Abstract: This study determined the level of learning’s of the student and practicing teachers on the content of professional education courses taught by the teacher educators from a facts-concepts-value approach vis-à-vis the level of usefulness of the said content in the daily tasks of the teacher and the effectiveness of the methods and strategies used and taught. It also looked into the agreement of the perceptions of the seven respondents groups on their tri-level learnings of the content of the courses and the level of usefulness of said learnings. In addition it measured the impact of the content and usefulness of the courses on the development of their teaching competencies as reflected in their actual teaching performance.

A total of 62 teacher educators who make up the population, 93 student teachers selected through stratified proportional sampling, and 75 practicing teachers selected through stratified incidental sampling, using the three degree programs in teacher education as the bases for stratification, were taken as respondents to a questionnaire modified according to their level.

The statistical techniques used were:

1. Mean of Likert values in determining the extent of learning, extent of usefulness of the content of the professional education courses and extent of effectiveness of the methods and strategies.
2. Kendall’s coefficient of concordance (W) and chi-square for the agreement of the perceptions of the seven respondent groups on the level of learnings acquired, level of usefulness of the courses and the extent of effectiveness of the methods and strategies.
3. Pearson r for the relationship of tri-level learning of content and level of usefulness of the professional education courses.
4. Spearman rho for the internal consistency of specific items’ perceived level of usefulness of the professional education courses.

5. MICROSTAT stepwise multiple regression analysis for identifying which among the variables had the greatest contribution to the development of teaching competencies needed for successful performance.

Salient findings are:

1. Professional education courses were taught by the teacher educators until their students conceptualized the content. Generally the respondents considered the professional course adequate in developing their teaching competencies.

2. The content of the professional courses were generally considered useful and very useful in the daily tasks of the teacher.

3. The seven respondent groups agreed that the content of the professional courses were learned until the conceptual level, that their learnings were useful and very useful.

4. The methods and strategies used and taught/learned and applied were effective and very effective.

5. Generally, the perceived level of learning learned on a tri-level approach were significantly correlated with their perceived usefulness in all the professional courses as seen by the teacher educators; in all the courses except the guidance courses by the BSE student teachers;

6. The student teachers showed satisfactory and very satisfactory performance in the practicum courses. Most of them aspire to land on teaching positions, to have satisfactory or outstanding performance, and to pursue graduate studies to qualify them for better teaching positions.

The practicing teachers are also performing very satisfactorily. In the next five years, they hope to have outstanding or very satisfactory performance, to earn a graduate degree and land on a substitute or permanent position after which they may work for promotion to a master teacher or head teacher position.

7. Among the 15 variables, tri-level learnings in the psychology courses and methods courses had the greatest contribution to the development of the teaching competencies of the BSE student teachers; effectively of methods and strategies to the BSIE student teachers; tri-level learnings in the methods courses to the BEEd student teachers; tri-level learnings in History and Principles of Education to the BSE practicing teachers; and tri-level learning in the practicum courses to the BEEd practicing teachers. No variable entered the regression model of the BSEI practicing teachers but the
usefulness of the enrichment courses appear to be the most highly correlated to teaching performance.

The following recommendations are suggested for consideration and future study:

1. Updating and enrichment of course syllabi of the professional education courses to include new curriculum materials, new approaches and strategies in teaching, new trends, issues and thrusts in education, more futuristic concepts and an earlier induction of students to laboratory experiences.

2. Attendance of teacher educators in national and regional in-service training to enable them to be updated with the newest thrusts in education which they can echo to their colleagues and teach their students.

3. More research on the production of relevant curriculum materials for the elementary or secondary levels and corresponding materials for the tertiary level which could be used by teacher education students in the development of their teaching competencies.

4. Closer monitoring of classes to insure quality instruction especially on topics which need to be emphasized.

5. A parallel study on the impact of the general education courses – social sciences, natural sciences and mathematics courses, and language courses on the professional education courses or teaching competencies of students/student teachers be done to get further insights on how to improve the teacher education programs.

6. A decentralized learning resource center be established as a materials bureau and a show window to the academic community and to the community as a whole.

7. Early childhood education and values education should be offered as new fields of concentration/specialization in the BEEd and BSE programs, respectively to prepare students better for present developments in education.

8. A two or three day seminar on the newest thrusts, issues and innovations in education be conducted for the fourth year students to update them with those which they did not meet in their earlier professional courses. Resource speakers from the DECS and PAFTE (Philippine Association for Teacher Educators) be invited to talk on new issues.

9. The teacher training institution and the DECS should work in close cooperation so that students in teacher education, given the proper briefing, could go and observe demonstration classes in the field in their methods courses.