Best School Practices And Digital Literacy: A Catalyst Of Change InThe Quality Of Teacher Education Programs In Selected Higher Education Institutions (HEI's) In Laguna

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Abstract

Best school practices and digital literacy as a catalyst of change in the quality of Teacher Education Programs remains the concern of the education community amidst pandemic. Hence, this study investigated if there is a significant relationship between the best school practices, digital literacy, and quality of teacher education programs in selected Higher Education Institutions (HEI's) in Laguna. The status of the quality of TEP was analyzed in terms of Vision, Mission, Goals and Objectives, Faculty and Staff, Curriculum and Instruction, Support to Students, Research Extension and Community Involvement, Library, Physical Plant and Facilities, Laboratories, and Administration.

Descriptive correlational survey research design was utilized to gather data from 102 implementers from selected HEI's using the self-made questionnaire in Google Form, with a 5-point Likert scale ranging from 5(Strongly Agree / Very Highly Manifested) to 1(Strongly Disagree / Not Manifested).

Findings disclosed the extent of the Best School Practices, Digital Literacy and the Quality of the Teacher Education Programs were evident and "Highly Manifested". However, a very weak correlation was observed between the best school practices and the implementer's digital literacy.

It can be inferred that at 0.05 level of significance, the hypothesis which states that "there is no difference in the implementers level of digital literacy when grouped according to academic profile is partially rejected, hence there is a significant difference between the implementers level of digital literacy when grouped according to academic profile. Also, the hypothesis which states that "there is no significant relationship among and between the best school practices, digital literacy and quality of teacher education programs in selected Higher Education Institutions (HEI's) in Laguna is rejected, hence, there is a significant relationship between the best school practices, digital literacy, and quality of TEP. Thus, the best school practices and digital literacy served as a catalyst of change on TEP's quality.

It is recommended that TEP implementers continue upskilling the faculty and staff in digital literacy; internalize among personnel the relevance of the VMGO; strengthen the research culture and community extension services; present to the curriculum planning division the results of this study; and further comprehensive researches be conducted with the HEI's of other provinces on the quality of Teacher Education Programs.

Keywords: Best Practices; Digital Literacy; Catalyst, Quality of Teacher Education Programs

1. INTRODUCTION

Everybody was caught offhand with the challenges the COVID-19 pandemic brought to the learning environment. The closure of educational institutions impedes the provision of essential services to children and communities including their mental health (UN,2020), giving way to the so-called New Normal. Moreover, the changes have also highlighted the promising future of e-learning and the augmented changes in modes of delivering quality education, ensuring that no learner will be left behind.

Lockdowns and quarantines happened simultaneously, and everybody must adapt to the situation. The closure of schools got into the nerves of everybody, especially the teachers whose primary concern is the learners' welfare. The lack of training and resources among the teachers and learners is another primary concern among institutions. The learners and faculty cannot simply adapt to the online classroom setup or modular learning mode without the educational resources needed to sustain such changes.

Due to the pandemic, colleges and universities checked on their Learning Management Systems to see if they could sustain the changes in the learning delivery mode, particularly the College of Teacher Education. Special mention to this college because the researcher saw the challenges for the future educators in this Covid 19 pandemic. Since College of Teacher Education/Teacher Education is responsible for producing the educators of the next generations to come; whatever measures the different Higher Education Institutions (HEI's)adopt for this course will affect the quality of the Teacher Education Programs (TEP).

This study aimed at investigating the quality of institutions' TEP in the province of Laguna by utilizing the indicators of Accreditation body to evaluate the vision, Mission, goals, and objectives (VMGO), faculty & staff, curriculum & instruction, support to students, research, extension & community involvement, library, physical plant and facilities, laboratories and administration. This study utilized a questionnaire in google forms sent to the respondents via their email addresses or FB messenger accounts to survey their compliance or implementation of the indicators mentioned, including the implementers' profile, best practices, and digital literacy of the respondents. There are many challenges faced by different institutions in the New Normal; hence this study explored and analyzed the best practices and the digital literacy of faculty as a catalyst of change in the quality of Teacher Education Programs among the selected Public and Private HEI's in Laguna.

1.1. CONCEPTUAL FRAMEWORK

The conceptual framework is inspired by the Social Action Theory of Max Weber, the Theory of Reasoned Action(TRA) by Ajzen and Fishbein, the Learning theory of Connectivism by George Siemens, and the Goal Orientation Theory(GOT)by Carol Dweck, described in the theoretical framework of this study. The researcher realizes that digital literacy is closely related to the learning processes as social practices are based upon various continuously shifting elements, as mentioned in the Learning theory of Connectivism and Social Action Theory. knowledge is constantly changing with numerous influences such as peers, technology, and media.

The independent variables, namely Best School Practices, and Digital Literacy serve as the catalyst (combined as one) of change in the dependent variables under the heading Quality of Teacher Education Programs. The best school practices in terms of curriculum innovation, faculty training and development, assessment, and evaluation are activities that are believed to lead to the attainment of goal as described in GOT. What a person wants to achieve is the goal content. The reason a person tries to perform a specific goal or the person's purpose for engaging in learning activities explains the individuals' different ways of approaching and responding to achievement situations.

In addition, the TRA researcher could predict and explain the motivational influences on the behavior of the respondents that are not under the individual's voluntary control. Likewise, operation, thinking, collaboration, and awareness skills are mandatory factors among digitally literate people. The so-called operation skills are the technical competencies in the effective use of technology. To possess operation

skills, one must also demonstrate thinking skills, including a high order of analytical thinking. These thinking skills allow the implementers to understand and have a positive attitude toward technology. This attitude will lead to creative thinking to produce helpful work for themselves and the society.

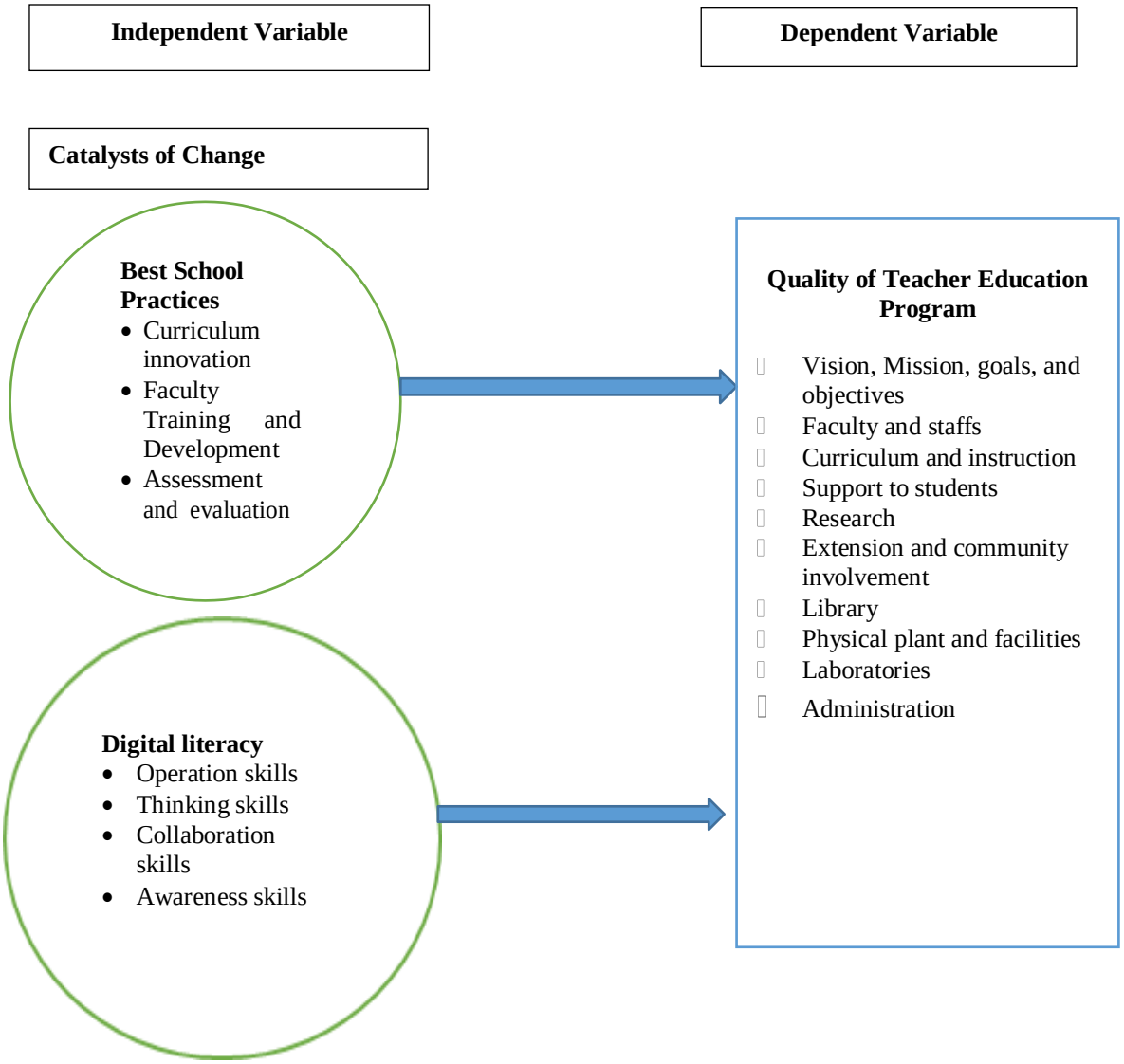

Figure 1. Research Paradigm

Moreover, digital technology facilitates collaboration and interaction; therefore, the implementers must also possess collaboration and awareness skills. They must be aware of the impact of digital use on

security for themselves and the society. Digital literacy includes thinking, evaluating, and demonstrating ethics and netiquette (Wawta & Ujsara, 2017).

Finally, the factors and indicators of the best school practices and the digital literacy could produce the desired quality in the Teacher Education Programs as manifested in the following aspects: vision, Mission, goals & objectives, faculty and staff, curriculum & instruction, support to students, research, extension & community involvement, library, physical plant & facilities, laboratories, administration. as shown in the research paradigm above.

1.2. STATEMENT OF THE PROBLEM

Specifically, this study pursued the following questions:

1. What is the profile of the implementers with regards to:
   1.1. Age;
   1.2. Gender;
   1.3. Civil Status;
   1. 4. Length of Teaching Experience;
   1.5. Highest Educational Qualification;
   1.6. Present Position/Rank?
2. What is the extent of the best practices as a catalyst of change in the Teacher Education Programs in Selected Higher Education Institutions (HEI's) in Laguna in terms of:
   2.1. Curriculum Innovation;
   2.2 Faculty Training and Development;
   2.3 Assessment and Evaluation?
3. What is the extent of digital literacy as a catalyst of change in Teacher Education Programs in Selected Higher Education Institutions (HEI's) in Laguna in terms of:
   3.1. Operation Skills
   3.2 Thinking Skills
   3.3 Collaboration Skills
   Awareness Skills?
4. What is the status of the quality Teacher Education Programs in the following indicators such as:
   4.1. Vision, Mission, Goals, and Objectives;
   4.2. Faculty and Staff;
   4.3. Curriculum and Instruction;
   4.4. Support to Students;
   4.5. Research
   4.6. Extension and Community Involvement;
   4.7. Library;
   4.8. Physical Plant and Facilities;
   4.9. Laboratories; and
   4.10. Administration?
5. Is there a significant difference in the implementers' level of digital literacy when grouped according to academic profile?
6. Is there a significant relationship between the catalyst best school practices and digital literacy in the quality of the Teacher Education Programs in selected HEI's in Laguna?

2. METHODOLOGY

2.1 Research Design

This study utilized the descriptive correlational survey research design. A descriptive study is the type of research concerned with describing existing conditions and relations, transparent effects, opinions held, and developing trends. It is concerned with the present, although not disconnecting both the events and influences of the past concerning the present (Arjona, 2021).

On the other hand, correlational design is valuable in providing facts on which scientific judgment is based on determining the relationship of two variables using correlation analysis based on the computed and analyzed data (Cabardo, J. R. O., 2016). Likewise, the researcher utilized a correlation research design because she wanted to make comparisons and look for trends and tendencies. This design allows testing of expected relationships between and among variables and the most appropriate methods that helped her gather the necessary data for statistical inference on the research respondents.

2.2 Respondents of the Study

The participants for this study included the deans and associate deans, directors, academic chairpersons or program chairpersons, and faculty of the College of Teacher Education of selected HEI's in the Province of Laguna. The implementers from each HEI were randomly selected using purposive sampling for a total of one hundred and two (102) participants from the randomly selected HEI's in Laguna, using the wheel of names application.

2.3 Research Instrument

The researcher used the self-made questionnaire in Google Form, with a 5-point Likert scale ranging from 5(Strongly Agree/Very Highly Manifested) to 1(Strongly Disagree / Not Manifested) as shown below.

Table 1. Likert Scale

Code	Scale	Remarks	Verbal interpretation
5	*4.20 – 5.00*	*Strongly Agree*	*Very Highly Manifested*
4	*3.40 – 4.19*	*Agree*	*Highly Manifested*
3	*2.60 – 3.39*	*Moderately Agree*	*Moderately Manifested*
2	*1.80 – 2.59*	*Disagree*	*Seldom Manifested*
1	*1.00 – 1.79*	*Strongly Disagree*	*Not Manifested*

The questionnaire required the respondent to write answers to questions about the topic. The answer form is usually structured. There are fixed choices, or the form may be open. The key word in questionnaire construction is relevance (Zulueta and Perez, 2010).

The first part is the Profile of the Implementers (Personal and Professional). The second part is about the indicators of Digital Literacy and the Quality of Teacher Education Program regarding the questionnaire used by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) to survey the quality of the teacher education of HEI's. The last part of the instrument is the gathering of the comments and suggestions from the respondents on the quality of the teacher education programs of their institution.

Moreover, the researcher consulted a former dean of the College of Education of LSPU to validate the instrument's content. Likewise, the researcher administered these questionnaires to 10 faculty and staff of the College of Teacher Education. They were not part of the study and gathered the data for the computation of Cronbach's alpha to determine if the instruments were reliable to serve their purpose. A commonly

accepted rule of thumb is that an alpha of 0.7(some say 0.6) indicates acceptable reliability, and 0.8 or higher indicates good reliability (Zaiontz, 2021)

2.4. Statistical Treatment of Data

The researcher processed the raw data into quantitative forms after retrieving the measuring instruments. The study used the frequency distribution to describe the variables after the data were coded, tabulated, and analyzed. Likewise, the mean and standard deviation were calculated. Mean is the most appropriate measure of the central tendency when the data are in the interval ratio or ratio scale. Standard Deviation helps to know how a set of data distributes or how dispersed the data are. This calculation is helpful because it allows for the same flexibility regarding further analyses and expresses variation in the same units as the original measurements.

To test the significant difference in the subjects' responses in multivariate matrices, the t-test is used as the statistical test. Furthermore, the Pearson Product Moment Correlation (Pearson r) was also used to measure how strong a relationship is between two variables.

The hypotheses formulated were tested at a 5% level of significance. In processing the data, the researcher used the help of statistical programs such as Microsoft Excel Data Analysis, PHStat2, Minitab, and IBM SPSS Statistics.

3. RESULTS AND DISCUSSIONS

Profile of the implementers in terms of Age

In figure 2, it can be noted that most respondents are between the ages of 20 and 29 years old (21.6%), who belong to “Generation Y” and above 60 years of age (21.6%) or the “Senior Citizens”. While 20.6% or 21 respondents are included in the age group between 50 and 59 years old. Between the ages of 40 and 49 years old are (19.6%) of the respondents. Lastly, 16.7% of the responders are between 30 and 39 years old. The potential valuable detail was revealed. This demonstrates that the respondents in the survey are well-represented in terms of Age.

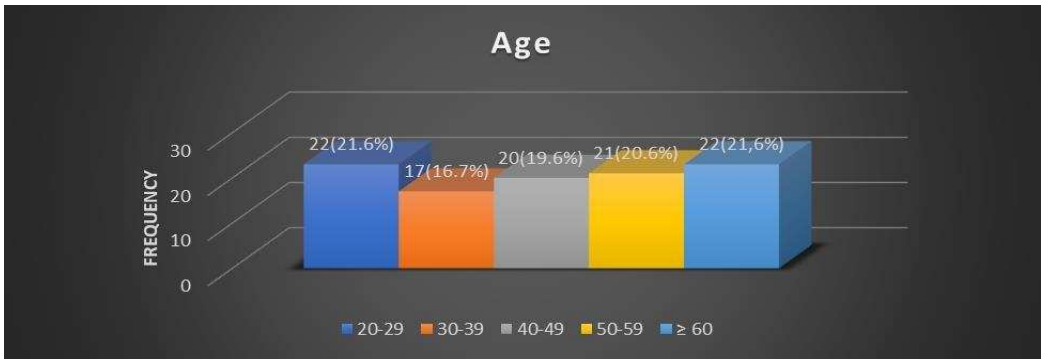

Figure 2. Profile of the Implementers in terms of Age

The respondents were found mainly to belong to the "millennials”. They were eager to answer the survey and had the facility to use the Google form. On the other hand, most "senior" respondents with their expertise in education have an accommodating attitude toward participating in the survey.

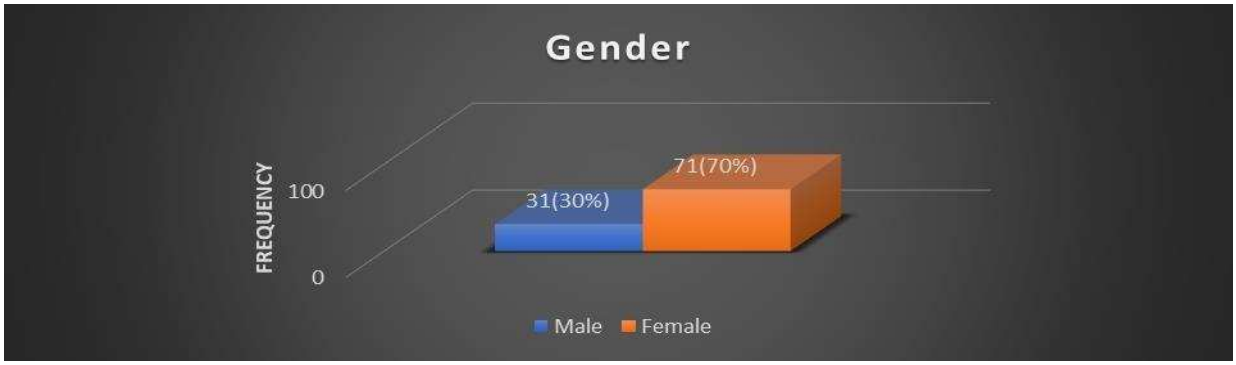

Figure 3. Profile of the Implementers in terms of Gender

In Figure 3, it can be noted that there are 71 female respondents representing 70% of the population, and only 31 (30%) respondents are male. Mutua (2013) remarked that information technology drives everything and has turned the entire world into a global village. Despite the gender equity campaign supporting equal opportunity and fair treatment for males and females, females continue to engage less in information technology than males due to gender and roles

Figure 4. Profile of the Implementers in terms of Civil Status

Based on the data illustrated above, 52% of respondents are married, while 40.2% are single. Likewise, widowed respondents comprise only 6.86% of the sample population, whereas separated people comprise 0.98%.

Figure 5. Profile of the Implementers in terms of Length of Teaching Experience

Figure 5 illustrates that fifty (50) respondents, or roughly 49% of the sample population, had been teaching for less than ten years. Twenty-five (25) faculty members, or around 24.5% of the sample population, had 31 years and above experience. Only fifteen (15) faculty members, or 14.7%, had been teaching for between 11 and 20 years, while 11.8%, or twelve (12) members of the sample population, had between 21 and 30 years of experience. This is supported by the study of Miller and Seldin (2014), whereby the results revealed that length of service in rank still merits high and added that colleges relying on this factor presumably would argue that a positive correlation exists between the number of years in rank and the faculty member's overall contribution to the institution.

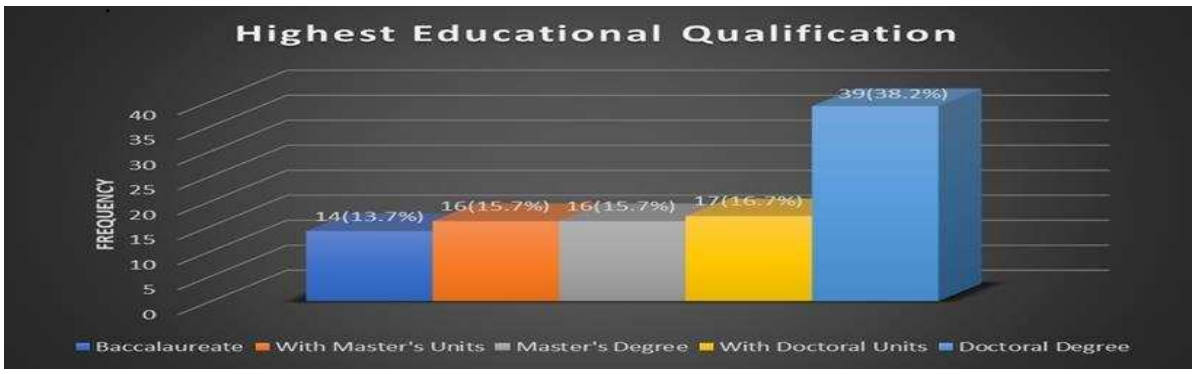

Figure 6. Profile of the Implementers in terms of Highest Educational Qualification

Based on the data illustrated above, most faculty respondents (39 or38.2%) have Doctorate degrees. Succeeding numbers are almost identical which represent those with a master's degree (16 or 15.7%), earned MA units(16 or 15.7%), and reached doctorate degree units (17 or 16.7%).Only fourteen(14) or 13.7% of the respondents hold bachelor's degree. This finding supports the clamor for professional growth gauged by the highest educational qualification. Faculty no longer settle for the bachelor's degree. The teacher feels that he will be left behind if he will not go for graduate studies. In support of this, Asrial et al. (2019) reiterated that competency in teaching and learning in handling the instructional process with the help of instructional methods, teaching aids, and resources must be present. This competency could be attained by pursuing further studies.

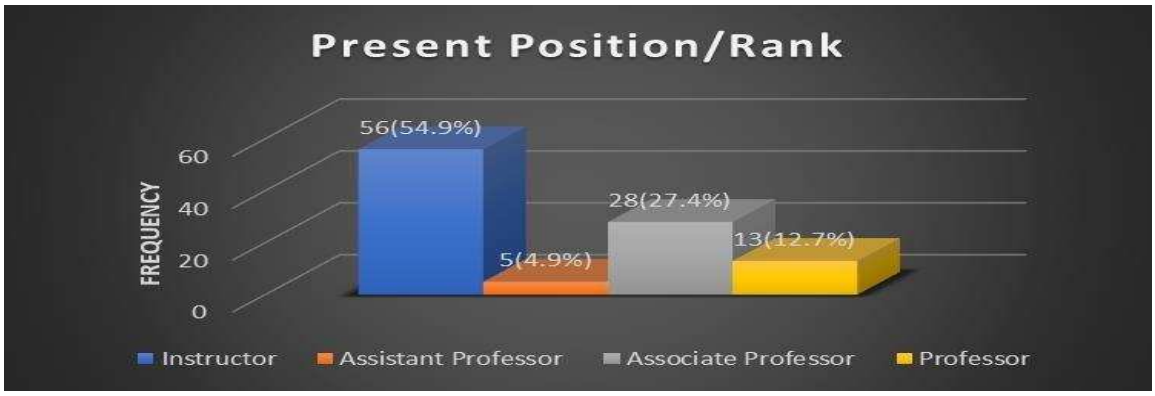

Figure 7. Profile of the Implementers in terms of Present Position/Rank

Based on the data illustrated in Figure 7, out of one hundred two (102) respondents, fifty-six (56) or 54.9% of the sample population have an academic rank of Instructor, while twenty-eight (28) or 27.4% are Associate Professors. This is followed in frequency by those with the academic level of professors with thirteen (13) faculty or about 12.7% of the sample population. Lastly, only five (5) faculty or 4.9% of the sample population, are with academic ranks of Assistant Professors. There are many positions with an academic rank of instructor, in particular at the private HEI's. Likewise, the researcher observes that budget constraints give more plantilla positions to instructors at government institutions. Suppose the faculty does not meet the minimum requirement for a higher academic rank like educational qualification, several community and extension services and published research materials. In that case, he/she will not be promoted. Our educational system follows specific requirements for a faculty to get the academic rank or the address "Professor", as supported by the article of Imam (2018).

Best Practices of the Teacher Education Program in Selected Higher Education Institutions (HEI's) in Laguna

The following tables present the extent of best practices as a catalyst of change in the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna regarding Curriculum Innovation, Faculty training, and Development and Assessment and Evaluation.

Among the statements in Table 2, "The faculty and staff are confident in using different platforms in the new mode of learning" received the lowest mean score of responses with a mean of (M=3.96, SD=0.816) yet was also remarked as "Agree". The overall mean of 4.02 with a standard deviation of 0.801 signifies that the best practices of the Teacher Education Programs in Selected Higher Education Institutions (HEI's) in Laguna in terms of Curriculum Innovation were evident and was given a verbal interpretation of "Highly Manifested".

Amid the pandemic, the faculty became resilient and more creative, coming up with innovative ideas aligned with the CHED-issued curriculum. HEI's focused on curriculum innovation in these challenging times of pandemic, producing a new academic teacher, who can adapt to the new modes of delivery of instruction.

Table 2. The extent of Best Practices as a catalyst of change in theTeacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Curriculum Innovation

Statement	Mean	Standard Deviation	Verbal Interpretation
The institution has upgraded its Learning Management System to cater to the new learning mode.	3.99	0.798	Highly Manifested
The faculty and staff are given the training to adapt to the new mode of learning.	4.04	0.816	Highly Manifested
The faculty and staff are given resources to support the new learning mode.	4.01	0.773	Highly Manifested
The school's Learning Management System offers the students and faculty the technical support needed for the new learning mode.	4.10	0.810	Highly Manifested
The faculty and staff are confident in using different platforms in the new learning mode.	3.96	0.816	Highly Manifested
Overall Mean:	4.02		Highly Manifested

This finding is supported by Loftus & McKenzie (2013). They focus on some of the critical aspects of the curriculum in their book that they believe are important for a new academic teacher without attempting to be exhaustive. In this regard, HEI's implemented the flexible learning modality.

Table 3. The extent of Best Practices as a catalyst of change in the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Faculty Training & Development

Statement	Mean	Standard Deviation	Verbal Interpretation
Faculty members are involved in curriculum and syllabi development.	4.08	0.813	Highly Manifested
Faculty members regularly attend webinars organized by the institution for professional development.	4.04	0.791	Highly Manifested
Faculty development activities occur quarterly or as the need arises.	4.00	0.840	Highly Manifested
Faculty development activities are primarily offered at the Institution level.	3.99	0.798	Highly Manifested
Faculty members are exposed to research colloquium online to develop the research culture in the institution.	4.07	0.795	Highly Manifested
Overall Mean:	4.04		Highly Manifested

Among the statements in Table 3, "Faculty members are involved in curriculum and syllabi development" yielded the highest mean score (M=4.08, SD=0.813) and was remarked as "Agree". The statement "Faculty members regularly attend webinar organized by the institution for professional development" has a mean score of (M=4.04, SD=0.791) and was also remarked as "Agree". On the other hand, the statement "Faculty development activities are primarily offered at the Institution level" received the lowest mean score of responses with a mean of (M=3.99, SD=0.798) yet was also remarked as "Agree". The administrators of the different HEI's assure the stakeholders that amidst pandemic, the faculty are given enough training virtually and or physically by experts who can assist them in their need for the technical upgrade of their skills.

The overall mean of 4.04 with a standard deviation of 0.805 signifies that the best practices of the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Faculty Training & Development were evident and was given a verbal interpretation of "Highly Manifested".

On the one hand, Asrial, Syahrial, Dwi Agus Kurniawan, Nur Amalina, and May Subandiyo (2019) showed in their study the pedagogical competence in terms of language skills possessed by students in the elementary school teacher education program of the Faculty of Teacher Training and Education of Jambi University education. However, the results are still not in accordance with the expected competencies. Thus, they further remarked that if a prospective teacher does not master language competence, the student will feel impacted when the student becomes a teacher. In this regard, the faculty must undergo training to attain the required language competency.

Among the statements in Table 4 below, "Different evaluation measures are used to cater to the learning styles and multiple intelligences of the learners" yielded the highest mean score of (M=4.07,

SD=0.795) and was remarked as "Agree". This is followed by "In-house LET Review and English Proficiency tests are conducted in preparation for the actual board examination" with a mean score of(M=4.02, SD=0.828) and was also remarked as "Agree". On the other hand, the statement "The faculty provides the students with personal feedback on their performance promptly" received the lowest mean score of responses with a mean of(M=3.88, SD=0.783) yet was also remarked as "Agree". Moreover, all the other statements were also remarked as
"Agree".

Table 4. The extent of Best Practices of the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Assessment & Evaluation

Statement	Mean	Standard Deviation	Verbal Interpretation
Different evaluation measures are used to cater to the learning styles and multiple intelligences of the learners.	4.07	0.795	Highly Manifested
The faculty provides the students with personal feedback on their performance promptly.	3.88	0.783	Highly Manifested
In-house LET Review and English Proficiency tests are conducted in preparation for the actual board examination.	4.02	0.828	Highly Manifested
The individual instructional modules are well designed, so a valid assessment and evaluation are in place.	3.97	0.798	Highly Manifested
Students are given enough time to answer the assessment tasks at the end of each module or lesson.	3.98	0.792	Highly Manifested
Overall Mean:	3.98		Highly Manifested

The overall mean of 3.98 with a standard deviation of 0.797 in Table 4 signifies that the best practices of the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Assessment and Evaluation were evident and were given a verbal interpretation of "Highly Manifested".

The faculty uses different ways to assess and evaluate the students'performance, assuring the stakeholders that a fair game is played in marking the learners' assessment tasks and other online activities. Virtual follow-up is initiated for students in MIA (Missing in Action) status to ensure that no learners will be left behind.

This finding is supported by Zeybek (2016), who reiterated that the assessment step is an important point in the layered curriculum approach. According to him, assessment is based on portfolios and oral defense, and rubrics are used to make the process effective.

In addition, Demirel (2007), cited by Zeybek(2016), said that Oral defense, which allows students to test their knowledge about a subject, is a tool to reveal to what extent the student has mastered the subject.

Digital Literacy of the Respondents of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna

The following tables present the extent of digital literacy as a catalyst of change in the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna regarding operation skills, thinking skills, collaboration skills, and awareness skills.

In the global world where technology evolves, the operation skills of the stakeholders evolve as well, with so many IT experts assisting the stakeholders. Watkins (2019) asserted that each time communication technology has progressed, it has required that people adapt their thinking and writing processes to interface with these new technologies, from the pencil, to the printing press, to the computer, changing our roles as users and producers of information, thought leaders in technology have proposed a wider view of the skills required to be digitally literate.

Table 5. The extent of Digital Literacy of the Respondents of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna, in terms of Operation Skills

Statement	Mean	SD	Verbal Interpretation
Students, non-teaching staff, and other stakeholders have complete knowledge and understanding concerning ICT and digital media, including the selection and discriminating use of technology in different situations and appropriate ways.	3.97	0.798	Highly Manifested
The ability to integrate and apply ICT and digital media to invent work, create knowledge, or make innovations is manifested on the campus.	3.83	0.829	Highly Manifested
The teaching staff, non-teaching staff, and other stakeholders can present digital content appropriately for the stakeholders as the target audience and receive effective feedback.	4.07	0.831	Highly Manifested
Everybody knows how to use word processing technology and can produce written documents (including business letters, meeting minutes, and more) using a computer processor such as Microsoft Word, Transcription, and Note taking.	4.14	0.864	Highly Manifested
Students, non-teaching staff, and other stakeholders can effectively and successfully communicate via email, write professional and well-written emails, and respond promptly to messages in their inboxes.	4.03	0.822	Highly Manifested
Students, non-teaching staff, and other stakeholders understand the process of code writing like Cloud Computing, HTML, C++, C Language, PHP, UX Design, Python, and JavaScript.	3.82	0.809	Highly Manifested
Students, non-teaching staff, and other stakeholders know about networking or gathering groups of people in a working environment to share what they know to build a system of knowledge within an organization.	3.99	0.810	Highly Manifested
Overall Mean:	3.98		Highly Manifested

The overall mean of 3.98 with a standard deviation of 0.826 signifies that the digital literacy of the respondents of Teacher Education Program in Selected Higher Education Institutions (HEIs) in Laguna in terms of operational skills were evident and was given a verbal interpretation of "Highly Manifested". In the global world where technology evolves, operational skills of the stakeholders evolve as well, with so many IT experts who are giving assistance to the stakeholders. Watkins (2019), in support to this finding asserted that digital literacy must include not only the basic abilities required to interface with technology but mastery of technical skills and tasks required to access and work with digital technology. It also involves the ability to use these abilities to solve problems, and communicate with a wide variety of audiences. These are what we called operation skills.

Table 6. The extent of Digital Literacy of the Respondents of Teacher Education Program among Selected Higher Education Institution (HEI's) in Laguna, in terms of Thinking Skills

Statement	Mean	Standard Deviation	Verbal Interpretation
Students, non-teaching staff, and other stakeholders can organize content in formats such as sorting, classifying, or calculating for summarizing or finding relations of content in digital information.	3.98	0.852	Highly Manifested
Students, non-teaching staff, and other stakeholders can assess information in terms of necessity, utilization, accuracy, timeliness, and reliability, in addition to discriminating against misinformation or fake news, propaganda, or hate speech.	3.89	0.766	Highly Manifested
Creativity is manifested on the campus, which involves the ability to problem solve, answer distinctly, flexibility, and positive thinking applied to original inventions and knowledge for the public interest.	4.03	0.810	Highly Manifested
The teaching staff possesses strong critical thinking skills. It can consider the best interests of the students while also working within the institution's goals and standards.	4.01	0.786	Highly Manifested
Instructors consider the best ways to keep students engaged with the course material.	3.87	0.848	Highly Manifested
Students, non-teaching staff, and other stakeholders can evaluate sources, such as data, facts, observable phenomena, and research findings.	4.07	0.808	Highly Manifested
Students, non-teaching staff, and other stakeholders can use emotional intelligence to draw reasonable conclusions from various information sources, determining what is useful and what is not.	4.05	0.797	Highly Manifested
Overall Mean:	3.99		Highly Manifested

The overall mean of 3.99 with a standard deviation of 0.808 signifies that the digital literacy of the respondents of the Teacher Education Programs in Selected Higher Education Institutions (HEI's) in Laguna in terms of thinking skills was evident and was given a verbal interpretation of "Highly Manifested".

It was observed in Table 7, that the administrators help the staff leverage their best skills in ICT and identify which areas they may need assistance from people with different expertise," receiving a mean score of (M=4.21, SD=0.809) and was remarked as "Agree".

Table 7. The extent of Digital Literacy of the Respondents of Teacher Education Program among Selected Higher Education Institutions (HEI's) in Laguna, in terms of Collaboration Skills

Statement	Mean	Standard Deviation	Verbal Interpretation
Teamwork is manifested on the campus. Everyone can use ICT and digital media in collaboration with others, either as the leader or a team member, to achieve the group's objectives.	3.92	0.848	Highly Manifested
Students, non-teaching staff, and other stakeholders can create or subscribe to online network groups to build relationships for common benefit. Time to engage in networking is given to faculty.	4.06	0.790	Highly Manifested
Sharing or the ability to exchange information through ICT in digital format and through proper channels concerned with the value and usefulness to beneficiaries is observed on the campus.	3.98	0.767	Highly Manifested
The administrators help the staff leverage their best skills in ICT and identify which areas they may need assistance from people with different expertise.	4.21	0.809	Highly Manifested
There is an open discussion in the organization allowing each team member to contribute and ensuring all ideas are valued and respected.	4.02	0.828	Highly Manifested
Cohesion is strengthened in the organization by providing the members with a convincing reason to be a part of the *organization's* VMGO.	3.90	0.811	Highly Manifested
Collaboration is fostered by providing the members of the organization with defined individual and collective roles and responsibilities they will hold within the team.	4.00	0.852	Highly Manifested
Measurable goals are set for each member of the organization quarterly to provide them with achievable wins that will break down barriers, hence creating positive momentum individually and collectively.	3.98	0.828	Highly Manifested
Each organization member is empowered by working with their strengths rather than working around their weaknesses.	3.98	0.804	Highly Manifested
A "can-do" attitude is instilled among the organization's members, hence motivating them to live up to those "can-do" expectations.	3.97	0.785	Highly Manifested
Overall Mean:	4.00		Highly Manifested

Also, students, non-teaching staff, and other stakeholders can create or subscribe to online network groups for building relationships for common benefit; hence, time to engage in networking is given to faculty, receiving a mean score of (M=4.06, SD=0.790) and was remarked as "Agree". On the other hand, it was also

observed that cohesion is strengthened in the organization by providing the members with a convincing reason to be a part of the organization's VMGO yet received the lowest mean score of responses with a mean of (M=3.90, SD=0.811).

The overall mean of 4.00 with a standard deviation of 0.816 signifies that the digital literacy of the respondents of the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of collaboration skills was evident and was given a verbal interpretation of "Highly Manifested". The finding above is supported by the article, Digital Literacy Skills: Collaboration, written in Webwise Invent Centre, which stated that technology is a key tool to promote and enhance collaboration skills. Learning to work with others is a life skill that will stand for every student in the future. Technology makes collaboration and teamwork easy. In terms of digital literacy concerning the awareness skills of the respondents, it was observed that the students, non-teaching staff, and other stakeholders can connect past actions and behaviors to successful results receiving a mean score of (M=4.10, SD=0.823).

Table 8. The extent of Digital Literacy of the Respondents of Teacher Education Program among Selected Higher Education Institutions (HEI's) in Laguna, in terms of Awareness Skills

Statement	Mean	Standard Deviation	Verbal Interpretation
Students, non-teaching staff, and other stakeholders observe the netiquette of respecting diversity and inequalities of social groups in digital technology communications that are accepted by society or based on school policy.	3.91	0.841	Highly Manifested
Legal literacy dissemination is manifested inside the campus. There is full knowledge, understanding, and compliance with the laws and regulations relating to information technology and digital media use and access.	4.03	0.834	Highly Manifested
Students, non-teaching staff, and other stakeholders have. The ability to manage personal data by recognizing the risks and or danger innate to the Internet.	4.00	0.816	Highly Manifested
Students, non-teaching staff, and other stakeholders are better able to accept the situation and be more aware of what to improve.	3.99	0.834	Highly Manifested
Students, non-teaching staff, and other stakeholders can diagnose any underlying issue in the institution.	3.97	0.798	Highly Manifested
Students, non-teaching staff, and other stakeholders can connect past actions and behaviors to successful results.	4.10	0.823	Highly Manifested
Students, non-teaching staff, and other stakeholders know their emotions and how to handle them.	3.99	0.834	Highly Manifested
Students, non-teaching staff, and other stakeholders are equipped to process and work through their emotions, avoiding unnecessary conflict.	3.91	0.806	Highly Manifested
Students, non-teaching staff, and other stakeholders can be efficient and deliberate in staying on task and attuning to those around them.	4.02	0.804	Highly Manifested
Students, non-teaching staff, and other stakeholders are mindful of the present moment, allowing themselves to take situations as they happen rather than dwelling on the past or looking into the future.	3.83	0.817	Highly Manifested
Overall Mean:	3.98		Highly Manifested

The overall mean of 3.98 with a standard deviation of 0.824 signifies that the digital literacy of the respondents of the Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of awareness skills was evident and was given a verbal interpretation of "Highly Manifested".

Quality of Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna

The following tables present the status of the quality of the Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of the following indicators Vision, Mission, Goals and Objectives, Faculty and Staff, Curriculum and Instruction, Support to Students, Research Extension and Community Involvement, Library, Physical plant and facilities, Laboratories, and Administration. Seema Sonkiya (2020) reiterated that these statements help outline the organization's future. Likewise, Dumitrascu and Feleaga (2019) highlighted the important role of a company's vision, mission, and values. They stated that the role represents the pillars of a successful organization.

Table 9. Status of the Quality of Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of Vision, Mission, Goals, and Objectives

Statement	Mean	Standard Deviation	Verbal Interpretation
The Vision and Mission of the University, including the objectives of the College, which are translated into the Filipino language, are frequently read and are posted in strategic areas within the university.	4.05	0.833	Highly Manifested
The Vision and Mission of the College are aligned with the Program Goals and objectives.	4.15	0.845	Highly Manifested
VMGO dissemination is manifested inside the campus.	4.00	0.804	Highly Manifested
Students, non-teaching staff, and other stakeholders participated in the formulation, review, and enhancement of the VMGO.	4.00	0.816	Highly Manifested
Brochures, bulletin of information, pamphlets, and using broadcast media that depict the College mandate towards the realization of the VMGO to increase awareness are developed and available.	3.93	0.855	Highly Manifested
Overall Mean	4.03		Highly Manifested

The overall mean of 4.03 with a standard deviation of 0.829 signifies that the quality of the Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of Vision, Mission, Goals, and Objectives was evident and was given a remark of agreeing and verbal interpretation of "Highly Manifested".

On the one hand, Villanca, Binayao, Caterial, and Ablanque (2020) stressed that it is by assessing the VMGO that an institution will know the extent of achievement to one's vision and mission.

Table 10. Status of the Quality of Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of Faculty and Staff

Statement	Mean	Standard Deviation	Verbal Interpretation
The teaching staff is qualified to teach the offered courses in all programs.	3.89	0.803	Highly Manifested
Faculty members are at least *Master's* degree holders.	3.98	0.840	Highly Manifested
The university provides financial support/scholarship in the pursuit of graduate education and participation in training, seminars, workshops, and conferences.	4.09	0.806	Highly Manifested
Time to engage in research, extension, and production activities is given to faculty.	4.18	0.809	Highly Manifested
Research works are published in professional and refereed journals.	3.98	0.852	Highly Manifested
Faculty members are involved in curriculum and syllabi development.	3.92	0.825	Highly Manifested
Faculty members are involved in extension and community activities.	4.02	0.840	Highly Manifested
Faculty members are digitally literate.	3.93	0.757	Highly Manifested
Faculty members are in good mental and physical health.	3.99	0.810	Highly Manifested
Faculty members are financially stable.	4.03	0.834	Highly Manifested
Overall Mean:	4.00		Highly Manifested

The overall mean of 4.00 with a standard deviation of 0.818 signifies that the quality of the Teacher Education Programs in Selected Higher Education Institutions (HEI's) in Laguna in terms of faculty and Staff was evident and was given a verbal interpretation of "Highly Manifested".

In support of this finding, this study by Wasilowski (2018) stated that there is clear evidence that the global workforce is aging. Those coming into the workforce will require a higher level of skills to meet the demands of positions in the future. Education is not immune to these global trends. It was evident in the results in Table 11 below, that the learning activities in the syllabi helped the faculty achieve the learning objectives, receiving a mean score of (M=4.06, SD=0.814).

Moreover, the statement "different evaluation measures are used to cater to the learners' learning styles and multiple intelligences", received a mean score of (M=4.05, SD=0.797). However, the statement "Licensure Examination for Teachers Review program and English Proficiency are included in the program's curriculum" received the lowest mean score of (M=3.90, SD=0.786).

Table 11. Status of the Quality of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna interms of Curriculum and Instruction

Statement	Mean	Standard Deviation	Verbal Interpretation
The university's programs meet the requirements and standards of CHED, and the number of units is in with CMOS provision.	4.01	0.834	Highly Manifested
LET Review and English Proficiency are included in the *program's* curriculum.	3.90	0.786	Highly Manifested
Different evaluation measures are used to cater to the learning styles and multiple intelligences of the learners.	4.05	0.797	Highly Manifested
Instructional materials used in instruction are reviewed and approved by the Instructional Materials Committee.	3.97	0.822	Highly Manifested
Additional readings or references are included in the submitted syllabi.	3.98	0.816	Highly Manifested
The individual instructional modules are well designed.	3.99	0.760	Highly Manifested
The instructional steps and expectations are clearly exemplified.	3.94	0.838	Highly Manifested
The learning activities in the syllabi help the faculty achieve the learning objectives.	4.06	0.814	Highly Manifested
The instructor frequently participates and provides students with his/her input during class discussions.	4.01	0.846	Highly Manifested
The instructor provides the students with personal feedback on their performance promptly.	3.97	0.845	Highly Manifested
Overall Mean:	3.99		Highly Manifested

The overall mean of 3.99 with a standard deviation of 0.813 signifies that the quality of the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Curriculum and Instructions was evident and was given a verbal interpretation; of "Highly Manifested".

Amidst the pandemic, Curriculum is a word of mouth among the stakeholders of the learning community and gained a lot of importance. It is the 'what' of education as the entire structure of the education system is based upon what will be delivered to students, schools, and colleges in any program of study at all levels. For the Student support, it was revealed in the findings that students and personnel have accident insurance coverage given by the university, receiving a mean score of(M=4.18, SD=0.834).

Additionally, the University offers incentives to the members of the Publication's editorial board, which also inspire them to write more; thus, their writing skills are further enhanced, receiving a mean score of (M=4.12, SD=0.834). However, the observation that the Student Publication occupies an office spacious enough to conduct press works and other related activities received the lowest mean score of (M=3.88, SD=0.834).

Table 12. Status of the Quality of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Support to Students

Statement	Mean	Standard Deviation	Verbal Interpretation
The Student Services office has programs, plans, and projects that contribute to the students' welfare and holistic development.	3.87	0.834	Highly Manifested
Student Publication occupies an office spacious enough for the conduct of press works and other related activities.	3.88	0.834	Highly Manifested
The University offers incentives to the members of the Publication's editorial board, inspiring them to write more; thus, their writing skills are further enhanced.	4.12	0.834	Highly Manifested
Students and personnel have accident insurance.	4.18	0.834	Highly Manifested
Regular orientation programs are conducted for new, returning, and continuing students.	4.02	0.834	Highly Manifested
The instructor is very supportive in the online class, allowing the students with data to stay for not more than one hour in every virtual class, held once a week only.	4.05	0.834	Highly Manifested
The instructor, in some cases, provides load/data to students to complete the online examination or virtual classes.	4.00	0.834	Highly Manifested
Overall Mean:	4.02		Highly Manifested

The overall mean of 4.02 with a standard deviation of 0.813 signifies that the quality of the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Support to Students was evident and was given a verbal interpretation of "Highly Manifested".

The need for student support is exemplified in the study of Agustin, Setiyadi, and Puspita (2020), which aims to find the profile of students' learning burnout, the underlying factors, and their implications for guidance services. Based on the analysis of their study, there is a high rate of learning burnout for students who cannot accept their expected grades and are not confident to consult with lecturers about learning activities.

Health outcomes burnout is an extended period of stress that feels like it cannot be changed. This is where the support for students is immensely needed.

Table 13. Status of the Quality of Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of Research

Statement	Mean	Standard Deviation	Verbal Interpretation
Research Office is responsive to the financial needs and resources required to complete the faculty's research projects and defray expenses for research evaluation of the program under survey.	4.10	0.846	Highly Manifested
Research projects are aligned with the research thrusts and priorities of the University.	4.09	0.864	Highly Manifested
The research evaluation process through in-house reviews with a pool of experts as a panel of evaluators who comes from reputable University for their strong research culture is participated by faculty and involved individuals.	4.09	0.793	Highly Manifested
External training and seminars/workshops on best research practices such as peer review management and processes and productive transfer of research results and technology in the community are adequate.	3.95	0.821	Highly Manifested
Research outputs are translated into productive and sound resource materials for instruction and community development technology.	4.06	0.790	Highly Manifested
Overall Mean:	4.06		Highly Manifested

The overall mean of 4.06 with a standard deviation of 0.819 signifies that the quality of the Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of research was evident and was given a verbal interpretation of "Highly Manifested".

The study of Jain (2019) supports the findings above as he asserted that the right ecosystem, transparent work culture, encouragement, and motivation may help transform an institution into a research-oriented institution. He further stressed that every institution engaged in higher education and research must create an ecosystem to create a culture for research and innovation.

Dean, research director, and faculty must have a scheduled dialogue to discuss research policies for possible enhancement and amendment; hence, academic leaders must relentlessly and continually devise a scheme to improve, amend, and sustain existing research policies. Faculty members must realize the impact of doing research not only to their career but also to the society as a whole (Quitoras & Abuso, 2021).

Table 14. Status of the Quality of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Extension and Community Involvement

Statement	Mean	Standard Deviation	Verbal Interpretation
The extension program is research-based based on the results of participatory rural appraisals.	4.05	0.809	Highly Manifested
The implementation of extension activities is ensured through BOR resolutions.	4.01	0.773	Highly Manifested
Relative to transferring skills to adopters, the academic unit/program has an adequate number of faculty members who are qualified as per TESDA standards to conduct training workshops.	3.96	0.779	Highly Manifested
Faculty, extension coordinators, and program beneficiaries are willing to participate in extension activities.	4.00	0.816	Highly Manifested
The extension service of the College is in accordance with the existing local, regional and local development thrusts. It is in response to the urgent needs and concerns of the community it serves.	3.92	0.750	Highly Manifested
Overall Mean:	3.99		Highly Manifested

The overall mean of 3.99 with a standard deviation of 0.783 signifies that the quality of the Teacher Education Program in Selected Higher Education Institutions (HEIs) in Laguna in terms of Extension and Community Involvement was evident and was given a verbal interpretation of "Highly Manifested".

The following studies support the findings above: Beaulieu & Cordes (2014) for reviving and expanding the civic activeness of local people, institutions, and organizations that is a critical prerequisite for gaining traction and support for the tough choices that communities must make today.

Research and Statistics Center(2016), assert that conducting community service is about the relationship on building communities. It defines Community Extension Program as an activity where an individual can experience a different way of learning. It doesn't teach what is written in the book but how to apply it in the outside world and in some institutions like the Lyceum of the Philippines in Batangas City. For them, instruction, research, and community extensions are linked harmoniously to produce meaningful learning.

The study of Laguador and Chavez (2013) determined the level of involvement of the Engineering Students from the Institutional and College-Based community extension programs anchored in the Lyceum of the Philippines University (LPU) core values. The Engineering department has a high level of students involved in the construction of houses in one of the adopted communities of the university and during the outreach programs.

Table 15. Status of the Quality of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Library Services

Statement	Mean	Standard Deviation	Verbal Interpretation
An integrated library system is functional and operational, facilitating the organization of information materials, and quick access to and retrieval of said materials is provided.	3.96	0.816	Highly Manifested
A separate university library building is located at the center of the campus. It is accessible to the academic community, which is conducive to study and research.	4.01	0.798	Highly Manifested
The library collection is well organized, where books are cataloged and classified for easy access. Relevant periodical articles are also indexed, and the vertical file collection is maintained.	4.08	0.801	Highly Manifested
The library provided a space in the viewing room where appropriate hardware and software are accessible for class teaching and learning purposes.	3.92	0.750	Highly Manifested
Reference materials for the use are available at the library to give additional places for students and faculty to study outside and near their respective classes.	3.93	0.820	Highly Manifested
Overall Mean:	3.98		Highly Manifested

The overall mean of 3.98 with a standard deviation of 0.796 signifies that the quality of the Teacher Education Program in Selected Higher Education Institutions (HEIs) in Laguna in terms of Library Services was evident and was given a verbal interpretation of "Highly Manifested".

The study of Chikafalimani, Kibwami, & Moyo (2021) provides an overview of the challenges of management of facilities, including the library at African public universities. Their results reveal that: poor condition and the overcrowding of facilities, limited skills and capabilities of facility management departments, and lack of financial resources are the main challenges the management of facilities at public universities in Africa face.

These challenges hold true in the Philippines as well. In worse situations, these problems have unfavorably affected the quality of the institution's learning and teaching environment and threatened their existence.

According to Ramli (2018), E-learning in System Management, Teaching Aids and Library of Learning Environment, Hostels, Sports Facilities, and Parking and Transportation of Infrastructure were significant factors impacting students' academic achievement.

Table 16. Status of the Quality of Teacher Education Program amongSelected Higher Education Institutions (HEIs) in Laguna in terms of Physical Plant and Facilities

Statement	Mean	Standard Deviation	Verbal Interpretation
The University is strategically located in the capital town/city, where public transportation is readily available and accessible from the national highway.	3.95	0.733	Highly Manifested
The campus has enough area for the present population and can accommodate future expansion.	4.07	0.783	Highly Manifested
Classrooms are conducive for learning, well ventilated, and lighted.	4.09	0.876	Highly Manifested
The campus has strong security and a monitoring unit to ensure the safety of the academic community; noteworthy to mention is the central paging, communication, and alarm system with CCTV cameras installed in different strategic locations within the campus.	3.90	0.798	Highly Manifested
An adequate number of fire extinguishers are installed in conspicuous places, along with offices, corridors, and classrooms with fire escape in buildings.	3.99	0.786	Highly Manifested
Overall Mean:	4.00		Highly Manifested

The overall mean of 4.00 with a standard deviation of 0.796 signifies that the quality of the Teacher Education Programs in Selected Higher Education Institutions (HEI's) in Laguna in terms of Physical Plant and Facilities was evident and was given a verbal interpretation; of "Highly Manifested".

The study of Lilis Shereena Safire et al. (2020) supports the findings indicated in Table 16, as the results of this research revealed that managing the physical facilities of higher education is complex and challenging due to the users' different requirements among programs, departments, and faculties and the role of the facilities management team is essential to ensure that it meets the institution's business objectives and that a competent facility manager and team are vital, which can support the facility management practice for higher education institution in line with its vision and mission.

The finding of his study revealed, among others, the non-availability of school buildings and poor school maintenance. It was manifested in the findings below those precautionary measures in the use of laboratory equipment are observed in all laboratory rooms, receiving a mean score of (M=4.14, SD=0.741). Moreover, both laboratory rooms for Physics and Chemistry are provided with sinks and a demonstration table, receiving a mean score of (M=4.12, SD=0.820). However, it was also observed that the statement which received the lowest score was that the university is very supportive in terms of the needed equipment and supplies, receiving a mean score of (M=3.78, SD=0.787).

Table 17. Status of the Quality of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Laboratories

Statement	Mean	Standard Deviation	Verbal Interpretation
Laboratory Physics and Chemistry rooms are provided with sinks and a demonstration table.	4.12	0.820	Highly Manifested
Preventive measures in using laboratory equipment are observed in all laboratory rooms.	4.14	0.741	Highly Manifested
Laboratory rooms are provided with two exit doors open inward for safe passage.	3.99	0.834	Highly Manifested
University is very supportive in terms of the need for equipment and supplies needed.	3.78	0.787	Highly Manifested
The laboratory custodian is responsible for dispensing and collating laboratory materials and equipment.	3.94	0.826	Highly Manifested
Overall Mean:	3.99		Highly Manifested

The overall mean of 3.99 with a standard deviation of 0.809 signifies that the quality of the Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna in terms of Laboratories was evident and was given a verbal interpretation of "Highly Manifested".

Table 18. Status of the Quality of Teacher Education Programs among Selected Higher Education Institutions (HE'Is) in Laguna in terms of Administration

Statement	Mean	Standard Deviation	Verbal Interpretation
The *university's* Organization Structure is approved by the Board of Regents and subdivided into administrative units with their line of functions and responsibilities.	3.96	0.874	Highly Manifested
The university is managed by an incomparable pro-active president with selected members of the Administrative Council.	3.86	0.817	Highly Manifested
The Board of Regents is very supportive of the development and improvement of the University.	4.09	0.781	Highly Manifested
Students are provided opportunities to participate in the planning and implementing activities concerning their welfare.	3.98	0.804	Highly Manifested
Performance is regularly evaluated, and efforts have been exerted to start adopting the PMS-OPES as prescribed by the Civil Service Commission.	3.93	0.718	Highly Manifested
Overall Mean:	3.96		Highly Manifested

The overall mean of 3.96 with a standard deviation of 0.80 signifies that the quality of the Teacher Education Program among Selected Higher Education Institutions (HEIs) in Laguna in terms of Administration was evident and was given a verbal interpretation of "Highly Manifested".

The findings in Table 18 manifested that the Board of Regents is very supportive of the development and improvement of the University, receiving a mean score of (M=4.09, SD=0.781). Furthermore, the students are provided opportunities to participate in the planning and implementing activities concerning their welfare, receiving a mean score of (M=3.98, SD=0.804). Also observed, the university is managed by an incomparable pro-active president with selected members of the Administrative Council, receiving a mean score of (M=3.86, SD=0.817).

The analysis of Ebuara Victor Obule, Edit Anefiok Oswald, and Okpa Ovat Egbe. (2020) support the findings above as they explored the management of school carrying capacity and effective teaching and learning in public universities in Nigeria. Their study revealed a significant (strong positive) relationship between the availability of physical/material facilities, the level of student enrolment and academic staff strength, and effective teaching and learning when tested at a 0.05 level of significance; hence they recommended that managers of institutions and government should, as a matter of urgency, improve and expand on the facilities in the tertiary institutions to accommodate the growing enrolment.

Significant Difference in the Implementers' Level of Digital Literacy when Grouped According to Academic Profile

The present study determined the significant difference in the implementers' level of Digital Literacy when grouped according to Academic Profile.

The findings revealed that the implementer's digital literacy in terms of awareness skills and operation skills manifested a significant difference between the responses among the instructors and professors with p-values (p=0.004) and (p=0.030), respectively. The reason for this is that most instructors are between the ages of 20 and 30, often known as millennials, who are far more skilled at using technology. They are familiar with computers and the internet from an early age, practically had grown up in the information age.

Furthermore, in connection with the implementer's digital literacy in terms of thinking skills, the result shows a significant difference in the responses between the assistant professor and associate professor, likewise between the assistant professor and the professor, as evidenced by the p-value (p=0.027) and (p=0.046), respectively.

From the findings below, we can infer that at a 0.05 level of significance, the null hypothesis, which states that "there is no difference in the implementers level of digital literacy when grouped according to academic profile, is partially rejected. Hence, there is a significant difference between the implementers' levels of digital literacy when grouped according to academic profile.

Table 19. Significant Difference in the Implementers' Level of Digital Literacy when Grouped According to Academic Profile

Digital Literacy	Academic Profile	t-value	t-critical	p-value	Analysis
Awareness Skills	Instructor Assistant Professor	-0.647	2.015	0.273	Not Significant
	Instructor Associate Professor	-1.108	1.679	0.137	Not Significant
	Instructor Professor	-2.857	1.711	0.004	Significant
	Assistant Professor Associate Professor	-0.030	1.895	0.489	Not Significant
	Assistant Professor Professor	-0.918	1.943	0.197	Not Significant
	Associate Professor Professor	-1.328	1.689	0.096	Not Significant
Collaboration Skills	Instructor Assistant Professor	1.470	1.943	0.096	Not Significant
	Instructor Associate Professor	0.596	1.673	0.277	Not Significant
	Instructor Professor	0.704	1.734	0.245	Not Significant
	Assistant Professor Associate Professor	-0.659	1.796	0.262	Not Significant
	Assistant Professor Professor	-0.918	1.943	0.197	Not Significant
	Associate Professor Professor	0.233	1.711	0.409	Not Significant
Operation Skills	Instructor Assistant Professor	-1.749	1.943	0.065	Not Significant
	Instructor Associate Professor	-0.532	1.677	0.299	Not Significant
	Instructor Professor	-2.017	1.740	0.030	Significant
	Assistant Professor Associate Professor	1.217	1.860	0.129	Not Significant
	Assistant Professor Professor	-0.135	1.796	0.448	Not Significant
	Associate Professor Professor	-1.426	1.708	0.083	Not Significant
Thinking Skills	Instructor Assistant Professor	1.263	1.943	0.127	Not Significant
	Instructor Associate Professor	-1.403	1.679	0.084	Not Significant
	Instructor Professor	-1.047	1.729	0.154	Not Significant
	Assistant Professor Associate Professor	-2.129	1.782	0.027	Significant
	Assistant Professor Professor	-1.831	1.782	0.046	Significant
	Associate Professor Professor	0.201	1.697	0.421	Not Significant

Relationship between Best Practices, Digital Literacy, and Quality of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna

The present study determined the correlation between the respondent's Best Practices, Digital Literacy, and the Quality of Teacher Education programs among selected Higher Educational Institutions (HEIs) in Laguna. It was found that there is a very weak correlation between the best practices being implemented and the implementer's digital literacy, with an r-value of (r=0.192). The correlation is significant at a p-value of 0.000.

Table 20. Significant Relationship between the Catalyst Best Practices &Digital Literacy and Quality of Teacher Education Programs among Selected Higher Education Institutions (HEI's) in Laguna

	r-value	p-value	Degree of Correlation	Analysis
Best Practices Digital Literacy	0.192	0.000	Very Weak	Significant
Best Practices Quality of Teacher Education Programs	0.133	0.002	Very Weak	Significant
Digital Literacy Quality of Teacher Education Programs	0.012	0.000	Very Weak	Significant

The best practices and the quality of the Teacher Education Programs revealed a very weak correlation as evidenced by the computer r-value of (r=0.133) with a significant correlation at a p-value of 0.002. It has also been observed that there is a very weak correlation between the implementer's digital literacy and the quality of the Teacher Education Programs, as evidenced by the computed r-value of (r=0.012). The correlation is significant at a p-value of 0.000. The dominance of the Internet and other digital technologies in students' lives has influenced what it means to be literate. Literacy is no longer static; it is now viewed as a continuous process of change in the way students communicate and learn (Coiro, Knobel, Lankshear, & Leu, 2008 in Conteh, 2020).

However, significant research exists suggesting that the current narrow focus on subject-related technical and information skills does not prepare students adequately with the breadth of knowledge and capabilities needed in today's classrooms and beyond. This article presents a conceptual framework introducing an expanded view of teacher digital competence (TDC). It moves beyond prevailing technical and literacies conceptualizations, arguing for more holistic and broader-based understandings that recognize young people's increasingly complex knowledge and skills to function ethically, safely, and productively in diverse, digitally mediated environments (Falloon, 2020).

From the findings above, we can infer that at a 0.05 level of significance, the null hypothesis which states that "there is no significant relationship among and between the best school practices, digital literacy and quality of teacher education program among selected Higher Education Institutions (HEI's) in Laguna is rejected. Hence, there is a significant relationship between the Best School Practices, Digital Literacy, and Quality of Teacher Education Programs among selected Higher Education Institutions (HEI's) in Laguna.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings, the following conclusion was reached: Findings disclosed that the Best School Practices, Digital Literacy, and the quality of TEP in terms of the different indicators mentioned were evident and "Highly Manifested". However, a very weak correlation was observed between the best school practices and the implementer's digital literacy. This is also true between the best practices and the quality of TEP and between the implementer's digital literacy and the quality of the Teacher Education Program.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis which states that "there is no difference in the implementers level of digital literacy when grouped according to academic profile is partially rejected. Hence, there is a significant difference between the implementers level of digital literacy when grouped according to academic profile.

Likewise, the null hypothesis which states that "there is no significant relationship among and between the best school practices, digital literacy and quality of teacher education program in selected Higher Education Institutions (HEI's) in Laguna is rejected. Hence, there is a significant relationship between the best school practices, digital literacy, and quality of teacher education programs in selected Higher Education Institutions (HEI's) in Laguna. In addition, the best school practices and digital literacy served as a catalyst for change in TEP quality.

Moreover, based on the above findings and conclusions of this study, the following recommendations are offered:

1. Continue upskilling the faculty and staff in terms of digital literacy. The administration must support the faculty and staff in every step to digital literacy.
2. Conduct team-building or related activities to boost the spirit of cooperation and loyalty among the faculty and staff. Likewise, the activities should be conducted wherein they can internalize the relevance of the VMGO to strengthen cohesion in the organization. Distribution of brochures, and posting on bulletin of information, pamphlets and using broadcast media that depict the College mandate towards the realization of the VMGO must be strengthened to increase awareness among the stakeholders.
3. Strengthen the research culture and community extension services. The output of the research conducted can help the institution develop more strategies and projects that will cater to the needs of the learner and the community. Furthermore, there is a need to conduct more external training and seminars/workshops on best research practices such as peer review management and processes and productive transfer of research results and technology in the community.
4. CHED, through its Curriculum Planning Division, may use the results of this study for any curriculum revision that this research entails. It could also enhance this study by using the mixed method or other statistical treatment in order to come up with the desired curriculum and syllabus of TEP; and
5. Conduct future research involving the HEIs of other provinces for comparability of results and additional constructs for a more comprehensive study on the quality of the Teacher Education Program. Future researchers may involve all the HEIs in Laguna or even expand to Calabarzon to gather data to analyze the respondents' Best School Practices and Digital Literacy.

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