrooms.	11	4	89	22	19	11	7
The SUC-TEIs are the best institutions to conduct and deliver research outputs in behalf of the Department of Education.	11	85	64	3			
More and more teachers in TEIs are encouraged to do effective educational researches because the state provides funds for their research.	11	64	75	6			7
TEI are dying institutions if not delivering effective educational researches.	26	25	71	24	17		

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

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Table 3 shows the perceptions of the teachers on the graduates of SUC-TEIs. Most of their of their responses are favorable and confirmatory that most of the graduates of SUC-TEIs are excelling in their field, however there are some but very minimal who were not agreeing on these statements. This is also an affirmation that in the country the massive teacher education excellence and center of development are come SUC-TEIs.

Table 3: Gross Response Rate of Philippine Basic Education (2013)

Graduates of State Universities and Colleges-Teacher Education Institutions (SUCs-TEIs)	CA	HA	MA	NA/ND	MD	HD	CD
Most graduates in TEIs are functional computer literate to advance computer literate.	27	68	58	10			
Most of the pre-service teachers from SUC-TEIs are very competent: content, pedagogy and technology knowledge.	14	57	65	20	7		
Every year the pre-service teachers are getting better than last year.	11	47	81	17	7		
With the onset of ICT in TEIs, there are more highly competent pre-service teachers entering the Department of Education.	28	67	58	10			
Teachers who are from state universities and colleges are doing exemplary contributions in teaching children and managing offices and classrooms in the Department of Education.	30	54	51	10	11		7
SUC-TEI's new graduates are equipped and trained with new pedagogies, methods and techniques in teaching school children.	19	71	63	3	7		

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 4 shows that the collaboration of basic education and higher education institutions TEIs. They have completely agreed to moderately agree and never a show of disagreement. They unanimously agree that there is a dynamic collaboration, healthy exchange of knowledge during seminars and trainings conducted by TEIs.

Table 4: Gross Response Rate of Philippine Basic Education (2013)

Collaboration of Research Outputs	CA	HA	MA	NA/ND	MD	HD	CD
Teachers from the higher education institutions disseminate research outputs to the classroom teachers in the Department of Education.	15	46	81	21			
There is a dynamic collaboration of teachers in the TEIs and teachers from the Department of Education like new trend and new ways of handling the digital natives are shared.	18	78	54	13			
Constant feedbacks are evident among TEI's and teachers in the Department of Education.	15	84	44	20			
If there was a strong collaboration with SUC-TEIs and classrooms of Department of Education, with integration of ICT in the TEIs then the stronger the bond between the two.	33	63	53	14			
There is more access of research outputs to the classroom teachers in the Department of Education from the TEIs with the integration of ICT in TEIs.	14	79	45	25			
Minimal classroom issues are no microscopic lens among the collaboration of TEIs and Department of Education. Everything is being discussed under the sun to arrive at the best solution as based on the action research or other effective educational researches conducted by TEIs.	11	39	85	28			
There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches.	8	27	79	42	7		
The Department of Education relies mostly on the SUC-TEIs of the outcome –based plan, implementation and evaluation of	7	33	76	40	7		

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effective educational researches.							
TEIs generation of new knowledge are not felt by the teachers in the basic education classrooms.	11	4	89	22	19	11	7
If there is a strong bond effective educational researches with the TEIs to the basic education classrooms will be a transformed benefit to the Department of Education from the TEIs.	21	80	38	17		7	

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 5 reveals the perceptions of the classroom teachers on their counterpart teachers in the TEIs. Most of them have rated positively the preferential characteristics of SUC-TEIs teachers but only one statement that they have not perfectly agreed with 7 completely disagree but the rest of the preferences they confirmed that were true.

Table 5: Gross Response Rate of Philippine Basic Education (2013)

Teachers in State Colleges and Universities-Teacher Education Institutions (SUC-TEIs)	CA	HA	MA	NA/ND	MD	HD	CD
All the teachers in the SUC-TEIs are competent to do research.	18	46	65	34			
Before a teacher can be hired in the SUC-TEIs he or she has a background in handling school children from the Department of Education.	16	84	36	20			7
SUC-TEIs teachers are grounded on research in solving problematic classrooms.	14	43	74	32			
The more the literate the teachers in computer the better they can do effective educational research for their classes.	26	91	36	3	7		
Many teachers of TEIs are doing effective educational researches because in order to develop better pre-service trainings or just comply the academic requirements then no more.	11	72	60	20			
Many teachers in TEIs are taking part of doing effective educational researches.	8	76	52	20	7		

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

Table 6 shows the perceptions of classroom teachers on the rising issues and concerns of effective educational researches. This revealed that they are one in unison that they all need EER in their classes so to handle large classes. The divergence of students in the classrooms is one of the concerns of effective educational researches. Most of them agree that they seek research outputs from the local and national papers and new and emerging philosophies.

Table 6: Gross Response Rate of Philippine Basic Education (2013)

Effective Educational Researches Concerns and Issues	CA	HA	MA	NA/ND	MD	HD	CD
Handling large classes in the Department of Education is one of the concerns the output of effective educational researches.	21	40	75	27			
There is scarcity of effective educational researches that can respond to local issues and concerns in the basic education classrooms because there are very few teachers in the TEIs conduct effective educational researches.	7	36	56	32	18	7	7
There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches.	8	27	79	42	7		
If there is a strong bond effective educational researches with the TEIs to the basic education classrooms will be a transformed benefit to the Department of Education from the TEIs.	21	80	38	17	7		

Source: Computed based on primary field data

Note: (CA) Completely Agree, (HA) Highly Agree, (MA) Moderately Agree, (NA/ND) Neither Agrees nor Disagree, (MD) Moderately Disagree, (HD) Highly Disagree, (CD) Completely Disagree

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Table 7 shows the preferred research outputs of the classroom teachers from the TEIs. They were in need of new strategies, pedagogies in teaching and learning for large classes (95.7%), teaching children with special needs (91.4%), ICT in the classrooms (89%), absenteeism and motivation 89%) ,classroom management (67.5%), parenting (54.6%) and factors that affect reading comprehension (30.7%). The most sought is the strategies and teaching disable learners with 95.7% and 91.4%.

Table 7: Gross Research Outputs Needed by Philippine Basic Educator (2013)

No.	Research Outputs Preferred and Needed by Classroom Teachers (%)	Frequency	Percentage
1	Strategies and pedagogies in teaching and learning in the big class	156	95.7
2	Teaching children with learning disability, multiple intelligences	149	91.4
3	ICT in the classroom, making technology as natural extension of the teachers in the classroom	145	89
4	Case studies on absenteeism and motivation among pupils	145	89
5	Classroom management in the large class, rural areas, remote areas	110	67.5
6	Parenting, teachers as second parents for young learners	89	54.6
7	Factors affecting levels of reading comprehension among pupils	50	30.7

Source: Computed based on primary field data

VI. Discussion of Findings

a) Philippine Basic Education Respondents

The study has the 163 respondents who are in the positions Teacher I (31 respondents), Teacher II (38 respondents), Teacher III (87 respondents), and with Master Teacher (7 respondents) of the Department of Education. Most of them are specializing Mathematics with 28% followed by English specialists with 27% and Science specializations with 19%. The other respondents are Home Economics and Livelihood Education 16%, Special Education 4.9% and Filipino 4.3%. The different grade level were moderately represented grade one 18%, grade two 11%, grade three 19%, grade four 18%, grade five 11%, grade six 15% and Special Teacher 7%. They are on the age between 24 to 59 years old. The most frequent age is at 39 years old or on the age bracket of above 35 years old but less than 50 years old with 72.4%. Most of these teachers are 149 female or 91.4%. They extremely choose teaching career because of salary with 58.3%, secondly that teaching is a career challenge with 24.5%, related to special skills 11%, and other reasons consist of passion to teach, the career liked and wanted by their parents with 6.1% and highly most of them were able to find their jobs as walk-in applicant with 46%, followed by response to advertisement 25.8%, thirdly is information from friends 12.9%, arrange by school's job placement 12.9% and the least is recommended by someone with 2.5%. Their monthly income ranges from P4, 000.00 to P31, 693.00 Philippine pesos. Most of the respondents are 16 to 20 years in the service with 23.9% and less than 3 years in the service 23.3%

b) Teaching Resources in the Philippine Classrooms

The teaching resources in the Philippine classrooms are moderately updated through the initiatives of the local government, national government, parents' associations and other stakeholders are one in their goal to promote what is the needed technology for the students in the classroom. Teachers' response to *'I resolve classroom issues by referring to what I have read from educational journals'* has been on the highest counts of highly agree with 70 counts. This is manifestation that teachers are doing their work as a collaborator of new knowledge that can be bring in inside the classroom. Being aware of the recent findings on how to resolve issues and conflicts that can originate in the classrooms between parents, teachers, students and other community stakeholders which can be easily put off by the cool management of the practicing teachers in the field with his or her knowledge as he is reading social sciences journals and other content journals that can make up his or her mind with the new trends in education. The shifting of the teacher-centered curriculum to students-centered curriculum was a heated debate among educators but to see the realm in the typical classrooms then the harmony circulating the unison of passion and interest to study by the students and the teacher is felt because of initiatives done on the side of the teacher. They respondent *'I modify my assessment tool every year'* affirmation 80 counts highly agree as the highest counts. This is another initiative done is to modify assessment tools that can be fitting to serve her or his purpose in evaluating her pupils. Though many of them are saying that 'they wanted to have a new uniform, just, fair assessment tool' but on their common experience in the classroom as they interact with their students they felt that real assessment comes deep-within the heart of an educator. Being passionate to teach can go beyond standards. So when they modify their assessment tools they always consider that it has to be student-centered or favorable to the students. They also respondent on positive stand on the

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statement, *'I update my teaching resources because of the new and relevant finding from educational researches'* with the highest counts of 81 highly agrees and '*I adopt strategies and techniques based on the new trends of the TEIs research findings as disseminated during local, national research conferences' w*ith 92 counts highly agree. Educational researches have been the look-upon by most of the teachers in the field. They become envy of the new trends that they have read, heard and talk about in the international scene, national or even in the local scenes. They said that 'they are constant imitator of what is new and relevant in the market. They would do this because they sensed the need to update their teaching resources or else their students will not become attentive and they would have more problem of absenteeism and other results of non-motivation of their classes. The dynamic interaction of their class's everyday gives them also the hints that they need to change or update their resources. They are moved by the passion of their students as they are so transparent of their on what they need and like to have in their classroom. They responded positively also on the statement that, '*we have local, national, international educational research journals are available in the school library.*' with moderately agree counts of 64 as the highest preferred respondent. Though some teachers said that it is not evident in their library but on their e-books and other portable document format (pdf) file of educational researches. They said that teaching resources now is easier to access compare to some other years ago wherein they have really the hunger and thirst for such documents. Right now they can click Google and other internet browsers they said they can be helped so they have this resources, however, they commercial journals that can only be available through payment this time is not so many because they have to have a good structure in the office but they can financed so as they would want it. Another statement which is moderately preferred by the teachers is '*We have updated subscription of local, national and international subscription of e-journals.'* with only 59 counts as the highest preferred because they structuring of their library to become digital has to be finish first so these are work on progress and they are open to this are they said strongly for they need to upgrade their reading status and other personal and professional knowledge. So as to this statement, *'I read local, national and international journal in the school library.'* with 76 counts moderately agree. They said that they have find these journal so interesting but often what gives them conflict is they are pre-occupied with their work in the classroom and often they cannot go to the libraries to read instead they would prefer to read at home during their leisure time. On this statement, '*I often browse and read e-journal in the internet at home or on my vacant time in school'* most of thema count of 123 moderately agree surpassing other options that they do read and browse e-journals at home or on their vacant times. This is surprising to know that in spite of their busy schedule they never forget to develop themselves as they said 'they have learned it when they were still in college.' It is runs counter to the belief that most basic education teachers do not read intellectual and educational related journals because they are so busy and their work is not as challenging as they are teachers on higher education institutions. Another preference is, *'The school curriculum is often revised to incorporate new results or findings from effective educational researches (EER)'* has 78 highly agree counts. '*I keep track of new learning pedagogies and technological knowledge to substantiate my content (subject matter) knowledge'* with 79 highly agree and 64 moderately agree counts. *'The Department of Education provides educational research outputs from SUC-TEIs for the teachers to consume and apply in their classrooms'* has 71 highly agree and 61 counts moderately agree.

c) Perceptions on SUC-TEIs

Most of the teachers in the basic education believed that '*SUC-Teacher Education Institutions (TEI's) are the higher education institutions that train excellent pre-service teachers' w*ith 76 highly agree counts. They do believe that only students who are cut-above from the regulars can get in and study in state universities and colleges of the Philippines. They will be trained to become future educators with massive trainings in SUCs can equip them with the necessary knowledge, attitudes, skills and values of an educator. '*Many teachers who are from the private schools are envy of the products of SUC-TEIs,'* on this statement they have moderately agreed with 42 counts as the highest number. They do believe that there is an on-going comparison of private universities and colleges, which proliferates an idea that 'SUCs are far better than private colleges and universities'. On this statement, '*Many teachers in the Department of Education would want their sons or daughter to study Education in the SUC-TEIs' w*ith 60 counts highly agree and 58 counts moderately agree. This is a landslide of idea that they said, it is high quality and very affordable tuition fees.' They outstandingly affirmed that '*SUC-TEIs have a lot of new and innovative methods and techniques in handling and teaching children in the Department of Education'* with 83 counts highly agree. They do believe that new and innovative methods and techniques come from state universities and colleges in terms on how to handle children. Another statement is '*SUC-TEIs new methods and techniques in teaching school children are based on the output of their researches' w*ith 75 highly agree and 46 counts moderately agree. They do pronounced that *'SUC-TEIs have rigid training among its pre-service-teachers'* with 71 counts highly agree and 75 counts moderately agree, however, they do not discount also the existence of the thought that '*TEIs generation of new knowledge are not felt by the teachers in the basic*

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education classrooms' with 89 counts moderately agree. They said that there are many teachers in the SUCs but very few excels often if there are seminars and trainings conducted by SUCs they have the same speakers so what about the others who are excelling on some areas. This is a wonder 'why' question of supply and demand of speakers from the HEIs. They also said that it is true *'SUC-TEIs are the best institutions to conduct and deliver research outputs in behalf of the Department of Education'* with 85 counts highly agree and 64 counts of moderately agree. SUC-TEIs are the institutions that can enrich the Department of Education of new research findings and outputs that can be of service or relief to the present situation of the class rooms. They also confirmed, *'More and more teachers in TEIs are encouraged to do effective educational researches because the state provides funds for their research'* with 64 counts highly agree and 75 counts moderately agree that more and more teachers are now engaging in researches. Some are jokingly commenting that is because of the policy of the present administration of PNOy that 'no incentives to those who are not functioning in the academe.' They said that if HEIs teachers are not doing their effective educational researches which are researches that can augment the status of any aspect of the education then they ought not to be given any incentive. They firmly believed that, *'TEIs are dying institutions if they do not deliver effective educational researches'* with 71 counts moderately agree, 26 counts completely agree and 25 counts highly agree. That this is particularly true they said that TEIs function as the training ground of the pre-service teachers who will be ready to deploy in the field within four to five years of hurdling the challenges in the tertiary life.

d) Graduates of SUC-TEIs

They have also a very good response on, *'Most graduates in TEIs are functional computer literate to advance computer literate'* with 68 counts highly agree and 58 counts moderately agree. They do acknowledge that graduates of SUC-TEIs have good training in ICT which is very much important in dealing with the new trends of technology. New teachers are expected to be good in technology (Corpuz et al. 2008) on how to use, manipulate, select and make them as natural extension of the teachers in the classroom. They moderately agree that *'Most of the pre-service teachers from SUC-TEIs are very competent: content, pedagogy and technology knowledge'* with 14 counts completely agree, 57 counts highly agree and 65 counts moderately agree. They said that most top rankers in the Philippine Licensure Examination for Teachers (LET) come from SUC-TEIs. They acceded also that *'Every year the pre-service teachers are getting better than last year'* with 81 counts moderately agree and 47 counts highly agree. They also supported this statement that *'With the onset of ICT in TEIs, there are more highly competent pre-service teachers entering the Department of Education'* with 28 counts completely agree, 67 counts highly agree and 58 counts moderately agree. They confirmed that in this 21st century era the educators should know the basic knowledge and skills of information and communication technology (ICT)[4], as an utmost priority before teaching in the Department of Education. They felt the significance of the ICT background as integral in the classroom. Another statement that they supported very well is '*SUC-TEI's new graduates are equipped and trained with new pedagogies, methods and techniques in teaching school children'* with 19 counts completely agree, 71 counts highly agree and 63 moderately agree. Lastly, *'Teachers who are from state universities and colleges are doing exemplary contributions in teaching children and managing offices and classrooms in the Department of Education'* with 30 counts completely agree, 54 counts highly agree and 51 counts moderately agree.

e) Collaboration of SUC-TEIs and Basic Education

They declared positively that *'Teachers from the higher education institutions disseminated research outputs to the classroom teachers in the Department of Education'* with 81 moderately agree and 46 counts highly agree. They said that higher education teachers disseminated their research outputs to the classroom teachers during seminars and trainings. They also acknowledged that '*There is a dynamic collaboration of teachers in the TEIs and teachers from the Department of Education like new trend and new ways of handling the digital natives are shared'* with 78 counts highly agree and 54 moderately agree. This means that students nowadays are called by most researchers in technology as digital natives. These types of children have different ways on handling often they would get bored on classroom set ups which are so traditional. They wanted to manipulate and do activity based strategies of teaching. They also spoke that *'Constant feedbacks are evident among TEI's and teachers in the Department of Education'* with 15 counts completely agree, 84 counts highly agree and 44 counts moderately agree. They said that if there are issues concerning the classroom teachers they will share and collaborate with the teachers in the HEIs. They communicated what are latest developments in the classroom brought about by new methods, activities or any techniques applied in the classroom. They highly confirmed also that *'If there was a strong collaboration with SUC-TEIs and classrooms of Department of Education, with integration of ICT in the TEIs then the stronger the bond between the two'* with 33 counts completely agree, 53 counts highly agree and 83 counts moderately agree that there is a strong bond or

[4] See Appendix A for Table of Compliance Checklist from UNESCO (2010)

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ties between the two entities of the Department of Education. They stated that there is a closer relationship this time due to integration of ICT that creates borderless and seamless space. It will now be easy to chat, text, send pictures or upload educational videos fro and to like the social media of Facebook, Twitter and electronic mails. So the bond of the two becomes more feasible can ground due to constant feedbacks and relaying good communications. So as *'There is more access of research outputs to the classroom teachers in the Department of Education from the TEIs with the integration of ICT in TEIs'* with 14 counts completely agree, 79 counts highly agree and 45 counts moderately agree. They said that 'this makes the exchange of teaching tools, recommendation of educational websites and other educational software easy and fast. There will come a time that most of the teachers in the Philippines are not left behind with new technologies because of great collaboration of TEIs and basic education teachers. Even the *'minimal classroom issues are no microscopic lens among the collaboration of TEIs and Department of Education. Everything is being discussed under the sun to arrive at the best solution as based on the action research or other effective educational researches conducted by TEIs'* has resounding confirmation with 11 counts completely agree, 39 counts highly agree and 85 counts moderately agree and 0 who disagrees. This is a clear manifestation of openness and healthy exchange of views and issues are laid to the table for proper discussions. Angles of situations are scrutinized so as not to miss any point of view. Due to many concerns of large classes they also that there is some, *'There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches'* with 8 counts completely agree, 27 counts highly agree and 79 counts moderately agree. They rationalized this situation as part of the growing demand of every life and not so sophisticated bond which is not yet institutionalized as a policy. So they have to prioritized their main concern on everyday dealings rather than updating, communicating and relaying new educational tools, new strategies, educational websites and educational software that come from supra natural organizations like UNESCO, SEAMEO and AusAID and USAID and many others. So some teachers may feel that they are off from the circle of collaboration but they feel that it is not true so they presence of weak bond is caused by non-priority option of this collaboration. However, they sensationally feel that, '*The Department of Education relies mostly on the SUC-TEIs of the outcome –based plan, implementation and evaluation of effective educational researches'* with 7 completely agree, 33 counts highly agree and 76 counts moderately agree. They believed that the SUC-TEIs are far better on these tasks. The handling of seminars and training they are believers that outcome based, implementation and evaluation of good practices from many school or countries the SUC-TEIs can give them and that they will deliver to them. However, sometimes they said that *'TEIs generation of new knowledge are not felt by the teachers in the basic education classrooms'* with 11 counts completely agree, 4 counts highly agree and 89 counts moderately agree. This is again caused by the non-institutionalization of this collaboration that there is no uniform and nationwide implementing rules on this matter. Only very few SUC-TEIs made this as a must or an extension of service where in fact they are commissioned by the general framework of Philippine Educational System due to absence of basic guidelines may create a vacuum of isolation and collaboration of parts are far or weak relationship is evident. Non-priority could come in and lodge as a law and fact. This can destroy innate intention of the intricate part of SUC-TEIs in building new and revitalized practicing teachers in the field. So *'If there is a strong bond of effective educational researches with the TEIs with the basic education classroom teachers will be a transformed benefit to the Department of Education from the TEIs'* has a celebrated response with 21 counts completely agree, 80 counts highly agree and 38 counts moderately agree. This is reshaping the Department of Education once again as it was one before but this time of focused and intricate parts are sensing their significance can create a more positive and collaborative work that is what is lacking in our country. A simple collaboration that is institutionalized and internalized by all parts is a start of new beginning of a good educational system for the country.

f) Teachers in State Colleges and Universities-Teacher Education Institutions

This statement, '*All the teachers in the SUC-TEIs are competent to do research'* has received a moderately agree response from the teachers in the basic education with 65 counts and 46 counts highly agree. They have explained this that 'some faculty in the higher education institutions do not function or do not do their tasks.' They said that some are part of the culture that they were hired because of their kin in the government service. Some faculty members were not hired based on their educational qualification but because of closeness and relationship. This may be true so some extent but has not been so popular this time due to rationalization of higher education that those in the service has to be grilled with trainings and capacity buildings so as to evade the negative effects of such dealings. On this statement, *'Before a teacher can be hired in the SUC-TEIs he or she has a background in handling school children from the Department of Education'* with 16 counts completely agree, 84 counts highly agree and 36 counts moderately agree. Most of them believed that teachers who can teach in the TEIs are better positioned if they have a background teaching

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in the basic education. They are more acquainted and oriented in the field where they will inspire others to become educators. While again on this statement, '*SUC-TEIs teachers are grounded on research in solving problematic classrooms'* has been responded with positive confirmation with 14 counts completely agree, 43 counts highly agree and 74 counts moderately agree. This is a task that is not so directed with the basic education teachers in the Philippines but with the HEIs. They have to conduct research in order to contribute to the positive changes in the world of educators. To generate more knowledge, good practice as to create more and massive options for the practitioners. The wider the scope of pedagogies, content and technology knowledge can be options to the growing and diverging cultures of our students. With these in mind the HEIs should be in better position to become trouble shooters in problematic classrooms because of their wide knowledge, experiences and application of technology that could mean new philosophies, principles, materials (hardware and software), and educational strategies. With the onset of ICT in TEIs, they responded positively that, '*the more the literate the teachers in computer the better they can do effective educational research for their classes'* with 26 counts completely agree, 91 counts highly agree and 36 counts moderately agree. They explained that they believed that computers can do the tasks faster and accurate. So if the HEI teacher is computer literate, he or she can do more effective educational researches. He or she is more capable to do multi-tasking work because of added knowledge of technology to content and pedagogical knowledge. Many teachers are persuaded that *'Many teachers of TEIs are doing effective educational researches because in order to develop better pre-service trainings or just comply the academic requirements then no more'* with 11 counts completely agree, 72 counts highly agree and 60 counts moderately agree. They are persuaded that teachers of TEIs are doing researches to make their training more effective and can produce more outputs to better arrive with more outcomes in the indicators set for HEIs. So as this *'Many teachers in TEIs are taking part of doing effective educational researches'* has the 8 counts completely agree, 76 counts highly agree and 52 counts moderately agree. HEIs teachers are having team researchers with two faculty or more than two, inter-university collaboration in doing a project, project funded by the university or external institution with a contract to be signed into by two parties, the sponsor and the proponents on exact duration of length of the project to be finished. So teachers in HEIs-TEIs are now fully aware that they need to collaborate because of everyday busy schedule they cannot do the processing of research alone so they need to collaborate and many are now on this kind of research. However for some it is still much better to do the study alone so as not to depend on other's time and priorities. Some also make their own studies in TEIs.

g) Effective Educational Researches Concerns and Issues

The main concern and issues that effective educational researches would like to remedy or give some resolutions are '*handling large classes in the Department of Education is one of the concerns the output of effective educational researches'* with 21 counts completely agree, 40 counts highly agree and 75 counts moderately agree. They explained that handling large classes in the public schools is due to flocking of children from the private school when the policy of tuition fee is deregulated by the Department of Education. Most of the parents can no longer afford the expense so they opted to transfer most children in the public schools. They would just afford shadow tutoring after class. So with the minimum of 50 to 70 students in the classroom many distracters can interfere in the learning of children. They said that they are fully aware of this but in reading literatures they can find very few and not even tackling on the strategies and other means of assessments of these children in the large group. They are having difficulty how to maximize their time and effort and not to be able to affect quality of learning. They are very much concern on this and so they are searching for effective educational researches that can fully enlightened them on how to strategize the classroom activities in a more precise and standardized manner. They wanted that no student or pupil be left behind because they consider that in principle that a 'teacher factor.' They wanted to help their classes but they said they are helpless in doing so. On this statement the respondents moderately agree that, '*There is scarcity of effective educational researches that can respond to local issues and concerns in the basic education classrooms because there are very few teachers in the TEIs conduct effective educational researches'* with 7 counts completely agree, 36 counts highly agree, 56 counts moderately agree. They explained that is scarcity of effective educational researches because others are finishing their projects not on time, some are not finishing their studies at all and others are depended on the existing issues and concerns tackled already by most western researchers and philosophers. Most Filipino faculty researchers are too firm not to tackle common issues nowadays. They want to be on the main stream of studies but since it has been observed that outliers of the studies are the main concern now of recent educators like special educators and abnormal psychologist and other neuroscientist. They see the vague word 'abnormal' should now be the focus of many of the studies nowadays more so with the TEIs. They should focus on the unexplored and unsupported in the literatures because everyone in the classroom are talking about these and no way they can

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remedy these in a more professional way and in the local ways and means because not so many faculty researchers are studying these. So in this manner they said that, *'There is an evident weak bond among the SUC-TEIs and Department of Education in terms of collaborating effective educational researches'* with 8 counts completely agree, 27 counts highly agree and 79 counts moderately agree. They sensed that TEIs are not so much of a supplier of this kind of studies which is based on the local classroom environment and the rising main concern of most public schools. It could be in the urban or on the remote areas of the country. Effective classroom strategies, classroom activities and student assessment that can singly give parents and teachers as the immediate stakeholders the alarm report so assistance can be given to the child having that special need or assistance. This time the relevance and effective in the classroom of TEIs researches are not particularly exact and chewable by the classroom teachers. So on this statement they commented with highly agree as the highest that, *'If there is a strong bond of TEIs and DepEd basic education classrooms on delivery of effective educational researches then it will be a transformed benefit to the Department of Education'* with 21 counts completely agree, 80 counts highly agree and 38 counts moderately agree. They noted that if there is a strong collaboration and exchange or delivery of effective educational researches from TEIs to the classrooms of basic education then there are more benefits of this educational system or cycle could have. They sensed that collaborating with needs and supplies is very much on demand. The greater the delivery the more supply of updated, responsive and dynamic strategies, tools, activities and student reports and assessments. They are prognostic that they can help more these children in the large group to learn far better than usual day to day struggle of classes.

VII. Conclusion and Limitation

The limitation of this study is the respondents are only 163 teachers in the Department of Education of Cebu City. This study can be distributed and be conducted incorporating other stakeholders in the basic education curriculum and TEIs but on this study the researcher is more keen to magnify the effects of the delivery of effective educational researches to the typical classroom teachers in the Department of Education. So the results of this study is on the lens seen by the classroom teachers. How do they see the SUC-TEIs do their function and how do they disseminate the new generated knowledge.

This study sees a positive and open environment healthy for collaboration. Both ends have their supplies needed by the other end: teaching resources in the basic education have been to obsolete and new teaching resources are now at the pillars of TEIs waiting to be delivered to the classroom for complete utilization but there are deficiencies that can divert the delivery into some non-prioritized concern. This creates realm of isolation between the two aspect of one Department that one has and other's does not have is an ownership of folly. These teaching resources should be made available to every teacher in the classroom to make her or him fully equipped and nourished with new trends on ICT and skills needed of an educator of the 21st century. Effective collaboration should start with a strong initiative and strengthen it with continuous communication, cooperation and real assessment for honest evaluation. This collaboration should therefore be functional and can deliver for it widens access of educational strategies and assessment for the center of the curriculum who are the individual student in the large group in the classroom.

SUC-TEIs is an intricate particle among the components in the Department of Education because without it there can be no generation and delivery of effective educational researches as the other parts depend on them. There will be no fresh, dynamic and responsive studies that can make the whole circle be complete as it gives a spinning motion as it revolves or rotates in its axis of development in the global economy. They are the front liners of the delivery of effective educational researches: pedagogical, content and technology knowledge. SUC-TEIs have sensed its role as significant and integral for its essence to be called a university. An entity that can deliver effective educational researches that can be felt by the growing demand of large classes and diverging needs of students. The faculty of TEIs should make collaboration with teachers in the basic education so as to have an honest and efficient study that is not just in compliance of the Commission on Higher Education but also creating positive and healthy exchange of knowledge. The training of SUC-TEIs of pre-service teachers equipping them of new trends and tools in teaching, they should not forget of their other obligation to assist their counterpart teachers in the classroom who were formerly pre-service teachers whom they trained in TEIs. This is a cycle that can be strengthen and widen as years will go by and the fermentation of collaboration of delivery and intake would give a taste of new society of educators who are equipped and ready to handle whatever size of classes. Producing excellent pre-service teachers means no excellence at all when these teachers are left alone in the basic education. Cutting off from the TEIs can be a big left alone scenario that is now mostly happening in the Department of Education. Many teachers claimed that they would like to study back their principles of teaching and learning for they seemed to have an empty or vacuum of knowledge that cannot connect to some or many students in the large classes. They said that there seemed a feeling of guilt not to be responsive and dynamic with the immediate

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concern in the class but all along this is not true on one side because on the other side TEIs would want to deliver their generate teaching resources but can no way be able to tap some colleagues in the basic education to collaborate. If these scenario would continue then it can left the Department of Education on the lesser benefit and has given costly resources and budget and at the end no return of real investments.

ICT integration in education can give wider access and collaboration. This can generate more access to resources, connection with classroom teachers with TEIs, more excellent trainings for pre-service teachers and more delivery of effective educational researches. One basic example of collaboration and communication is through social media and internet mails. These can give more chances to send communication to those teachers assigned to remote areas. Collaboration of faculty in real time does not have to eat so much time by leaving the classrooms and be caught on physical distracters like traffic situations that can later on die out the highly motivated classroom teacher but with ICT and good collaboration of SUC-TEIs is a environment that is superficially existing. If this environment can exist and become a policy, then more and more benefits can be experienced by the both the basic education and TEIs in the future. Massive outcomes for TEIs and more supplies on the basic education can be generative with this healthy and focus collaboration how to end a local and emerging educational issues and concern. So enhancement of the strategic plan and master plan of ICT is a need of times since it can be a very good tool to achieve collaboration and cooperation of intricate particle in the change of classroom settings. The TEIs major role is to encourage relevant and more comprehensive strategies on the use of ICT in a more collaborative ways so as the government is now propelled in its ICT projects then full swing of advances and benefits flow freely from one end to end of the components of the Department of Education.

VIII. Policy Implication

This study can enlighten the policy makers and stakeholders to consider the emerging and the long laying situation of helplessness in both TEIs and basic education teachers. The need of the classroom teachers of new generated research outputs and ICT enhancement based on UNESCO Compliance Checklist for Country or Territory to Report (2010) as bases for directed and visionary effort for plans of progress in country which eventually can augment the status of teachers and students in their classes from planned, with ultimate direction and focus research studies to be conducted of the counterpart faculty of TEIs. The target goals of the country can be put into place for strategic planning and better implementation if there will be policy governing such matter: *strategies to promote integration of ICT and research collaboration and delivery outputs in education, national plan, regulatory provision(s), regulatory institution, and "national policy for the use of open educational resources.* Existing policies of collaboration can be reassessed on how to incorporate changes surfacing these later times. The new policy can envision more collaboration and productive environment in doing effective educational researches and outputs for the main and center clientele who are the students in the large classes. This policy that generate more exchange and access of educational tools, strategies and more cooperation of the members of the Department of Education which was considered one before the institutionalization of the Commission on Higher Education. The delivery of TEIs of effective educational researches can be more defined and more felt. ICT integration in education can be the tool to have more cooperation and collaboration that can change the face of basic education. Institutionalizing or initializing an ICT policy and master plan for the Philippines can give a wider and structural direction for all components in the Philippine Educational System. On the SUC-TEI part is they can function of what is mandated to them: instruction, research, publication and extension services that the state is now closely monitoring them. -

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APPENDIX A

UNESCO ICT Compliance Checklist Report for Country or Territory (2010)

TABLE 1. Primary Education | ISCED 1 | ICT infrastructure in educational institutions | 2010	"Educational institutions with television-assisted instruction (RAI)	Level of Learners/Content Subjects
	"Educational institutions with computer-assisted instruction (CAI)	
	Educational institutions with computer laboratories	
	Educational institutions with access to the Internet	
	Educational institutions with ICT support services (IAI)	
	Educational institutions with a website	
	Educational institutions with a telephone communication facility	
	"Educational institutions with a Local Area Network (LAN)	
	Educational institutions with fixed broadband Internet access	
	"Educational institutions with open educational resources (OER)	
TABLE 2. Secondary Education | ISCED 2 and 3 | ICT	"Educational institutions with television-assisted instruction (RAI)	
	"Educational institutions with computer-assisted instruction (CAI)	
	Educational institutions with computer laboratories	

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infrastructure in educational institutions | 2010	Educational institutions with access to the Internet	
	Educational institutions with ICT support services (IAI)	
	Educational institutions with a website	
	Educational institutions with a telephone communication facility	
	"Educational institutions with a Local Area Network (LAN)	
	Educational institutions with fixed broadband Internet access	
	"Educational institutions with open educational resources (OER)	
TABLE 3. Curriculum and ICT in Education | ISCED 1, 2 and 3 |2009-2010	Strategies to promote integration of ICT in education	Primary
	Curriculum includes specific objectives or a subject on basic computer skill(or computing)	Lower Secondary
		Upper Secondary
	Curriculum includes recommendations for ICT-assiste instruction to form part of subject delivery in the following subjects	Mathematics
		Science
TABLE 4. Computers | ISCED 1, 2 and 3 | 2010		Basic Computer Skills (BCS)
		Written communication (language)
	"Proportion of all computers available for pedagogical use	Primary
	"Learners-to-computer ratio	Lower Secondary
	"Learners to computer ratio	Upper Secondary
TABLE 5. Enrolment in Programmes using CTs in education | ISCED 1 | 2010	Enrolment in programmes having access to electricity	
	"Enrolment in programmes offering television-assisted instruction	
	"Enrolment in programmes offering computer-assisted instruction	
	"Enrolment in programmes offering internet-assisted instruction	
	Enrolment in programmes offering open educational resources (OER)	
	"Enrolment in programmes offering radio-assisted instruction	
TABLE 6. Teacher training on ICTs and Current Practice | ISCED 1, 2 and 3 | 2010	ICT-qualified teachers (basic computer skills (or computing), BCS)	Primary (Male/Female)
		Secondary (Male/Female)
	Teachers currently teaching basic computer skills or computing	Primary (Male/Female)
		Secondary (Male/Female)
	Teachers trained to teach subject(s) using ICT facilities	Primary (Male/Female)
		Secondary (Male/Female)
	Teachers currently teaching subject(s) using ICT facilities	Primary (Male/Female)
		Secondary (Male/Female)
Table 7. Political Commitment	Strategies to promote integration of ICT in education	Primary
		Lower Secondary
		Upper Secondary
	National Plan	Primary
		Lower Secondary
		Upper Secondary
	Regulatory Provision(s)	Primary
		Lower Secondary
		Upper Secondary
	Regulatory Institution	Primary
		Lower Secondary
		Upper Secondary
	"National Policy for the use of Open Educational Resources	Primary
		Lower Secondary
		Upper Secondary

Source: UNESCO Website (http://www.uis.unesco.org)
Note. Data from UNESCO ICT Report 2010

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