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RESEARCH ARTICLE

PROGRAM MANAGEMENT AND PERFORMANCE OF TEACHER EDUCATION AMONG STATE UNIVERSITIES AND COLLEGES (SUC'S) IN CALABARZON

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Abstract

The study aims to determine the program management and performance of (SUCs) in teacher education among state universities and colleges CALABARZON. The research design used in this study was the descriptive method of research. Purposive sampling was used in this study to identify the educators in the Teacher Education of SUCs in CALABARZON as respondents. The statistical treatment of data was used to compute then analyze then interpret the data given by the respondents. This study hypothesized that there is no significant relationship between the between the program management in instruction, research, and extension on the performance of teacher education among state universities and colleges in CALABARZON are partially accepted.

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Introduction:-

In the Philippines, many an educational institution there are certain programs that are formulated in lines with each goals and objectives. There are many development programs had been improved for many years to challenge continuously the State Universities and Colleges (SUC's). These challenges are generally understood as preparing SUC's in different program management of an institution and also their performance.

The Commission of Higher Education (CHED) as the highest authority of State universities and Colleges SUC's improve the relevance of higher education institution programs, systems and research to respond to the thrusts of the Philippines Development Plan (PDP), 2011-2016; upgrade the quality of higher education.

Institutions, program and systems in the country towards achieving international standards; Broaden access to quality higher education of those who seek it, Efficiently and effectively manages the higher education system ensuring transparency and integrity in its program and activities as commitment to moral ascendancy; and strengthen the commission on Higher Education and other major stakeholders.

State Universities and Colleges like Laguna State Polytechnic University, an educational institution must be able to deliver the education services effectively in terms of instruction, research, extension services and most importantly qualified and competent teachers.

It is within that the researcher focus in the kind of study to find-out the Program Management and Performance of Teacher Education Universities and Colleges in CALABARZON.

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It is within that the researcher focus in this kind of study to find-out the Management Education Practices Program and the performance of College of Teacher Education among State Universities and Colleges in CALABARZON.

Apparently, every state university including private universities are required to extend services and programs that may help people in the Community to cope with difficulty in sustaining their necessities to sustain their daily needs. It is mostly designed to address the problems of people in the community facing.

The aims of this study are to determine the Program Management and Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON.

Specifically, are sought answers to the following questions – (1) what is the level of program management of teacher education in instruction in terms of teaching effectiveness; (2) what is the level of program management of teacher education research; (3) what is the level of program management in extension; (4) what is the status of performance of teacher education; and (5) Is there a significant relationship between the Program Management on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON? With the hypotheses that there is no significant relationship between the Program Management on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON.

Materials and Methods:-

Purposive sampling was used in this study to identify the educators in the Teacher Education in CALABARZON were the direct respondents of this study.

The research procedure was beginning with reading books, published/ unpublished thesis/dissertation, articles, magazines, manuals, journal, newspaper, and survey that not done were done in order to conceptualize the ideas needed in developing the study. The questionnaire –checklist was given to the advisers and members of the panel for checking and validation.

The official permit from the different State Universities and Colleges Presidents and key officials was sought; Permit was requested to make a research on the Program Management and Performance of Teacher Education.Among SUC's in CALABARZON. The questionnaire – checklist was attached in the letter of request for further evaluation.

Upon receipt and approval of the letter of the request and questionnaire – checklist,the questionnaire. Checklist were administered to the respondents. It was explained to the respondents that their responds would be kept confidential.

The tally sheets were prepared using the electronic forms. The gathering of data was done and the questionnaire. Checklist were collected. The respond of the respondents in each statement were tallied together, then tabulated, analyzed, presential, and interpreted.

The main instruments that were used in this study was questionnaire.To gather, adequate data and information for this particular study. The questionnaire was Likert Scale which determined the Program Management and Performance of Teacher Education Among SUC in CALABARZON.

The performance of the College of Teacher Education saved as secondary data gathered from the file of dean's office of College of Education of every university.

In testing the validity of the instrument, the first draft was prepared and submitted to the adviser for critiquing the research made sure that each time was carefully checked according to cluster of items in accordance to the concept of management skills.

Results and Discussion:-

Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness

Table 1 shows the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization were revealed in the following table, which shows the average mean, standard deviation and verbal interpretation.

Table 1 reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization. It shows that objectives of subject matter are clearly stated ($M = 4.76$, $SD = 0.47$) with a verbal interpretation of Very High Level of Practice. It also shows that Overall course outline appears to be clear and focused ($M = 4.71$, $SD = 0.50$) with a verbal interpretation of High Level of Practice. The table indicates that Subject matter assignment schedules are easy to follow ($M = 4.63$, $SD = 0.56$) with a verbal interpretation of Very High Level of Practice.

Table 1 shows the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization.

Table1:- Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Objectives of subject matter are clearly stated.	4.76	0.47	Highly Effective
2. Overall course outline appears to be clear and focused.	4.71	0.50	Highly Effective
3. Subject matter assignment schedules are easy to follow.	4.63	0.56	Highly Effective
4. Subject matter appears to be well-organized.	4.69	0.53	Highly Effective
5. As the subject matter progresses, links between units emerge and become clear.	4.55	0.57	Highly Effective
Total	4.67	0.53	Highly Effective

Legend:

Point	Remarks	Verbal Interpretation
5	Outstanding	Highly Effective
4	Very Good	Moderately Effective
3	Good	Effective
2	Fair	Less Effective
1	Need Improvement	Not Effective

Table 1 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization. It shows that Subject matter appear to be well-organized. ($M = 4.69$, $SD = 0.53$) with a verbal interpretation of Very High Level of Practice. It also shows that as the subject matter progresses, links between units emerge and become clear ($M = 4.55$, $SD = 0.57$) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of ($M = 4.67$, $SD = 0.53$) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization, they are equipped with knowledge in Instruction. It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization.

Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Mastery of Subject Matter.

Table2. Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Mastery of Subject Matter

Table 2:- Reveals the Instruction. level of Program Management of Teacher Education Research with regards to Mastery of Subject Matter. Comes to class well-prepared ($M = 4.73$, $SD = 0.49$) with a verbal interpretation of Very

High Level of Practice. It also shows that Presents and explains subject matter with case ($M = 4.68$, $SD = 0.55$) with a verbal interpretation of High Level of Practice. The table indicates that Responds intelligently to students' comments/questions ($M=4.62$, $SD = 0.55$) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Comes to class well-prepared.	4.73	0.49	Highly Effective
2. Presents and explains subject matter with case.	4.68	0.55	Highly Effective
3. Responds intelligently to students' comments/questions.	4.62	0.55	Highly Effective
4. Has the ability to explore a variety of ideas about a particular issue	4.61	0.57	Highly Effective
5. Has the ability to relate the course discussion to the wider/largerbody of knowledge.	4.62	0.54	Highly Effective
Total	4.65	0.54	Highly Effective

Legend:

Point	Remarks	Verbal Interpretation
5	Outstanding	Highly Effective
4	Very Good	Moderately Effective
3	Good	Effective
2	Fair	Less Effective
1	Need Improvement	Not Effective

Table 2 also reveals the Has the ability to explore a variety of ideas about a particular issue. It shows that Subject matter appear to be well-organized. ($M = 4.61$, $SD = 0.57$) with a verbal interpretation of Very High Level of Practice. It also shows that Has the ability to relate the course discussion to the wider/largerbody of knowledge ($M = 4.62$, $SD = 0.54$) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of ($M=4.65$, $SD = 0.54$) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Mastery of Subject Matter. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Mastery of Subject Matter., they are equipped with knowledge in Instruction. It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Mastery of Subject Matter..

Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Teaching Approach.

Table 3:- Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Teaching Approach.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Plans research activities with the students.	4.18	0.68	Highly Effective
2. Uses appropriate strategy to make the lessons challenging.	4.37	0.62	Highly Effective
3. Stimulates student interest in the subject.	4.51	0.67	Highly Effective
4. Uses a student-centered (rather than teacher-centered) approach.	4.32	0.64	Highly Effective
5. Responds promptly to student's need for advising.	4.37	0.66	Highly Effective
Total	4.35	0.66	Highly Effective

Legend:

Point	Remarks	Verbal Interpretation
5	Outstanding	Highly Effective
4	Very Good	Moderately Effective
3	Good	Effective
2	Fair	Less Effective
1	Need Improvement	Not Effective

Table 3 reveals the Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Teaching Approach Plans research activities with the students. (M = 4.18, SD= 0.68) with a verbal interpretation of Very High Level of Practice. It also shows that Uses appropriate strategy to make the lessons (M = 4.37, SD = 0.62) with a verbal interpretation of High Level of Practice. The table indicates that Responds intelligently to students' comments/ questions challenging (M=4.51, SD = 0.67) with a verbal interpretation of Very High Level of Practice.

Table 3 also reveals the Stimulates student interest in the subject It shows that Teaching Approach r appear to be well-organized. (M = 4.32, SD= 0.64) with a verbal interpretation of Very High Level of Practice. It also shows that Uses a student-centered (rather than teacher-centered) approach. (M = 4.37, SD = 0.66) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.35, SD = 0.66) manifested that Responds promptly to student's need for advising. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Teaching Approach., they are equipped with knowledge in Instruction . It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Teaching Approach.

Table 4. Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Command of Language

Table 4 reveals the Level of Program Management of Teacher Education Instruction in terms of Teaching Effectiveness with regards to Command of Language

It shows that Has the facility of language (M = 4.41, SD= 0.68) with a verbal interpretation of Very High Level of Practice. It also shows that Explains concepts/ ideas clearly to the students (M = 4.50, SD = 0.66) with a verbal interpretation of High Level of Practice. The table indicates that Has a sense of humor (M=4.49, SD = 0.70) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Has the facility of language.	4.41	0.68	Highly Effective
2. Explains concepts/ ideas clearly to the students	4.50	0.66	Highly Effective
3. Has a sense of humor.	4.49	0.70	Highly Effective
4. His/ her language makes the students' alive and awake.	4.53	0.65	Highly Effective
5. Uses words appropriate to the nature of the subject matter.	4.57	0.67	Highly Effective
Total	4.50	0.67	Highly Effective

Legend:

Point	Remarks	Verbal Interpretation
5	Outstanding	Highly Effective
4	Very Good	Moderately Effective
3	Good	Effective
2	Fair	Less Effective
1	Need Improvement	Not Effective

Table 4 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Command of Language. It shows that His/ her language makes the students’ alive and awake. (M = 4.53, SD= 0.65) with a verbal interpretation of Very High Level of Practice. It also shows that Uses words appropriate to the nature of the subject matter (M = 4.57, SD = 0.67) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.50, SD = 0.67) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Command of Language. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Command of Language, they are equipped with knowledge in Instruction . It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents’ perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Command of Language.

Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Regency/Relevance of Concept.

Table 5. Level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Regency/Relevance of Concept

Table 5:- Reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Regency/Relevance of Concept It shows that Reference used are recent or up to date (M = 4.31, SD= 0.72) with a verbal interpretation of Very High Level of Practice. It also shows that Provide state of the art concepts (M = 4.24, SD = 0.72) with a verbal interpretation of High Level of Practice. The table indicates that His/her discussions are relevant to present-day social reality. (M=4.31, SD = 0.73) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Reference used are recent or up to date	4.31	0.72	Highly Effective
2. Provide state of the art concepts	4.24	0.72	Highly Effective
3. His/her discussions are relevant to present-day social reality.	4.31	0.73	Highly Effective
4. Provide teaching strategies relevance to the present situation.	4.31	0.74	Highly Effective
5. Enhance appropriate methods relevance to the recent concept ideas.	4.31	0.74	Highly Effective
Total	4.30	0.73	Highly Effective

Legend:

Point	Remarks	Verbal Interpretation
5	Outstanding	Highly Effective
4	Very Good	Moderately Effective
3	Good	Effective
2	Fair	Less Effective
1	Need Improvement	Not Effective

Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness

Table 5 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization. It shows that Provide teaching strategies relevance to the present situation. (M = 4.31, SD= 0.74) with a verbal interpretation of Very High Level of Practice. It also shows that Enhance appropriate methods relevance to the recent concept ideas (M = 4.31, SD = 0.74) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of ($M=4.30$, $SD = 0.73$) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Regency/Relevance of Concept . with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Regency/Relevance of Concept , they are equipped with knowledge in Instruction . It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Regency/Relevance of Concept

Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Commitment

Table 6. Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Commitment

Table 6:- Reveals the Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Commitment It shows that Pursues knowledge in the field of research to produce a distinctive research output. ($M = 4.44$, $SD= 0.71$) with a verbal interpretation of Very High Level of Evident. It also shows that Attends research trainings and seminar with eagerness in attempt to gain necessary skills to conduct a research ($M = 4.44$, $SD = 0.70$) with a verbal interpretation of High Level of Practice. The table indicates that Strives to compete local, regional, national and international research congress. ($M=4.32$, $SD = 0.73$) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Pursues knowledge in the field of research to produce a distinctive research output..	4.44	0.71	Highly Evident
2. Attends research trainings and seminar with eagerness in attempt to gain necessary skills to conduct a research.	4.44	0.70	Highly Evident
3. Strives to compete local, regional, national and international research congress.	4.32	0.73	Highly Evident
4. Organize and prioritize time efficiently in conducting a research.	4.43	0.72	Highly Evident
5. Engaging in research with dedication and enthusiasm.	4.34	0.72	Highly Evident
Total	4.39	0.72	Highly Evident

Legend:

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 6 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Commitment. It shows that Organize and prioritize time efficiently in conducting a research ($M = 4.43$, $SD= 0.72$) with a verbal interpretation of Very High Level of Evident. It also shows that Engaging in research with dedication and enthusiasm. ($M = 4.34$, $SD = 0.72$) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of ($M=4.39$, $SD = 0.72$) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Commitment. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective

in Instruction in terms of Teaching Effectiveness with regards to Commitment, they are equipped with knowledge in Instruction . It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Commitment

Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Diligence.

Table 7. Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Diligence

Table 7:- Reveals the Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Diligence. It shows that Careful and persistent in conducting the research... (M = 4.53, SD= 0.70) with a verbal interpretation of Very High Level of Evident. It also shows that Maintain research document in accordance with the policies and procedure in the conduct of research. (M = 4.52, SD = 0.72) with a verbal interpretation of High Level of Practice. The table indicates that Well determined to do the research efficiently to take care of every details.. (M=4.31, SD = 0.80) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Careful and persistent in conducting the research.	4.53	0.70	Highly Evident
2. Maintain research document in accordance with the policies and procedure in the conduct of research.	4.52	0.72	Highly Evident
3. Well determined to do the research efficiently to take care of every details.	4.31	0.80	Highly Evident
4. Knows obligations regarding the research to be conducted.	4.46	0.72	Highly Evident
5. Coordinates and prioritizes the operational activities and processes of the research.	4.47	0.72	Highly Evident
Total	4.46	0.73	Highly Evident

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 6 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization. It shows that Knows obligations regarding the research to be conducted (M = 4.46, SD= 0.72) with a verbal interpretation of Very High Level of Evident. It also shows that Coordinates and prioritizes the operational activities and processes of the research. (M = 4.47, SD = 0.72) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.46 SD = 0.73) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Diligence.. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Diligence., they are equipped with knowledge in Instruction . It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Diligence.

Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Written and Oral Skills.

Table 8. Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Written and Oral Skills

Table 8: reveals the Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Written and Oral Skills. It shows that Possess essential skills in writing required of high quality research practice. (M = 4.27, SD= 0.74) with a verbal interpretation of Very High Level of Evident. It also shows that Able to write creative or factual research (M = 4.33, SD = 0.74) with a verbal interpretation of High Level of Practice. The table indicates that Confident enough to present ideas in written and oral communications. (M=4.27, SD = 0.74) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Possess essential skills in writing required of high quality research practice.	4.27	0.74	Highly Evident
2. Able to write creative or factual research.	4.33	0.74	Highly Evident
3. Confident enough to present ideas in written and oral communications.	4.27	0.74	Highly Evident
4. Develops research statement that can be a declaration of delete or position regarding the topic.	4.20	0.69	Highly Evident
5. Possess the skills that are important to complete and achieve creative research.	4.26	0.73	Highly Evident
Total	4.27	0.73	Highly Evident

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 8 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to to Written and Oral Skills.. It shows that Develops research statement that can be a declaration of delete or position regarding the topic. (M = 4.20, SD= 0.69) with a verbal interpretation of Very High Level of Practice. It also shows that Possess the skills that are important to complete and achieve creative research (M = 4.26, SD = 0.73) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.27, SD = 0.73) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to to Written and Oral Skills. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to to Written and Oral Skills., they are equipped with knowledge in Instruction . It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Written and Oral Skills.

Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Curiosity

Table 9. Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Curiosity

Table 9:-reveals Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Curiosity.It shows that Opens up a new opportunities to pursue or conduct more studies.. (M = 4.33, SD= 0.70) with a verbal interpretation of Very High Level of Evident. It also shows that Desires to invest time and energy into learning to conduct more research (M = 4.52, SD = 0.72) with a verbal interpretation of High Level of Practice. The table indicates that Willing to put a lot of ideas and facts on doing the research. (M=4.31, SD = 0.80) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Opens up a new opportunities to pursue or conduct more studies.	4.33	0.76	Highly Evident
2. Desires to invest time and energy into learning to conduct more research.	4.38	0.69	Highly Evident
3. Willing to put a lot of ideas and facts on doing the research.	4.32	0.69	Highly Evident
4. Shows willingness to learn and find answers to interesting issues.	4.35	0.66	Highly Evident
5. Polishes mind with the minds of others.	4.39	0.71	Highly Evident
Total	4.36	0.70	Highly Evident

Legend:

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 9 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Curiosity. It shows that Shows willingness to learn and find answers to interesting issues. (M = 4.46, SD= 0.72) with a verbal interpretation of Very High Level of Practice. It also shows that Polishes mind with the minds of others (M = 4.47, SD = 0.72) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.46, SD = 0.73) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Curiosity with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Curiosity they are equipped with knowledge in Instruction. It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Curiosity

Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Rigorous.

Table 10. Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Rigorous

Table 10:- reveals Level of Program Management of Teacher Education in Research in terms of Teaching Effectiveness with regards to Rigorous.It shows that Can clearly states the variable or construct to be examined... (M = 4.30, SD= 0.68) with a verbal interpretation of Very High Level of Evident. It also shows that Careful to look at or consider every part of research to make certain it is correct (M = 4.31, SD = 0.68) with a verbal interpretation of High Level of Practice. The table indicates that Makes research based on some logical rationale and tied to the theory. (M=4.32, SD = 0.66) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Can clearly states the variable or construct to be examined.	4.30	0.68	Highly Evident
2. Careful to look at or consider every part of research to make certain it is correct.	4.31	0.68	Highly Evident
3. Makes research based on some logical rationale and tied to the theory.	4.32	0.66	Highly Evident
4. Reflects recognition of guiding interest.	4.30	0.70	Highly Evident
5. Enhances veracity of the findings.	4.30	0.68	Highly Evident
Total	4.31	0.68	Highly Evident

Legend:

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 10 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Rigorous. It shows that Reflects recognition of guiding interest. (M = 4.30, SD= 0.70) with a verbal interpretation of Very High Level of Practice. It also shows that Enhances veracity of the findings (M = 4.30, SD = 0.70) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.30, SD = 0.68) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Rigorous with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Rigorous., they are equipped with knowledge in Instruction. It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Rigorous.

Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Knowledge.

Table 11. Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Knowledge

Table 11:-reveals Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Knowledge. It shows that Have practical understanding of various activities for extension... (M = 4.26, SD= 0.81) with a verbal interpretation of Very High Level of Evident. It also shows that Familiar and aware of community services that are needed to perform specific tasks. (M = 4.25, SD = 0.81) with a verbal interpretation of High Level of Practice. The table indicates that Develops and utilize of the collective knowledge for ongoing program. (M=4.30, SD = 0.75) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Have practical understanding of various activities for extension.	4.26	0.81	Highly Evident
2. Familiar and aware of community services that are needed to perform specific tasks.	4.25	0.81	Highly Evident

3. Develops and utilize of the collective knowledge for ongoing program.	4.30	0.75	Highly Evident
4. Facilitates effectively in the conduct of extension activities.	4.23	0.84	Highly Evident
5. Implements a knowledge in such activities increases in productivity.	4.22	0.82	Highly Evident
Total	4.25	0.80	Highly Evident

Legend:

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 10 also reveals the Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Knowledge. It shows that Facilitates effectively in the conduct of extension activities. (M = 4.23, SD= 0.84) with a verbal interpretation of Very High Level of Practice. It also shows that Implements a knowledge in such activities increases in productivity (M = 4.22, SD = 0.82) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.25, SD = 0.80) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Knowledge. with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Knowledge. they are equipped with knowledge in Instruction. It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Knowledge.

Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Skills.

Table 12 Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Skills

Table 12:-reveals Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Skills It shows that Provides community training opportunities to gain special skills that may level up their way of life (M = 4.13, SD= 0.80) with a verbal interpretation of Very High Level of Evident. It also shows that Offers assistance as an incentive to municipalities and other offices to mount training programs for employees and constituents. (M = 4.12, SD = 0.83) with a verbal interpretation of High Level of Practice. The table indicates that Exerts effort to obtain assistance for the activities and findings intended for materials to be used in the conduct of the training. (M=4.05, SD = 0.78) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Provides community training opportunities to gain special skills that may level up their way of life.	4.13	0.80	Highly Evident
2. Offers assistance as an incentive to municipalities and other offices to mount training programs for employees and constituents.	4.12	0.83	Highly Evident
3. Exerts effort to obtain assistance for the activities and findings intended for materials to be used in the conduct of the training.	4.05	0.78	Highly Evident

4. Develops skills that begins with assessing which skills are important for desired carter development.	4.12	0.83	Highly Evident
5. Have the ability to go beyond to include personal effectiveness and career management.	4.07	0.77	Highly Evident
Total	4.10	0.80	Highly Evident

Legend:

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 1 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Skills. It shows that Develops skills that begins with assessing which skills are important for desired carter development.. (M = 4.12, SD= 0.83) with a verbal interpretation of Very High Level of Practice. It also shows that Have the ability to go beyond to include personal effectiveness and career management (M = 4.07, SD = 0.77) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of (M=4.10, SD = 0.80) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Skills with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Skills., they are equipped with knowledge in Instruction. It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Skills.

Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Attitude.

Table 13 Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Attitude

Table 13:-reveals Level of Program Management of Teacher Education in Extension in terms of Teaching Effectiveness with regards to Attitude It shows that Provides with internal cognitions or beliefs and thoughts about the activities. (M = 4.11, SD= 0.76) with a verbal interpretation of Very High Level of Evident. It also shows that Enduring predisposition or readiness to react or behave in a particular situation and idea.. (M = 4.12, SD = 0.79) with a verbal interpretation of High Level of Practice. The table indicates Evaluates the action with respect to an activities or situation with each belief having a cognitive affect and behavioral components. (M=4.16, SD = 0.77) with a verbal interpretation of Very High Level of Practice.

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Provides with internal cognitions or beliefs and thoughts about the activities.	4.11	0.76	Highly Evident
2. Enduring predisposition or readiness to react or behave in a particular situation and idea.	4.12	0.79	Highly Evident
3. Evaluates the action with respect to an activities or situation with each belief having a cognitive affect and behavioral components.	4.16	0.77	Highly Evident
4. Have the ability to endure in the face of adversity.	4.11	0.76	Highly Evident
5. Have the capacity to suspend own agenda and	4.13	0.77	Highly

deliberately allow others to be heard.			Evident
Total	4.12	0.77	Highly Evident

Legend:

Point	Remarks	Range	Verbal Interpretation
5	Always	4.21-5.00	Highly Evident
4	Very Often	3.41-4.20	Very Evident
3	Sometimes	2.61-3.40	Evident
2	Seldom	1.81-2.60	Slightly Evident
1	Never	1.00-1.80	Not Evident

Table 13 also reveals the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Attitude. It shows that Have the ability to endure in the face of adversity. ($M = 4.11$, $SD = 0.76$) with a verbal interpretation of Very High Level of Practice. It also shows that Have the capacity to suspend own agenda and deliberately allow others to be heard. ($M = 4.13$, $SD = 0.77$) with a verbal interpretation of High Level of Practice.

It was gleaned from the data presented that the overall mean of ($M = 4.12$, $SD = 0.77$) manifested that the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Attitude, with a verbal interpretation of Highly Effective, an indication that the respondents are highly effective in Instruction in terms of Teaching Effectiveness with regards to Attitude, they are equipped with knowledge in Instruction. It is a very important in Program Management of Teacher Education in Instruction which is the foremost requirement in the Program Management. Likewise, small values for standard deviation in all indicator (statement) appears that respondents' perception are homogeneous in the level of Program Management of Teacher Education in Instruction in terms of Teaching Effectiveness with regards to Attitude.

Status of Performance of Teacher Education

The status of Performance of Teacher Education, in this study refers to Professional Development, LET Result, Awards, Rewards and Recognition; and Accreditation.

The figure 2 shows the status of Performance of Teacher Education in terms of Professional Development
Figure 2 Status of Performance of Teacher Education in terms of Professional Development

The figure 3 shows the status of Performance of Teacher Education in terms of LET Result.
Figure 3 Status of Performance of Teacher Education in terms of LET Result

The figure 4 shows the status of Performance of Teacher Education in terms of Awards, Rewards and Recognition.

Figure 4 Status of Performance of Teacher Education in terms of Awards, Rewards and Recognition

The figure 5 shows the status of Performance of Teacher Education in terms of Accreditation.

Figure 5 Status of Performance of Teacher Education in terms of Accreditation

Significant Relationship between the Program Management on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON

Table 14 shows the Status of Performance of Teacher Education in terms of Accreditation significant relationship between the Program Management on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON were revealed in the following table which shows the Program Management of Teacher Education in instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization; Mastery of Subject Matter; Teaching Approach; Command of Language; and Regency/Relevance of Concept, Research with regards to: Commitment; Diligence; Written and Oral Skills; Curiosity, and Rigorous. Program Management in Extension with regards to: Knowledge; Skills; and Attitude on the level of Performance of Teacher Education with regards to: Professional Development; LET Result; Awards, Rewards and Recognition; and Accreditation. The table also shows the r-value, the interpretation, the p-value and rank.

Table 26 shows that there is a significant relationship between the Subject Matter Organization and Professional Development ($r=0.14711^*$, $p=0.364120$), and Awards, Rewards and Recognition ($r=0.3974^*$, $p=0.000185$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While Recognition ($r=0.045021^{ns}$, $p=0.260308$) and LET result ($r=0.041438^{ns}$, $p=0.280619$) are not significant.

There is a significant relationship between the Mastery of Subject Matter and Professional Development ($r=0.649748^*$, $p=0.0000$), Accreditation ($r=0.113321^{ns}$, $p=0.689020$), and Awards, Rewards and Recognition ($r=0.239208$, $p=0.006093$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While Let Result ($r=0.150736$, $p=0.033995$) is not significant.

There is a significant relationship between the Teaching Approach and Professional Development; ($r=0.262246^*$, $p=0.003160$), LET Result ($r=0.317128$, $p=0.001195$), Awards, Rewards and Recognition ($r=0.789498$, $p=0.000$), and Accreditation ($r=0.201251$, $p=0.012901$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship.

There is a significant relationship between the Command of Language and Professional Development ($r=0.277748^*$, $p=0.002769$), and Awards, Rewards and Recognition ($r=0.163947^*$, $p=0.262500$), and Accreditation ($r=0.214901^*$, $p=0.009877$) predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While LET Result ($r=0.061879^{ns}$, $p=0.184990$) is not significant.

Table 14:-Significant Relationship between the Program Management in Instruction in terms of Teaching Effectiveness on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON.

Program Management in Instruction Teaching Effectiveness	Performance	r	Interpretation	p	Rank
Subject Matter Organization;	Professional Development;	0.14711*	Very Small	0.364120	2
	LET Result	0.045021 ^{ns}	Negligible	0.260308	3
	Awards, Rewards and Recognition	0.3974*	Moderate	0.000185	1
	Accreditation	0.041438 ^{ns}	Negligible	0.280619	4
Mastery of Subject Matter;	Professional Development;	0.649748*	High	0.000000	1
	LET Result	0.113321 ^{ns}	Very Small	0.689020	4
	Awards, Rewards and Recognition	0.239208*	Small	0.006093	2
	Accreditation	0.150736*	Very Small	0.033995	3
Teaching Approach;	Professional Development;	0.262246*	Small	0.003160	3
	LET Result	0.317128*	Small	0.001195	2
	Awards, Rewards and Recognition	0.789498*	Very High	0.000000	1

	Accreditation	0.201251*	Small	0.012901	4
Command of Language	Professional Development;	0.277748*	Small	0.002769	1
	LET Result	0.061879 ^{ns}	Negligible	0.184990	4
	Awards, Rewards and Recognition	0.163947*	Very Small	0.262500	3
	Accreditation	0.214901*	Small	0.009877	2
Regency/Relevance of Concept Instruction	Professional Development;	0.188922*	Very Small	0.016386	3
	LET Result	0.132496*	Very Small	0.047994	4
	Awards, Rewards and Recognition	0.203380*	Small	0.012377	2
	Accreditation	0.523818*	High	0.000000	1

*significant at 0.05

ns-not significant

Significant Relationship between the Program Management in Research on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON

Table 15 shows the Status of Performance of Teacher Education in terms of Accreditation significant relationship between the Program Management on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON were revealed in the following table which shows the Program Management of Teacher Education in instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization; Mastery of Subject Matter; Teaching Approach; Command of Language; and Regency/Relevance of Concept, Research with regards to: Commitment; Diligence; Written and Oral Skills; Curiosity, and Rigorous. Program Management in Extension with regards to: Knowledge; Skills; and Attitude on the level of Performance of Teacher Education with regards to: Professional Development; LET Result; Awards, Rewards and Recognition; and Accreditation. The table also shows the r-value, the interpretation, the p-value and rank.

Table 26 shows that there is a significant relationship between Commitment and Professional Development ($r=0.14711^*$, $p=0.364120$), and Awards, Rewards and Recognition ($r=0.3974^*$, $p=0.000185$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While LET Result ($r=0.045021^{ns}$, $p=0.260308$) and Accreditation ($r=0.041438^{ns}$, $p=0.280619$) are not significant.

There is a significant relationship between the Diligence and Professional Development ($r=0.649748^*$, $p=0.0000$), Accreditation ($r=0.113321^{ns}$, $p=0.689020$), and Awards, Rewards and Recognition ($r=0.239208$, $p=0.006093$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While LET Result ($r=0.150736$, $p=0.033995$) is not significant.

There is a significant relationship between Witten and Oral Skills and Professional Development ($r=0.262246^*$, $p=0.003160$), LET Result ($r=0.317128$, $p=0.001195$), Awards, Rewards and Recognition ($r=0.789498$, $p=0.000$), and Accreditation ($r=0.201251$, $p=0.012901$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship.

There is a significant relationship between Curiosity and Professional Development ($r=0.277748^*$, $p=0.002769$), and Awards, Rewards and Recognition ($r=0.163947^*$, $p=0.262500$), and Accreditation ($r=0.214901^*$, $p=0.009877$) predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further,

the positive values for r indicates direct relationship. While LET Result ($r=0.061879$ ns, $p=0.184990$) is not significant.

Table 15:-Significant Relationship between the Program Management in Instruction in terms of Teaching Effectiveness on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON.

Program Management in Research in Teaching Effectiveness	Performance	R	Interpretation	P	Rank
Commitment;	Professional Development;	0.14711*	Very Small	0.364120	2
	LET Result	0.045021 ^{ns}	Negligible	0.260308	3
	Awards, Rewards and Recognition	0.3974*	Moderate	0.000185	1
	Accreditation	0.041438 ^{ns}	Negligible	0.280619	4
Diligence;	Professional Development;	0.649748*	High	0.000000	1
	LET Result	0.113321 ^{ns}	Very Small	0.689020	4
	Awards, Rewards and Recognition	0.239208*	Small	0.006093	2
	Accreditation	0.150736*	Very Small	0.033995	3
Written and Oral Skills;	Professional Development;	0.262246*	Small	0.003160	3
	LET Result	0.317128*	Small	0.001195	2
	Awards, Rewards and Recognition	0.789498*	Very High	0.000000	1
	Accreditation	0.201251*	Small	0.012901	4
Curiosity	Professional Development;	0.277748*	Small	0.002769	1
	LET Result	0.061879 ^{ns}	Negligible	0.184990	4
	Awards, Rewards and Recognition	0.163947*	Very Small	0.262500	3
	Accreditation	0.214901*	Small	0.009877	2
Rigorous	Professional Development;	0.188922*	Very Small	0.016386	3
	LET Result	0.132496*	Very Small	0.047994	4
	Awards, Rewards and Recognition	0.203380*	Small	0.012377	2
	Accreditation	0.523818*	High	0.000000	1

*significant at 0.05		ns-not significant	

Significant Relationship between the Program Management in Research on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON

Table 16 shows the Status of Performance of Teacher Education in terms of Accreditation significant relationship between the Program Management on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON were revealed in the following table which shows the Program Management of Teacher Education in instruction in terms of Teaching Effectiveness with regards to Subject Matter Organization; Mastery of Subject Matter; Teaching Approach; Command of Language; and Regency/Relevance of Concept, Research with regards to: Commitment; Diligence; Written and Oral Skills; Curiosity, and Rigorous. Program Management in Extension with regards to: Knowledge; Skills; and Attitude on the level of Performance of Teacher Education with regards to: Professional Development; LET Result; Awards, Rewards and Recognition; and Accreditation. The table also shows the r-value, the interpretation, the p-value and rank.

Table 26 shows that there is a significant relationship between Knowledge and Professional Development ($r=0.14711^*$, $p=0.364120$), and Awards, Rewards and Recognition ($r=0.3974^*$, $p=0.000185$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While LET Result ($r=0.045021^{ns}$, $p=0.260308$) and Accreditation ($r=0.041438^{ns}$, $p=0.280619$) are not significant.

There is a significant relationship between the Skills and Professional Development ($r=0.649748^*$, $p=0.0000$), LET Result ($r=0.113321^{ns}$, $p=0.689020$), and Awards, Rewards and Recognition ($r=0.239208^*$, $p=0.006093$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While Accreditation ($r=0.150736^*$, $p=0.033995$) is not significant.

Table 16:-Significant Relationship between the Program Management in Extension on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON.

Program Management in Extension	Performance	r	Interpretation	p	Rank
Knowledge;	Professional Development;	0.14711*	Very Small	0.364120	2
	LET Result	0.045021 ^{ns}	Negligible	0.260308	3
	Awards, Rewards and Recognition	0.3974*	Moderate	0.000185	1
	Accreditation	0.041438 ^{ns}	Negligible	0.280619	4
Skills	Professional Development;	0.649748*	High	0.000000	1
	LET Result	0.113321 ^{ns}	Very Small	0.689020	4
	Awards, Rewards and Recognition	0.239208*	Small	0.006093	2
	Accreditation	0.150736*	Very Small	0.033995	3
Attitude	Professional Development;	0.262246*	Small	0.003160	3
	LET Result	0.317128*	Small	0.001195	2
	Awards, Rewards and Recognition	0.789498*	Very High	0.000000	1

	Accreditation	0.201251*	Small	0.012901	4
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*significant at 0.05

ns-not significant

There is a significant relationship between the Fiscal Management in terms of Disbursement and the School Improvement in terms of Faculty and Staff ($r=0.188922$, $p=0.016386$), Students ($r=0.132496^*$, $p=0.047994$), School ($r=0.203380^*$, $p=0.012377$), and Current Operating Expenditures ($r=0.523818^*$, $p=0.000$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship.

Conclusions:-

Based on the findings of the study the following conclusions were hereby given:

The hypothesis stating that there is no significant relationship between the Significant Relationship between the Program Management in Research on the Performance of Teacher Education among State Universities and Colleges (SUC's) in CALABARZON is partially sustained.

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