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EDUCATIONAL INPUTS AND QUALITY OF EMPLOYED TEACHER EDUCATION GRADUATES OF ABRA STATE INSTITUTE OF SCIENCES AND TECHNOLOGY DURING THE SY 2006-2007 TO 2010-2011: A RELATIONAL STUDY

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The main focus of the study was to determine the relationship between the educational inputs and quality of teacher education graduates of the Abra State Institute of Sciences and Technology during the SY 2006-2007 to 2010-2011. The study sought to answer the following questions: How is the Abra State Institute of Sciences and technology offering Bachelor of Science in Elementary and Secondary education described in terms of physical resources, human resources and financial resources; what is the profile of the graduates in terms of entry characteristics and quality; Is the quality of teacher education graduates in terms of technical preparedness, job performance and life situation independent to the variables physical, human and financial resources? Findings revealed that Physical and human resources meant a significant relationship to the quality of graduates. Technical preparedness of teachers showed significant relationship to physical resources. Physical and human resources continuously influence the technical preparedness, job performance and life situation of graduates. Based on the findings, physical resources and human resources were functioning well and excellent. However, financial resources were considered low and meager. In the light of the findings and conclusion, the following are hereby recommended; Planners and policy makers should set minimum standards in the use of resources for maximum results. Regarding the scarcity of funds which back up physical as well as human resources capabilities, the school should not be contented with government subsidies but rather should improve and develop fully their income-producing projects, considering the land area potentials and the expertise of their respective manpower. They should link themselves with local and foreign funding institutions for project assistance and education across borders. Lastly, further study should be conducted to integrate additional quality variables such as job involvement, job satisfaction and leadership styles.

Keywords: Educational inputs, Abra state institute, Quality teacher education

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RATIONALE

Education is a vital development resource. It is recognized by most developing nations as the key factor in socioeconomic growth and development.

Education for sustainable development enables people to foresee, face up to, and solve problems that threaten life on the planet. The vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behavior, and lifestyles required for a sustainable future and for positive societal transformation.

The Philippines is one of the developing countries earnestly trying its best to develop its human resources. To achieve this goal, the Department of Education introduced changes and measures in the country's educational system both in organization and program implementation. One of the educational objectives is responsive to the challenges of modernization and the goals of national development which emphasized the improvement of curricular programs and quality of instruction of all levels by way of upgrading physical facilities, adoption of cost-saving instructional technology and training and retraining of teachers and administrators. It is the policy of the state that higher education will be geared towards the provision of better quality education, the development of middle and high-level manpower, and the intensification of research and extension services.

The role of state colleges and universities play in the attainment of national development goals cannot be overemphasized. They are the primary sources responsible for the nation's supply of specialized, skilled and professional

manpower which the country needs for development. It is preparing the students to become well-adjusted, interested, and interesting people who are good citizens and employable. The presence of colleges and universities is a boon to the poor but deserving students desirous to have access to higher education. The low-income is afforded to develop themselves to course offerings.

STATEMENT OF THE PROBLEM

The main focus of the study was to determine the relationship between the educational inputs and quality of teacher education graduates of Abra State Institute of Sciences and Technology during SY 2006 -2007 TO 2010-2011.

It is upon this context that the study sought to answer the following questions;

1. How is Abra state Institute of Sciences and Technology offering Bachelor of Science in Education described in terms of:
 - a. Physical resources
 - b. Human resources
 - c. Financial resources?
2. What are the Profile of the graduates in terms of:
 - a. Entry characteristics
 1. National Achievement Test
 2. Academic performance?
 - b. Quality such as technical preparedness, job performance and life situation?
3. Is the quality of teacher education graduates in terms of technical preparedness, job performance and life situation independent of the variable physical resources, human resources and financial resources?

SIGNIFICANCE OF THE STUDY

Abra State Institute of Sciences and Technology exist primarily as a teaching institution with the mission to turn its graduates to supply the manpower skills, innovations, knowledge and the requirements for sustainable development and be globally competitive. Secondly, to further conduct researches and provide extension assistance to the community in their own respective area. Cross border education to be granted to deserving students and teachers to acquire expertise in their field of specialization while exposing them to the current trends and technology, interconnectivity, exchange of programs that will continue to be an avenue of knowledge interchange between countries with tie up and awareness to face the challenges and changes that the world offers.

METHODOLOGY

Structured questionnaires were used to gather necessary data and information needed in the study. One set was accomplished by 113 teacher respondents and 34 administrators.

Frequency counts, means, standard deviations, analysis of variance and the t-test were employed.

Conceptual Framework

Globalization has a pivotal effect on the educational system of a nation. The means of preparing students for this globalization requires more innovative and dynamic curriculum and a more responsive educational system. The Global Sachs Foundation says, "In a global economy and society of the 21st Century, all learners will be left behind if their education is not organized with a global context in mind."

The world is currently facing a number of crises and changes in times. To these are added the fast changing lifestyle and technology of man, bigger and bolder economies that boost the industry sector worldwide. This is the reason why there is a need to adapt an educational system to the needs of times. Therefore, educational planners can only make plans on how to prepare the students on globalized education.

In the presentation of Dr. Emerlinda R Roman entitled, "The Internalization of Higher Education," pointed out that making the curriculum coherent with the demands of globalization means the offering of additional courses added to the college program like International Relations, International Business and International Finance which can give the students the following skills that they need; knowledge of other world regions, cultures, and global/internal issues; skill in communicating in languages other than English, working in global or cross-cultural environments, and using information from different sources around the world; and values of respect and concern for other cultures and people.

Educators are expected to prepare students to be knowledge workers as the economy moves toward finding its primary value in social and intellectual capital. Knowledge creation and breakthrough thinking are the logical outcome of having exponentially expanding amounts of information available at the fingertips and growing ability to connect what is known across discipline.

State colleges and universities are saddled with the four-fold but mutually reinforcing functions of instruction, research, extension and production. To achieve these functions, the college, among other things, needs a full complement of competent human resources, adequate physical

resources and sufficient financial resources to support its operation. Inadequacy in one will adversely affect the flow of educational services the school can provide to its clientele. The productivity of each of this input does not simply depend on itself but on the presence and active collaboration of all complementary inputs. In other words, the quantity and quality of inputs of the school determine the quality of outputs.

In this study, Abra State Institute of Sciences and Technology is viewed as a system and the selected areas of concern are its major sub-systems which maybe considered inputs into the whole system. The focal sub-systems analyzed are the school's resources, such as physical resources, human resources and financial resources. Physical resources include physical plant, laboratories, information technology and e-library. Human resource includes faculty-related factors. Financial resource was considered in terms of the school's total appropriations for the period of five years (2006 – 20011). Such appropriations are considered in terms of students per capita cost.

Outside the school system is a related system and those are the graduates. The kind, amount, organization and use of the resources available to the school circumscribe the educational process and environment, and by implication, the quality of their consequences. Thus, the inputs are utilized through the process of planning and implementation of programs which in turn are expected to have corresponding relationship to the quality of graduates in terms of technical preparedness, job performance and life situations. The evaluation on the quality of graduates can be considered as a gauge of measuring the

effectiveness of the resources to the academic program of the school.

RESULTS AND DISCUSSION

Findings revealed that the physical resources were described as "good". This means that the conditions or provisions were moderately extensive and were functioning well. The human resources with the faculty as the sole indicator was described to be "very good" which means that the conditions or provisions were moderately extensive and were functioning excellently. The financial resources in terms of per capita expenditure showed an average cost ranging from P1972.38 to P5406 per student. The financial resources could still be described as low and meager in as much as the student per capita cost of state colleges and universities in 2006 was P4571 which was 50% lower than the average student per capita cost..

The entry characteristics in terms of high school averages and the National Achievement Test percentile ranks of student-respondents were found to be statistically significant. This means that, the high school grades and the National Achievement Test performance ratings of student-respondents varied from one school to the other. The National Achievement Test rating is described as "fair" while the high school average grades falls on a "good" performance rating.

The technical preparedness of teacher respondents was described as adequate. Their job performance was "very satisfactory" and their life situation is "satisfactory." The preparedness, job performance and life situation when combined revealed a "very satisfactory" rating. The analysis of variance for each of the three components and

of the total quality showed no significant difference which means that the quality of graduates was more or less the same.

Among the three inputs (physically, human, and financial resources), only financial resources has no significant relationship with the total quality of graduates. Physical and human resources showed a significant relationship to the quality of graduates.

On the components of quality, only technical preparedness showed a significant relationship to the physical resources. Job performance and life situation did not show up. It was performance and life situation showed significant difference to human resources while technical preparedness did not.

CONCLUSION

Based from the result of the finding, Physical resources were described as "Good" and as such a provision or conditions are moderately extensive and are functioning well.

The human resources are described to be "very good" and as such, the provisions and conditions are moderately extensive and are functioning excellently.

The average student per capita cost for the school ranges from P1972 to P5406 per student. With only P4571 student per capita cost in 2006 as compared to the national average of P6485 for same year. The financial resources maybe described as low and meager .

The teacher education graduates of the Abra State Institute of Sciences and Technology differ as to their entry characteristics in terms of high school averages and National Achievement Test percentile ranks. Their mean high school average

grade could be described as good performance and their average National Achievement Test percentile rank maybe considered fair performance.

The teacher education graduates of Abra State institute of Sciences and Technology do not differ significantly as to technical preparedness, job performance and life situation. Their technical preparedness is adequate. Their job performance is very satisfactory. Their life situation is satisfactory and their total quality is described to be very satisfactory.

The quality of graduates in terms of technical preparedness but not on job performance and life Robinsons situation is dependent upon the extent of the physical resources of the college.

RECOMMENDATIONS

In the light of the findings generated and conclusions reached through the study, the following recommendations are offered:

1. While the physical resources were considered to be good, there is much to be desired to make the provisions/conditions to be very good and as much as possible to function excellently. Planners and policy makers and technical panels should set a minimum standards for home technology in order that there could be valid basis for evaluating capabilities to the school.
2. Physical and financial resources are scarce; as such, they should be used or spent as they really are intended to produce maximum results. No matter how substantial or adequate the resources are if they are not to be manipulated and utilized properly to the best advantage by the faculty, then their influence to quality may not be seriously felt.

3. The significant association of the quality of graduates to human resources lends insights to planners and technical panels to set specific standards for faculty strengths, recruitment and retention.
4. The study recognizes its limitations that the approach to determine the influence of the three variables to quality was made holistically. Researchers planning to conduct similar study may include one more human or physical-related variables and statistically analyze their influence individually. It maybe interesting to include additional quality variables such as job involvement, such as satisfaction and leadership styles.

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