



Performance of the Teacher Education Graduates in A State University

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The need to train teacher education graduates with competencies at par with national and international standards that will lead to a positive outcome in the teaching profession and their ability to demonstrate greater global mobility determines the analysis of the graduates' efficacy among higher education institutions. Along with providing background information for the study, the employers or school heads of the teacher education graduates of a State University working in one of the schools divisions at Southern Negros, Philippines. provided the data and the graduates also served as the backgrounder of the study. The descriptive study using frequency percentage and weighted mean was employed and yielded the following findings: the graduates demonstrate outstanding performance in their work ethic, instructional competency, and skill set. It shows that graduates have proven to be exceptionally skilled at their jobs across all responsibilities. Their ability to provide efficient education and support learning procedures is admirable, and their versatility in the job is impressive. Research skills are one notable area that needs to be improved and recommended for intervention program. Given the limits of the current study, more research has to be done in other school divisions where teacher education graduates are employed.

Keywords: performance, instructional competence, work attitude, skills, research capability

INTRODUCTION

The Teacher Education program is crucial in influencing the future of educational systems globally. In recent years, there has been a significant focus on the effectiveness of graduates from these programs, highlighting their impact on academic outcomes. However, despite this attention, there remains a gap in understanding how various teacher education frameworks across different countries influence the quality and performance of teachers. This gap suggests a need for further research into how diverse educational policies and practices worldwide can be harmonized to improve teacher quality universally.

Scholars such as (Smith et al., 2019), emphasize the essential role that school heads play in assessing the performance of Teacher Education graduates in the context of their institution, taking into consideration the requirements and dynamics of every school.

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Assessing the performance of the teacher education graduates among the higher educational institutions is determined because of the demand to train them with competencies at par with national and international standards which will lead to a favorable outcome in the teaching profession and their ability to demonstrate greater global mobility. Focusing on instructional competence, work attitude, skills, and research capability, teacher education programs can produce graduates who are better prepared to excel in their teaching careers and make a positive impact the students they serve.

In the Philippines, assessing the performance of teacher education graduates among the higher educational institutions is persistent due to the demand to equip them with competencies at par with national and international standards which will lead to a favorable outcome in the teaching profession and their ability to demonstrate greater global mobility. Employer's assessment of teacher education is a valuable source of information for improving the quality of teacher training programs.

In the Southern part of Negros, the Central Philippines State University is one of the producers of Teacher Education with different curricular program offerings.

Studies have been conducted on the implementation of curricular programs, but no study has been piloted on the assessment or feedback of the employers on the performance of graduates which can expound the complex that interplays between Teacher Education programs and the expectations of school heads as employers. It is therefore imperative to get assessments and feedback from employers to serve as the baseline for improvement of the curriculum, thus this study is directed.

The Value of Employers' Input

Evaluations are a crucial part of any institution's plan. Feedback is also essential as nobody works in a vacuum and it's important to recognize one's strengths and areas for development. Businesses have set tight rules for how staff members are expected to receive and submit feedback regularly because they recognize the importance of the feedback loop to an organization's overall success.

Employers are considered to be among the most important stakeholders in educational institutions because they invest more resources in molding the knowledge, skills, and attitudes of graduates. Comments from employers regarding graduates' general performance in popularity are regarded as an important means of admission to educational institutions. The comments given by the company will reflect the performance of the employee and could be crucial in assessing the graduates' readiness for the workforce.

According to (Mehrotra & Elias, 2017), improving graduates' employability components is essential to their academic success if they want to get recruited on the market for a profit. This will have a big impact on how businesses monitor the overall performance and activity of their staff. Employer feedback regarding graduates' achievement on the standard appeared to be a crucial component of admission to educational institutions. There will be moments, though, when graduates fall short of what is anticipated of them altogether. Important areas that demand attention are said to

include critical talents, problem-solving abilities, and the ability to apply topic knowledge and concepts in the workplace (Dotong et al., 2017).

Employability and Performance

(Zeijen et al., 2018) state that a person's employability is mostly influenced by their skill set and level of schooling. Particularly for those who have just graduated, students need to be better prepared for the workforce and for being global citizens. The author posits that motivated employees employ self-management tools to establish personal objectives and monitor their emotions and behavior in the workplace. Employees should develop relevant goals that are in line with corporate objectives to boost motivation and job engagement in an organization. Employee behavior monitoring is necessary to ensure both good job engagement and performance advancement.

Through assessment, they will be able to highlight their potential, fill in any gaps, identify areas that need improvement and training, and improve their performance. This knowledge will support their professional growth, retention, and motivation while they work closely with their supervisors. It will also support appropriate monitoring, follow-up, and decision-making. It will also offer a base upon which to adjust and gauge efficacy and efficiency. Ultimately, it will establish a friendlier, more encouraging work atmosphere to optimize their input to the company and expand their potential.

Employer feedback regarding graduates' achievement in the standard appeared to be a crucial component of admission to educational institutions. There will, however, be gaps where graduates might not perform to the level anticipated of them overall. Important domains that demand attention are thought to include critical capabilities, problem-solving abilities, and the ability to apply subject-matter knowledge and concepts in the workplace (Dotong et al., 2017).

The purpose of this study is to evaluate the performance of graduates from Central Philippines State University-Main Campus in the College of Teacher Education.

The following questions will be specially addressed in this study:

1. Why is/are the graduates of the Teacher Education in a state university being hired?
2. What is the Performance of graduates as assessed by employers on the following areas:
 - a. Instructional Competence
 - b. Work Attitude
 - c. Skills
 - d. Research Capability?
3. What intervention program can be crafted from the result of the study?

METHOD

Respondents

The convenience sampling was used to identify the one hundred twelve (112) teacher education graduates of a State University as rated by their corresponding employers which are the school heads where they are employed in one of the Schools Divisions of the Southern Part of Negros Occidental, Philippines.

Moreover, this study employed descriptive research design, specifically a quantitative approach According to (Creswell, 2017), this method is to gather information about the present existing condition. The descriptive aspect of the study involved the description of the respondents' profile and selected variables related to employer's feedback on teacher education graduates.

Instruments

The research instrument below grid into a table form is an adapted questionnaire (Gonzales, et al. 2017). The two (2) components make up the survey instrument. The first section includes a list of the reasons why employers are hiring graduates from the Central Philippines State University College of Teacher Education main campus; and the second section shows how well the graduates performed in terms of instructional competency, work attitude, skills, and research capability, all of which were grouped by area.

The study used the four-point Likert Scale of American Social Scientists concerning the scoring procedure of employers' Assessment of Instructional Competence, Work Attitude, Skills, and Research Capability.

Direction: Kindly check on the reasons of Hiring the Central Philippines State University graduates based on the following indicators:

- 4- Strongly Agree (The criteria are fully met)
- 3- Agree (The criteria are met for continuous development)
- 2- Disagree (The criteria is met/ performed for enhancement)
- 1-Strongly Disagree (The criterion is not met)

Section 1: Reasons of Employers Hiring in Graduates Rank by Category

	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
Possessed LET/CS Eligibility				
Have a good communication skills (reading, writing, listening, speaking)				
Showed very good demonstration teaching ability				
Showed good personality (appearance, voice and speech, poise, alertness, self-confidence)				
Showed potential (ability in presenting ideas, good judgment, emotional stability, decisiveness, stress tolerance)				
Have high practice teaching grade				
Have a pre-service specialized training skills				
Attended pre-service trainings				
Have teaching experiences in other schools				

Have teaching experiences in other countries				
Have a high GPA during the undergraduate degree				
Received outstanding recognition/meritorious awards				
Received pre-service Honors/awards				
Earned graduate and post-graduate academic units				
Graduated graduate and post-graduate academic degrees.				
Have complied and passed the standard requirements and hiring processes.				
Have earned other non-teaching like NCII certification.				
Have rendered return-service to the government as government scholar				
Recommended by government officials.				

Section 2: Directions: With the rating scale provided below, please check the number corresponding to your answer to the criteria that was the hired CPSU graduates observed.

	4- Outstanding	3- Very Satisfactory	2 – Satisfactory	1- Failed
CRITERIA	4 Outstanding	3 Very Satisfactory	2 Satisfactory	1 Unsatisfactory
A. Instructional Competence				
1. Apply knowledge of content within and across curriculum teaching areas.				
2. Select contents and prepare appropriate teaching and learning resources, including ICT to address the learning goals.				
3. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.				
4. Maintain a learning environment that promotes fairness, respect, and care to encourage learning.				
5. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.				
6. Present and develop lesson logically				
7. Convey ideas clearly				
8. Utilize the art of questioning to develop a higher level of thinking				
9. Use effective verbal and non-verbal classroom communication strategies to support learner understanding to support learner understanding, participation, engagement and achievement.				
10. Address individual differences				
B. Work Attitude				
1. Self- motivation; self- starter; predisposition to act as situation of demands.				
2. Able to maintain harmonious relations with co-employees, superiors, and students/ pupils.				
3. Show/s enthusiasm in performing functions and assignments.				
4. Diligence and effort exerted in performing functions and assignments without easily giving up physically.				
5. Drive to complete assignments without giving up physically.				
6. Give/ s due respect for those who occupy positions of authority as well as rights of others.				
7. Support school regulations, programs and policies				
8. High interest in the job.				
9. Takes pride in doing the work well.				
10. Assume voluntary responsibilities outside the classroom as they relate to school, extension/ community activity.				
C. Skills				
1. Ability to handle technical demands in work.				

2. Ability to select and use appropriate tools and technology for task or project.				
3. Innovate teaching strategies, classroom management and assessments to enhance learning				
4. Able to select and use appropriate tools and technology for task or project.				
5. Management of available resources.				
6. Ability to demonstrate leadership skills.				
7. Encourage others to earn relevant professional trainings				
8. Extend help for others to receive scholarship awards and training opportunities				
9. Lead others to be punctual in attendance and report submission				
10. Ability to deliver ideas and solutions to colleagues.				
D. Research Output				
1. Conduct research at the school level.				
2. Conduct research at the district level.				
3. Conduct research at the division level.				
4. Share research results with peers on problems related to earning environment, home, school, and community.				
5. Publish an article/s in a journal/newspaper/magazine of wide circulation.				
6. Act as a co-author of a book.				
7. Act as the sole author of a book.				
8. Present research output in a local/regional, national, or international forum.				
9. Demonstrate ability to develop research proposals and attract external resources to support their work.				
10. Has supervised or mentored students or junior researchers in their research projects e.g. SIP, capstone.				

Procedure

Permission to conduct the study was obtained from the Superintendent of the Schools Division to administer the questionnaire to the school heads. In addition, the researcher asked the school heads if they would be willing to participate as study respondents. To locate the list of graduates and their details to provide background material for the study, the researcher also requested assistance and support from the instructors at the College of Teacher Education and the registrar of Central Philippines State University. Following the health and safety protocols, the researcher conducted and gathered the survey questionnaires answered by the respondents. After the conduct of the study, all the data collected was encoded, tabulated, analyzed, and interpreted using the appropriate statistical tools. Furthermore, the respondents' information was handled with the highest confidentiality and privacy.

Design and Analysis

This study employed a quantitative technique within the descriptive research methodology. According to (Creswell, 2017), this method is to gather information about the present existing condition. The descriptive study using frequency percentage and weighted mean was employed which involves the description of the respondents' profile and selected variables related to employers' feedback on teacher education graduates. The purpose of the descriptive study is to determine the rationale behind the hiring of Central Philippines State University main campus teacher education graduates,

as well as their performance in terms of instructional competence, work attitude, skills, and research capability

FINDINGS

Reasons why graduates of the Central Philippines State University, College of Teacher Education are hired

The top three (3) reasons why graduates of Teacher Education are hired: are that they passed the Teacher Licensure Examination (LET), completed and passed the standard requirements and hiring processes, and showed potential ability in presenting ideas, good judgment, emotional stability, decisiveness, and stress tolerance. Passing the eligibility requirements is an indication that the graduate possesses the necessary competencies and knowledge to teach effectively in their respective subject areas or grade levels. This further justifies that for teacher education graduates to qualify in the RQA of teaching positions they need to be eligible and satisfy all the other criteria prescribed by the Department of Education (DepEd). Moreover, employers value a combination of academic qualifications, adherence to standard procedures, and important soft skills necessary for success in the teaching profession. A study by (Smith & Johnson, 2018), found that employees who meet these baseline criteria are more likely to perform well in their roles and contribute positively to the organization. In addition to meeting eligibility criteria, the literature suggests that hiring decisions should consider an individual's potential ability to contribute effectively to the organization. This also helps ensure consistency in the quality of teachers hired across different schools or institutions within the same region.

Table 1

Reasons of employers in hiring central philippines state university, college of teacher education graduates

Reason/s	Mean	Rank
Possessed LET/CS Eligibility	3.98	1
Have complied with and passed the standard requirements and hiring processes.	3.92	2
Showed potential ability in presenting ideas, good judgment, emotional stability, decisiveness, and stress tolerance.	3.83	3
Showed excellent demonstration of teaching ability	3.82	4
Have a good communication skill (reading, writing, listening, speaking)	3.81	5
Showed good personality (appearance, voice, speech, poise, alertness, self-confidence)	3.80	6
Attended pre-service training	3.80	7
Have high-practice teaching grade	3.79	8
Have a pre-service specialized training skill	3.63	9
Have a high GPA during the undergraduate degree	3.49	10
Earned graduate and post-graduate academic units	3.27	11
Graduated graduate and post-graduate academic degrees	3.04	12
Have teaching experiences in other schools	2.85	13
Received outstanding recognition/meritorious awards	2.08	14
Received pre-service honors/awards	1.91	15
Have rendered return service to the government as a government scholar	1.44	16

Have earned other non-teaching like NCII certification	1.39	17
Have teaching experiences in other countries	1.20	18
Recommended by the government officials	1.13	19

Performance of Central Philippines State University, College of Teacher Education Graduates as assessed by Employers in Different Areas

As shown in table 2, the Performance of graduates as assessed by the School Heads as the employers have outstanding performance; their instruction ($\bar{x} = 3.41$; $SD = 0.57$), work attitude ($\bar{x} = 3.49$; $SD = 0.68$), and skills ($\bar{x} = 3.49$; $SD = 0.68$). However, they need improvement in some areas of research capability such as conducting research at the division level ($\bar{x} = 1.72$; $SD = 1.08$), publish article/s I a journal/ newspaper/magazine wide circulation ($\bar{x} = 1.68$; $SD = 1.04$), act as a coco-author book circulation ($\bar{x} = 1.71$; $SD = 1.06$), act as a sole author of a book circulation ($\bar{x} = 1.71$; $SD = 1.05$), and present research output in a local/ regional, national or international ($\bar{x} = 1.73$; $SD = 1.09$).

Instructional competence is attributed to the fact that the College of Teacher Education produces quality graduates who can teach locally and globally and this is in concordance with the definition of Instructional Competence (Darling-Hammond, 2017), as a multifaceted concept encompassing a teacher's ability to effectively plan, deliver, and assess instruction. It involves knowledge of subject matter, pedagogical techniques, and the ability to adapt to diverse learner needs. Meanwhile, the Work Attitude of the graduates is outstanding when taken as a whole.

It reveals that graduates emulate the values of the teacher education is teaching and inculcating in their minds. They embody the values of respect, empathy, integrity, and lifelong learning, which can have a significant impact on the school community. It can also be gleaned that they are satisfied with their teaching career which is attested in their Work attitude. This is supported by the study of (Brown & Green, 2020), a significant positive correlation between positive work attitudes and both job satisfaction and job performance, highlighting the importance of cultivating favorable work attitudes in teacher education programs to serve as positive role models for their students.

On Skills, the graduates exhibited outstanding performance. It means that their technical and leadership skills exceeded expectations and achieved above established standards thus, these skills increased student engagement. This is relative to the findings of (Smith et al, 2019), that there is an improvement in teaching effectiveness among educators who incorporated technology into their instructional practices.

It is noted that the research capacity of graduates in some areas needs improvement. This could give a reflection that their performance failed to meet the research skills expectations that their employers or school heads required. This conveys that they have limited exposure, understanding, and experience in conducting research. Additionally, this is a way for the teacher education programs to examine strategies and interventions to enhance the research capability. This thought is proven in the research of (Jones et al., 2019) that factors such as institutional infrastructure, leadership support, and researcher skill levels are crucial determinants of research capability. Research capacity-building workshops and institutional support systems significantly contribute to improving research capabilities among faculty members.

In summary, the performance of teacher education graduates lies in the school practice. The findings of Seher Çetinkaya (2024), emphasize that teacher education and especially school practice have an impact on pre-service teachers' self-beliefs about being a good teacher. It is therefore imperative that a school must create a school a positive climate that will develop teaching creativity (Mulyoto, Rugaiyah, Teguh Trianung Joko Susanto, 2020).

Table 2

Performance of central Philippines State University, college of teacher education graduates as assessed by employers in different areas

A. Instructional Competence	Mean	SD	Description
1. Apply knowledge of content within and across curriculum teaching areas.	3.47	0.63	Outstanding
2. Select contents and prepare appropriate teaching and learning resources, including ICT to address the learning goals.	3.46	0.63	Outstanding
3. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.	3.44	0.64	Outstanding
4. Maintain a learning environment that promotes fairness, respect and care to encourage learning.	3.46	0.64	Outstanding
5. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.37	0.62	Outstanding
6. Present and develop lesson logically	3.38	0.63	Outstanding
7. Convey ideas clearly	3.40	0.62	Outstanding
8. Utilize art of questioning to develop higher level of thinking	3.32	0.65	Outstanding
9. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	3.45	0.66	Outstanding
10 Address individual differences	3.36	0.66	Outstanding
As a whole	3.41	0.57	Outstanding
B. Work Attitude	Mean	SD	Description
1. Self-motivation; self-starter; predisposition to act as situation of demands.	3.53	0.74	Outstanding
2. Able to maintain w/ harmonious relations with co-employees, superiors, and students / pupils.	3.55	0.70	Outstanding
3. Show/s enthusiasm in performing functions and assignments.	3.51	0.74	Outstanding
4. Diligence and effort exerted I performing functions and	3.45	0.74	Outstanding

assignments without easily giving up physically.			
5. Drive to complete assignments without giving up physically.	3.44	0.72	Outstanding
6. Give/s due respect for those who occupy positions of authority as well as rights of others.	3.51	0.70	Outstanding
7. Support school regulations, programs and policies.	3.53	0.74	Outstanding
8. High interest in the job	3.46	0.74	Outstanding
9. Takes pride in doing the work well.	3.45	0.71	Outstanding
10. Assume voluntary responsibilities outside the classroom as they relate to school, extension/community activity.	3.46	0.75	Outstanding
As a Whole	3.49	0.68	Outstanding
C. Skills	Mean	SD	Description
1. Ability to handle technical demands in work.	3.37	0.69	Outstanding
2. Ability to select and use appropriate tools and technology for task or project.	3.34	0.64	Outstanding
3. Innovate teaching strategies, classroom management and assessments to enhance learning.	3.16	0.72	Very Satisfactory
4. Able to select and use appropriate tools and technology for task or project.	3.29	0.65	Outstanding
5. Management of available resources.	3.34	0.63	Outstanding
6. Ability to demonstrate leadership skills.	3.30	0.68	Outstanding
7. Encourage others to earn relevant professional trainings.	3.23	0.69	Very Satisfactory
8. Extend help for others to receive scholarship awards and training opportunities.	3.14	0.78	Very Satisfactory
9. Lead others to be punctual in attendance and report submission.	3.27	0.69	Very Satisfactory
10. Ability to deliver ideas and solutions to colleagues.	3.33	0.70	Outstanding
As a Whole	3.28	0.60	Outstanding
D. Research Capability	Mean	SD	Description
1. Conduct research in the school level.	1.90	1.19	Satisfactory
2. Conduct research in the district level.	1.81	1.14	Satisfactory
3. Conduct research in the division level.	1.72	1.08	Needs Improvement
4. Share research results to peers on problems related to learning environment, home, school and community.	1.82	1.08	Satisfactory
5. Publish an article/s I a journal/newspaper/magazine of wide circulation.	1.68	1.04	Needs Improvement
6. Act as a co-author of a book.	1.71	1.06	Needs Improvement
7. Act as the sole author of a book.	1.71	1.05	Needs Improvement
8. Present research output in a local/ regional, national or international forum.	1.73	1.09	Needs Improvement
9. Demonstrate ability to develop research proposals and attract external resources to support their work.	1.76	1.02	Satisfactory
10. Has supervised or mentored students or junior researchers in their research projects e.g.SIP, capstone.	1.82	1.08	Satisfactory
As a whole	1.77	1.03	Satisfactory

Legend: 3.26- 4.00 Outstanding 2.51- 3.25 Very Satisfactory 1.76-2.50 Satisfactory 1.00-1.75 Needs Improvement

DISCUSSION AND CONCLUSIONS

The success of graduates in securing teaching positions can be attributed to several interrelated factors, including their formal qualifications, performance in hiring processes, and demonstrated competencies in various essential skills such as the ability to present ideas, good judgment, emotional stability, decisiveness, and stress tolerance.

Despite the comprehensive training provided in teacher education programs, a significant gap exists in graduates' research skills, limiting their capacity to critically engage in evidence-based practices and contribute original insights to educational theory and practice. This deficiency suggests a need for strengthened emphasis on research methodologies, critical analysis, and data interpretation within the curriculum. There is a pressing need for teacher education programs to incorporate applied research skills systematically throughout the curriculum. This includes early exposure to literature reviews, data analysis, and practical research tasks culminating in independent studies during their final year to bridge this gap, it is recommended that teacher education programs integrate applied research projects, establish collaborative research groups, and increase support for faculty-mentored research experiences to foster these essential skills and research enhancement skill program must be crafted.

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APPENDIX

Research Skills Enhancement Program

Title: Empowering Future Educators: Strengthening Research Capability Program for College of Teacher Education Students

Objective: The primary objective of this program is to equip students within the College of Teacher Education with the necessary research skills and knowledge to become competent and confident researchers.

Program Components:	Persons Involved	Expected Outcomes
<p>1. Research Skills Workshops: * Offer a series of workshops covering fundamental research skills such as literature review, research design, data collection methods, data analysis, and academic writing. * Provide hands-on training using research tools, software, and methodologies relevant to educational research. * Tailor workshops to different levels of expertise, ensuring that both novice and advanced students benefit from the program.</p>	<p>Dean, College Research Coordinator and the Research Instructors: * Responsible for coordinating and overseeing the program activities, including workshops, mentorship, and research symposium.</p>	<p>Enhanced research skills and knowledge among College of Teacher Education students.</p>
<p>2. Research Mentorship: * Pair students with faculty mentors or advanced graduate students who can provide guidance and support throughout the research process. * Encourage peer-to-peer mentorship and collaboration among students working on similar</p>	<p>Research Instructors: * Experienced instructors and researchers who provide guidance and support to students throughout the research process</p>	<p>Increased confidence and self-efficacy in conducting research projects and presenting research findings.</p>
<p>3. Research Presentation Skills: * Conduct workshops or seminars focused on developing effective presentation skills for research findings. * Offer opportunities for students to practice presenting their research orally and through poster presentations. * Provide constructive feedback and coaching to help students improve their communication skills and confidence in sharing their work</p>	<p>Research Support Staff: Personnel responsible for providing technical assistance, research support services, and administrative support.</p>	<p>Opportunities for students to disseminate their research findings and contribute to the field of education.</p>
<p>4. Research Symposium: * Organize an annual research symposium or conference where students can showcase their research projects and findings. * Invite faculty members, peers, and external stakeholders to attend and provide feedback on students' work.</p>	<p>Dean, College Research Coordinator and Research Instructors</p>	<p>Preparation of students for future careers in education, research, or related fields by fostering critical thinking and inquiry skills.</p>