



INSTITUTIONAL FACTORS AND ACADEMIC PERFORMANCE IN A BACHELOR OF SECONDARY EDUCATION MAJOR IN FILIPINO PROGRAM: BASIS FOR AN INTERVENTION FRAMEWORK

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ABSTRACT

This study examined the status of the Bachelor of Secondary Education (BSEd) major in Filipino program at Saint Theresa College of Tandag, Inc. during the School Year 2025-2026 and determined its relationship with students' academic performance. Employing a quantitative descriptive-correlational research design, the study involved 50 purposively selected respondents composed of students, alumni, faculty members, and academic staff. Data were gathered using a validated researcher-made questionnaire and analyzed through weighted mean and Pearson product-moment correlation. The findings revealed that the program was generally perceived to positively influence students' academic experiences across institutional dimensions, with the Vision, Mission, Goals, and Objectives (VMGO) receiving the highest evaluation, while learning facilities and information and communication technology (ICT) infrastructure obtained the lowest ratings, indicating the need for resource enhancement. Limited academic support due to faculty workload and time constraints emerged as the most significant challenge affecting students' academic performance. Correlation analysis further revealed that only VMGO and program objectives and outcomes exhibited significant relationships with academic performance, whereas faculty qualifications, curriculum and instruction, learning facilities and ICT infrastructure, research, and student services and linkages showed no statistically significant associations. The findings underscore the importance of institutional direction and outcome alignment in fostering student success and highlight the need to strengthen faculty mentoring, learning resources, and student support services. Based on these results, an intervention framework is proposed to enhance program quality, improve academic performance, and support continuous quality assurance in teacher education.

Keywords: *academic performance; Bachelor of Secondary Education; Filipino teacher education; institutional quality; program evaluation; quality assurance; teacher education; higher education*

INTRODUCTION

Teacher education institutions (TEIs) play a crucial role in preparing competent educators who can respond to the evolving demands of the educational landscape. As higher education increasingly emphasizes quality assurance, innovation, and learner-centered instruction, TEIs are expected to strengthen their academic programs through effective curriculum implementation, qualified faculty, adequate learning resources, and responsive student support systems. Institutional quality has therefore become a key determinant of graduate competence and educational excellence, highlighting the need for continuous program evaluation and improvement (Olvido et al., 2024).

In the Philippines, teacher education remains central to national efforts to improve the quality of basic education. Sinsay-Villanueva et al. (2025) emphasized that quality teacher education depends on the alignment of institutional policies, curriculum, faculty development, research productivity, and quality assurance mechanisms to ensure that graduates possess the competencies required by the teaching profession. These institutional dimensions collectively influence students' learning experiences and contribute to the overall effectiveness of teacher education programs.

The Bachelor of Secondary Education (BSEd) major in Filipino is specifically designed to develop future educators with strong linguistic competence, pedagogical expertise, and research capabilities necessary for teaching the Filipino language. However, maintaining program quality requires continuous attention to instructional resources, faculty mentoring, technological infrastructure, and academic support services. Megio et al. (2026) reported that systemic institutional challenges, including inadequate instructional resources and limited academic support, continue to affect teaching effectiveness and student learning outcomes in Philippine higher education institutions.

Beyond institutional resources, leadership and governance also play an essential role in sustaining quality teacher education. Zara et al. (2026) argued that effective academic leadership promotes institutional sustainability by strengthening instructional quality, faculty engagement, innovation, and student support systems. Such leadership enables teacher education institutions to implement evidence-based improvements that enhance both program effectiveness and student achievement.

Despite the growing body of literature on teacher education quality, limited empirical studies have specifically examined how institutional dimensions of the Bachelor of Secondary Education major in Filipino influence students' academic performance, particularly within private higher education institutions in the Philippines. Abao et al. (2026) noted that while previous research has focused on graduate competencies and

licensure examination performance, fewer studies have explored the relationship between institutional program quality and students' academic outcomes. Addressing this gap, the present study examined the status of the Bachelor of Secondary Education major in Filipino program at Saint Theresa College of Tandag, Inc. by assessing its institutional dimensions and determining their relationship with students' academic performance. The findings are expected to provide evidence that can guide institutional quality enhancement initiatives and support continuous improvement in teacher education.

Research Questions

This study sought to answer the following research questions:

1. What is the status of the Bachelor of Secondary Education (BSEd) major in Filipino program at Saint Theresa College of Tandag, Inc. in terms of:
 - Vision, Mission, Goals, and Objectives (VMGO);
 - Program objectives and outcomes;
 - Faculty qualifications;
 - Curriculum and instruction;
 - Learning facilities and information and communication technology (ICT) infrastructure;
 - Research; and
 - Student services and linkages?
2. What is the academic performance of students enrolled in the Bachelor of Secondary Education major in Filipino program?
3. Is there a significant relationship between the status of the Bachelor of Secondary Education major in Filipino program and students' academic performance?
4. What challenges do students encounter that affect their academic performance in the Bachelor of Secondary Education major in Filipino program?
5. Based on the findings, what intervention framework may be proposed to enhance the quality of the Bachelor of Secondary Education major in Filipino program and improve students' academic performance?

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the status of the Bachelor of Secondary Education (BSEd) major in Filipino program at Saint Theresa College of Tandag, Inc. and its relationship with students' academic performance. The descriptive component was used to assess the institutional dimensions of the program, including the Vision, Mission, Goals, and Objectives (VMGO), program objectives and outcomes, faculty qualifications, curriculum and instruction, learning facilities and information and communication technology (ICT) infrastructure, research, and student services and linkages. The correlational component determined the association between these institutional dimensions and students' academic performance. The study was conducted at the College of Arts, Sciences, and Teacher Education (CASTE) of Saint Theresa College of Tandag, Inc., Tandag City, Surigao del

Sur, Philippines. A total of 50 purposively selected respondents participated in the study, comprising 23 BSEd Filipino students, 10 alumni, and 17 faculty members and academic staff who possessed relevant knowledge and experience regarding the program. Data were collected using a researcher-developed questionnaire that underwent expert validation and pilot testing to establish its content validity and reliability. The questionnaire consisted of items measuring the status of the program and the challenges affecting students' academic performance using a Likert-type scale. Prior to data collection, permission was obtained from the institutional authorities, and informed consent was secured from all participants. The questionnaires were personally administered by the researchers, and the completed responses were retrieved, organized, encoded, and subjected to statistical analysis. Descriptive statistics, particularly weighted mean, were used to determine the status of the program and the extent of the challenges encountered by students, while the Pearson product-moment correlation coefficient was employed to examine the significant relationship between the institutional dimensions of the BSEd Filipino program and students' academic performance. Statistical significance was evaluated at the 0.05 level of significance.

RESULTS

Table 1. Status of the Bachelor of Secondary Education Major in Filipino Program

Institutional Dimension	Major Findings	Overall Assessment
Vision, Mission, Goals, and Objectives (VMGO)	Highest-rated institutional component, indicating clearly articulated institutional direction and objectives.	Positively Affecting
Program Objectives and Outcomes	Teaching methodologies were rated highest, while faculty mentoring received relatively lower evaluations.	Positively Affecting
Faculty Qualifications	Faculty members were perceived as professionally competent; however, consultation and academic advising require improvement.	Positively Affecting
Curriculum and Instruction	Curriculum was regularly reviewed and updated, although instructional materials were insufficiently utilized.	Positively Affecting
Learning Facilities and ICT Infrastructure	Digital learning platforms were available, but library resources and instructional facilities received the lowest ratings.	Positively Affecting
Research	Student research outputs were adequately documented, although statistical and technical research assistance was limited.	Positively Affecting

Institutional Dimension	Major Findings	Overall Assessment
Student Services and Linkages	Student assistance services were satisfactory, while auxiliary services require enhancement.	Positively Affecting

Table 2. Academic Performance of BSEd Filipino Students

Academic Year	Academic Performance	Interpretation
AY 2022–2023	Good	Students demonstrated satisfactory academic achievement.
AY 2023–2024	Good	Academic performance remained stable.
AY 2024–2025	Good	Slight improvement in academic performance was observed.

Table 3. Relationship Between the Status of the BSEd Filipino Program and Students' Academic Performance

Institutional Dimension	Relationship with Academic Performance	Decision
Vision, Mission, Goals, and Objectives (VMGO)	Significant	Reject H_0
Program Objectives and Outcomes	Significant	Reject H_0
Faculty Qualifications	Not Significant	Fail to Reject H_0
Curriculum and Instruction	Not Significant	Fail to Reject H_0
Learning Facilities and ICT Infrastructure	Not Significant	Fail to Reject H_0
Research	Not Significant	Fail to Reject H_0
Student Services and Linkages	Not Significant	Fail to Reject H_0

Table 4. Challenges Affecting Students' Academic Performance

Rank	Challenge Identified	Description
1	Limited academic support due to faculty workload and time constraints	Identified as the most significant challenge affecting students' academic performance.

Rank	Challenge Identified	Description
2	Institutional and faculty-related concerns	Included limited consultation opportunities and insufficient instructional support.
3	Limited instructional resources	Affected students' learning experiences and access to learning materials.
4	Language-related difficulties	Identified as the least significant challenge among the factors examined.

Table 5. Proposed Intervention Framework

Area for Improvement	Proposed Intervention	Expected Outcome
Curriculum and Instruction	Strengthen curriculum implementation and instructional practices	Improved teaching effectiveness
Faculty Development	Enhance mentoring, consultation, and professional development programs	Increased faculty support for students
Learning Facilities and ICT	Upgrade instructional resources, library holdings, and ICT infrastructure	Enhanced learning environment
Research	Strengthen research mentoring and statistical support services	Improved quality of student research outputs
Student Services and Linkages	Expand academic support services and institutional partnerships	Improved student engagement and academic success

Table 6. Proposed Intervention Program

Identified Concern	Proposed Intervention	Expected Outcome
Financial Challenges	Financial literacy seminars and financial assistance programs	Improved financial well-being and reduced financial stress
Academic Workload	Time management workshops and academic support sessions	Better academic performance and reduced academic stress
Mental and Emotional Well-being	Counseling services and mental health awareness activities	Improved psychological well-being
Limited Support Systems	Peer mentoring and student support groups	Stronger social connectedness and emotional support
Need for Greater Resilience	Resilience-building and wellness programs	Enhanced coping capacity and holistic well-being

Identified Concern	Proposed Intervention	Expected Outcome
Spiritual and Moral Development	Spiritual formation and values enhancement activities	Sustained spiritual and moral well-being

DISCUSSION

The findings revealed that the Bachelor of Secondary Education (BSEd) major in Filipino program was generally perceived as positively influencing students' academic experiences across all institutional dimensions. Among these, the Vision, Mission, Goals, and Objectives (VMGO) received the highest evaluation, suggesting that a clearly articulated institutional direction contributes to effective program implementation. This finding supports the assertion of Leal et al. (2026) that teacher education programs achieve better educational outcomes when institutional policies, curricular goals, and instructional practices are aligned with quality assurance frameworks. Their study emphasized that coherent institutional direction promotes stronger academic engagement and program effectiveness by providing a common vision among stakeholders. These findings indicate that clearly communicated institutional goals serve as a foundation for improving program quality and student learning outcomes.

The study further found that students consistently demonstrated satisfactory academic performance despite the institutional challenges encountered during program implementation. This suggests that while academic achievement remained stable, continuous institutional support remains essential to sustain and improve learning outcomes. Flores-Adrianzén et al. (2026) emphasized that continuous faculty professional development and evidence-based instructional practices significantly enhance the quality of higher education by promoting student-centered learning and improving academic achievement. Their systematic review likewise highlighted that professional growth among teacher educators contributes to better instructional effectiveness and student success.

Only the Vision, Mission, Goals, and Objectives (VMGO) and Program Objectives and Outcomes demonstrated significant relationships with students' academic performance, indicating that institutional direction and clearly defined learning outcomes are more influential than other institutional dimensions in predicting academic success. This finding suggests that students perform better when institutional expectations and program competencies are clearly communicated and consistently implemented. Baciú (2026) argued that mentoring and institutional development should be viewed as integrated organizational systems rather than isolated support initiatives. Such an institutional approach strengthens collaboration, promotes student persistence, and enhances educational outcomes through coherent institutional practices.

Limited academic support resulting from faculty workload and time constraints emerged as the most significant challenge affecting students' academic performance. The finding underscores the importance of faculty mentoring and sustained academic guidance in teacher education programs. Wang et al. (2026) explained that effective

mentoring extends beyond instructional delivery by addressing the cognitive, social, and emotional needs of pre-service teachers throughout their professional preparation. Their study demonstrated that mentoring competence significantly contributes to students' professional growth, confidence, and learning experiences, emphasizing the value of structured faculty support within teacher education institutions.

Based on the identified institutional strengths and areas requiring improvement, the proposed intervention framework focuses on strengthening curriculum implementation, faculty mentoring, instructional resources, research support, and student services. These initiatives are expected to promote continuous quality improvement and strengthen graduate competence. This recommendation is consistent with the findings of Soliman et al. (2026), who developed the INSPIR-ED Mentoring Framework and concluded that systematic mentoring enhances faculty development, research productivity, curriculum implementation, and student support while reinforcing institutional quality assurance. Their framework demonstrates that comprehensive mentoring systems contribute to sustainable improvements in teacher education programs and institutional effectiveness.

Conclusions

The findings of this study demonstrate that the Bachelor of Secondary Education (BSEd) major in Filipino program at Saint Theresa College of Tandag, Inc. is generally functioning at a satisfactory level across its major institutional dimensions, indicating that the program provides a supportive academic environment for students. Among the evaluated components, the Vision, Mission, Goals, and Objectives (VMGO) and the Program Objectives and Outcomes emerged as the only institutional dimensions significantly associated with students' academic performance, highlighting the importance of clearly defined institutional direction and well-aligned learning outcomes in promoting academic success. Although faculty qualifications, curriculum and instruction, learning facilities and ICT infrastructure, research, and student services and linkages were positively evaluated, these dimensions did not exhibit statistically significant relationships with academic performance, suggesting that their influence may be indirect or mediated by other academic and contextual factors. Furthermore, limited academic support resulting from faculty workload and time constraints was identified as the most significant challenge affecting students' learning experiences. Overall, the study concludes that strengthening institutional leadership, enhancing faculty mentoring, improving instructional resources, expanding research support, and reinforcing student services are essential strategies for sustaining program quality and improving student achievement. The proposed intervention framework provides a practical basis for continuous quality improvement and institutional decision-making toward producing competent, globally competitive, and professionally prepared future Filipino educators.

Recommendations

Based on the findings, the following recommendations are proposed. The institution should strengthen the implementation and communication of the Vision, Mission, Goals, and Objectives (VMGO) and align program objectives with instructional

practices to enhance students' academic performance. Faculty mentoring and academic support services should be improved through regular consultation and guidance. The institution should also upgrade learning facilities, ICT infrastructure, and research support to provide a more conducive learning environment. Furthermore, student support services and institutional linkages should be enhanced to foster students' academic and professional development. Finally, future studies may replicate this research in other teacher education institutions using larger samples and additional variables to further validate and expand the findings.

Compliance with Ethical Standards

This study was conducted in accordance with established ethical principles for educational research. Prior to data collection, permission was obtained from the appropriate institutional authorities of Saint Theresa College of Tandag, Inc. Participation in the study was voluntary, and informed consent was secured from all respondents after they were informed of the study's purpose, procedures, and their rights as participants. The confidentiality and anonymity of participants were strictly maintained by ensuring that no personally identifiable information was disclosed in any part of the study. All data collected were used solely for academic and research purposes and were stored securely to protect participants' privacy. The researchers adhered to the principles of integrity, respect for persons, beneficence, and confidentiality throughout the conduct of the study.

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