

Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service Teachers

Kent Adnil C. Lao

Western Mindanao State University, Philippines

Abstract

This study examined the issues and challenges confronting State Universities and Colleges (SUC) laboratory schools in the Zamboanga Peninsula from the perspectives of administrators, faculty members, laboratory school students, and preservice teachers. Guided by Systems Theory and Structural-Functional Theory, the study employed a descriptive research design involving 385 respondents from four SUC laboratory schools. Data were collected through survey questionnaires and analyzed using median scores, Kruskal–Wallis tests, and DSCF pairwise comparisons. Findings revealed significant differences among respondent groups across key areas, including governance, facilities, financial resources, curriculum implementation, faculty staffing, student admission, and preservice teacher training. Laboratory students generally reported greater concerns than preservice teachers. The results highlight the need for strengthened governance, sustainable funding, improved mentoring systems, upgraded facilities, and enhanced support for research and innovation. Strategic institutional interventions are necessary to sustain laboratory schools as centers of educational excellence and teacher preparation.

Article Info

Article History:

Received:

May 30, 2026

Accepted:

July 30, 2026

Keywords:

SUC laboratory
schools,
preservice teachers,
stakeholder perceptions,



*Corresponding author

E-mail: kent.lao@wmsu.edu.ph

Cite as:

Lao, K.A.C. (2026). Issues and challenges in the implementation of laboratory schools in state universities and colleges: Perspectives of administrators, faculty, laboratory students, and pre-service. *Journal of Education and Language Studies*, 3 (1), 1-32. <https://wmsu.edu.ph/jels/articles.html>

Introduction

Teacher quality remains one of the most critical determinants of educational effectiveness and student achievement. In the Philippines, recent educational reforms have heightened the demand for teacher education institutions (TEIs) to produce highly competent, research-oriented, and professionally prepared teachers capable of responding to the complexities of 21st-century learning environments. The enactment of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), which institutionalized the K–12 Basic Education Program, emphasized the need for quality teacher education and training to ensure that teachers possess the competencies necessary to deliver the revised curriculum effectively. The law specifically mandates the alignment of teacher preparation and professional development programs with the requirements of the enhanced basic education system (Republic Act No. 10533, 2013).

In response to these reforms, the Department of Education adopted the Philippine Professional Standards for Teachers (PPST), a nationally recognized framework that articulates the knowledge, skills, values, and professional practices expected of teachers across different career stages. The PPST was developed to address the evolving demands of K–12 education, globalization, ASEAN integration, and the changing characteristics of 21st-century learners. It serves as the foundation for teacher preparation, professional development, performance evaluation, and career progression, recognizing that quality learning is contingent upon quality teaching.



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

Within this context, State Universities and Colleges (SUCs) perform an important role in preparing future teachers. An essential component of many teacher education programs is the laboratory school, commonly referred to as the Integrated Laboratory School (ILS). Laboratory schools have historically functioned as training environments where preservice teachers gain practical teaching experiences, observe instructional practices, and participate in educational research. They serve as institutional support structures that bridge theory and practice by providing authentic field experiences necessary for teacher preparation (Zenke, 2020). Moreover, laboratory schools have traditionally been regarded as venues for demonstrating innovative pedagogical approaches and conducting educational research that informs improvements in teaching and learning (Zenke, 2020; Bahri et al., 2024).

Despite their longstanding contribution to teacher education, the relevance, effectiveness, and sustainability of laboratory schools have increasingly become subjects of debate. Following the implementation of Republic Act No. 7722 and subsequent Commission on Higher Education (CHED) policies, many SUC laboratory schools experienced enrollment restrictions, program reductions, or closures as policymakers reexamined their functions and cost-effectiveness. Questions emerged regarding whether laboratory schools continued to fulfill their intended purposes as sites for teacher training, educational innovation, and research (Zenke, 2020). Concerns have likewise been raised regarding the extent to which laboratory schools provide preservice teachers with realistic teaching experiences reflective of actual school environments. Furthermore, the balance among their instructional, research, and service functions has been scrutinized, with some scholars arguing that their research and innovation mandates have gradually diminished over time.

Another significant concern involves institutional sustainability. Laboratory schools require substantial investments in personnel, facilities, instructional resources, and operational expenditures. During periods of fiscal constraint, the allocation of limited resources to laboratory schools is often questioned, particularly when their contributions to teacher education and institutional development are not clearly demonstrated. Similar challenges have been documented internationally, where university-affiliated laboratory schools have faced declining support and threats of closure due to financial



pressures and changing institutional priorities. These developments have prompted higher education institutions to reassess the strategic role, operational viability, and long-term relevance of laboratory schools within contemporary teacher education systems.

Although teacher education reforms and quality assurance initiatives have received considerable scholarly attention, studies examining the current status, issues, and challenges of SUC laboratory schools remain limited, particularly within the Philippine context. Existing literature primarily focuses on their historical functions and policy concerns, while empirical investigations into stakeholder perspectives regarding their present-day challenges are relatively scarce. Given the continuing transformation of teacher education and the growing emphasis on accountability, quality assurance, and institutional sustainability, there is a need to examine the issues and challenges confronting SUC laboratory schools from the perspectives of various stakeholders.

Specifically, this study seeks to identify the issues and challenges facing SUC laboratory schools according to the type of respondents and determine whether significant differences exist in these perceptions across stakeholder groups. By generating evidence on the current conditions confronting SUC laboratory schools, the study aims to contribute to the ongoing discourse on their relevance, sustainability, and strategic role in strengthening teacher education in the Philippines.

Mission, Goals, and Objectives

Laboratory schools occupy a unique position in higher education by simultaneously serving as centers for basic education, teacher preparation, educational research, and pedagogical innovation, a multifaceted mandate that embedded teacher education within research-oriented environments (Kotsis & Tsiouri, 2025). However, this complexity often leads stakeholders to view them merely as conventional schooling providers rather than hubs for research and innovation, diminishing appreciation for their role in connecting theory with practice (Zenke, 2020). Addressing this challenge requires clear communication strategies and strong participation mechanisms, as effectively conveying institutional goals and promoting



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

active engagement are essential for institutional alignment, stakeholder commitment, organizational growth, and long-term sustainability (Requiz, 2025; Chotimah et al., 2024).

Physical Plant and Facilities

The effectiveness of laboratory schools relies heavily on adequate physical infrastructure and learning facilities to support instruction, research, observation, and teacher training; however, existing literature demonstrates that operational deficiencies persist across institutions. While Fantinalgo (2025) noted that school facilities were generally rated as "Good," several components received only a "Fair" assessment, signaling a clear need for ongoing improvements to reach optimal functionality. This is corroborated by findings on physical plant quality indicating that classrooms and laboratories are only moderately adequate due to outdated equipment, limited technological resources, and insufficient laboratory spaces, which restrict pedagogical innovation and research activity. Furthermore, Pereyras (2021) highlighted how ongoing maintenance and cleanliness issues negatively impact overall perceptions of facility adequacy.

Budget Allocation and Financial Resources

Adequate and sustainable financing is essential for maintaining the quality and viability of laboratory schools, as strong financial resources directly support infrastructure development, faculty training, instructional materials, technological upgrades, research, and student services. Because laboratory schools bear a complex mandate extending beyond standard instruction to encompass teacher preparation and research, their operational funding requirements are inherently higher than those of traditional schools. As Mukti et al. (2024) emphasized, educational institutions must secure diversified funding streams, across government allocations, private-sector partnerships, community support, and donor contributions, to ensure long-term stability and quality. Relying on a single funding source leaves these institutions vulnerable to financial instability, which ultimately constrains program expansion, staff development, facility improvements, and the long-term sustainability of their multifaceted educational mission.

Curriculum Content and Development



Curriculum development in laboratory schools requires balancing compliance with national standards while promoting innovation, experimentation, and authentic clinical experiences for pre-service teachers. Poulton (2025) argued that teacher education programs must position pre-service teachers as active curriculum-makers through meaningful placements that allow them to directly design and implement responsive instruction. This is strengthened by Anderson et al. (2019), who emphasized aligning professional standards with research-based clinical practice to bridge evidence-based pedagogy and complex classroom realities. Furthermore, Cao et al. (2025) highlighted how reflective and adaptive curricular approaches empower pre-service teachers to innovate while meeting established learning requirements.

Faculty Profile and Staffing

Faculty quality is a critical determinant of laboratory school effectiveness, as teachers must serve simultaneously as skilled classroom practitioners and effective mentors to preservice educators. Existing research indicates that laboratory school teachers generally constitute a highly qualified workforce, with studies on instructional competencies in remote blended learning (2023) showing that many faculty hold advanced degrees or are actively pursuing graduate studies. This is supported by Atud et al. (2025), who found that higher academic qualifications directly enhance instructional competence, pedagogical knowledge, and professional skills, particularly within specialized areas like science education. While the broader literature consistently affirms that laboratory schools depend on highly competent teachers to drive instruction, research, mentoring, and curriculum innovation (Zenke, 2020), addressing underlying staffing challenges ultimately requires a comprehensive focus on ongoing faculty development, retention, workload management, and specialization.

Organizational Structure and Lines of Authority

Effective governance and organizational structures are essential for ensuring that laboratory schools successfully balance their teaching, research,



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

innovation, and teacher preparation functions. As Wang et al. (2026) emphasized, governance processes directly dictate program effectiveness, requiring stakeholders to clearly understand decision-making pathways, organizational hierarchies, and accountability mechanisms to achieve seamless institutional coordination. This structural alignment with educational objectives and regulatory requirements is vital for smooth operational management (Bahri et al., 2024), particularly given the risks highlighted by Rotty et al. (2025), who found that policy discontinuity and political interventions can severely disrupt performance and organizational effectiveness.

Student Selection and Admission

Student admission policies significantly shape the diversity, inclusiveness, and overall educational environment of laboratory schools, which serve as essential demonstration sites for preservice teacher training, educational research, and pedagogical innovation. Research by Hsu and Sharkey (2025) demonstrates that admissions systems relying predominantly on quantitative metrics can inadvertently restrict diversity and limit the impact of policies intended to expand access to broader demographics. This is reinforced by Holden and Kitchen (2019), who observed that despite formal institutional commitments to equity, traditional admission procedures often continue to disadvantage underrepresented groups, ultimately hindering social integration and rich, diverse learning experiences.

PST Training and Development

The professional growth of preservice teachers depends heavily on the quality of mentoring, supervision, and training provided during field experiences; however, structural constraints frequently compromise these critical relationships. Research by Ashley et al. (2023) highlights that mentoring programs face significant challenges from excessive faculty workloads and inconsistent practices, which diminish the overall impact of professional development initiatives and weaken support for trainees. This is corroborated by Mwesigwa and Nakato (2025), who identified severe time constraints and mentor overload as primary barriers that strain mentor-mentee dynamics and hinder the skill acquisition of future educators.



PST Instructional Performance

Laboratory schools play a vital role in developing the instructional competencies of preservice teachers by providing authentic, supervised classroom environments where theoretical knowledge is translated into practice. Research by Nirmala et al. (2025) demonstrates that field experience programs significantly enhance pedagogical competence by allowing trainees to implement learner-centered strategies in real classroom settings. This is supported by Mustofa (2024), who confirmed that practical teaching experiences in laboratory schools substantially advance pedagogical skill development, while emphasizing the need for ongoing program refinement to optimize outcomes. Furthermore, Bahri et al. (2024) highlighted that these schools serve as essential clinical training grounds that cultivate reflective, highly capable educators through structured experiential learning.

Pedagogical and Curricular Experimentation, Innovation, and Instructional Materials Development

Laboratory schools serve a defining role as centers for educational experimentation, research, and innovation, utilizing their unique position within higher education to test novel teaching strategies, design dynamic instructional materials, and generate evidence-based practices that drive broader educational reform (Zenke, 2020). This capacity for progress is strongly reinforced by research from Vaughan et al. (2023), who demonstrated that structured support systems, collaborative inquiry, and action research significantly accelerate both faculty professional growth and overall institutional effectiveness.

Statement of the Problem

This study aims to examine the emerging issues and the challenges that the respondent SUC have encountered in its implementation from the lens of the administrators and faculty, laboratory students, and pre-service teachers. Specifically, it intends to answer the following questions:

1. What are the identified issues and challenges facing SUC laboratory schools according to the type of respondents?



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

2. Is there a significant difference in the issues and challenges of SUC laboratory schools when the variables are categorized according to the type of respondents?

Scope and Delimitation of the Study

This study examined the issues and challenges facing State Universities and Colleges (SUC) laboratory schools in the Zamboanga Peninsula. Specifically, it focused on identifying the issues and challenges encountered by SUC laboratory schools and determining whether significant differences exist in these issues and challenges when respondents are grouped according to their stakeholder category.

The study covered four SUC laboratory schools selected based on the following criteria: (1) offering elementary and/or secondary education programs, (2) operating a laboratory school, and (3) accessibility to the researcher. Data were gathered from key stakeholder groups, namely laboratory school administrators, faculty members, laboratory school students, and preservice teacher education students.

The investigation was limited to stakeholders' perceptions of issues and challenges related to laboratory school operations and management. Data collection was conducted during the second and third quarters of 2021 and 2022 through survey questionnaires, supplemented by document and record reviews. The findings are therefore confined to the participating SUC laboratory schools and the perspectives of the respondents involved in the study. External factors associated with the COVID-19 pandemic, including flexible learning arrangements and limited face-to-face classes, may have influenced respondents' perceptions, particularly regarding facilities, resources, and instructional delivery; however, these factors were not directly examined in the study.

Conceptual Framework



The conceptual framework of the study is anchored on the examination of issues and challenges facing SUC laboratory schools as perceived by different stakeholder groups. The independent variable consists of the type of respondents, namely administrators, faculty members, preservice teachers, and laboratory school students. The dependent variable pertains to the perceived issues and challenges encountered by SUC laboratory schools. The issues and challenges were examined across key dimensions of laboratory school operations, including: (1) Mission, Goals, and Objectives; (2) Physical Plant and Facilities; (3) Budget Allocation and Financial Resources; (4) Curriculum Content and Development; (5) Faculty Profile and Staffing; (6) Organizational Structure and Lines of Authority; (7) Student Selection and Admission; (8) Preservice Teacher Training and Development; (9) Preservice Teacher Instructional Performance; and (10) Pedagogical and Curricular Experimentation, Innovation, and Instructional Materials Development.

The framework assumes that stakeholders may differ in their perceptions of the issues and challenges confronting SUC laboratory schools. Thus, the study sought to determine the identified issues and challenges and ascertain whether significant differences exist in these perceptions when respondents are grouped according to stakeholder type.

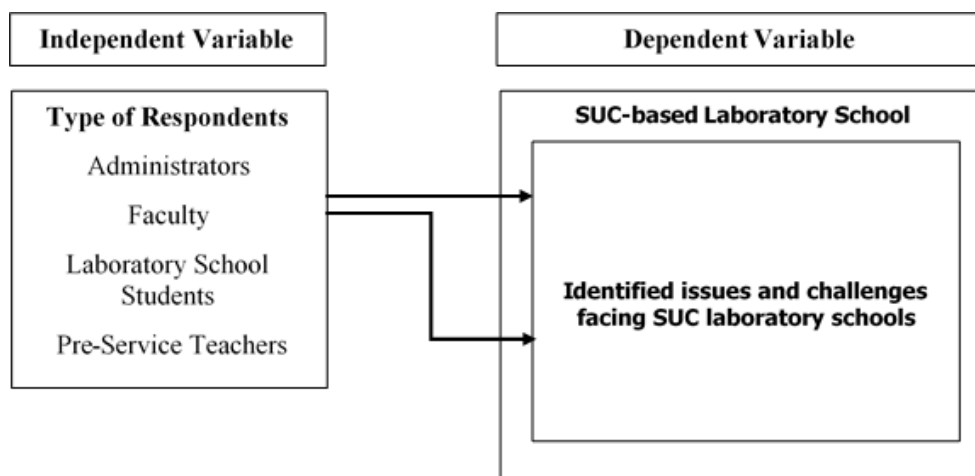


Figure 1. *Conceptual framework of the study*



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

Theoretical Framework

This study is anchored on Systems Theory, which views an organization as an interconnected system whose components work together to achieve desired outcomes (McIntosh, 1984). Applied to SUC laboratory schools, the theory suggests that organizational effectiveness depends on the interaction of various elements, including governance, resources, curriculum, faculty, students, and operational processes. Challenges in any component of the system may affect the overall performance and attainment of institutional goals.

The study is further supported by Structural-Functional Theory, which emphasizes the role of organizational structures, policies, leadership, and stakeholder participation in achieving institutional objectives (Cooley et al., 1986; Boyle, 1981). This perspective highlights the importance of coordinated functions and shared responsibilities in addressing organizational issues and sustaining educational programs.

These theories provide the basis for examining the issues and challenges confronting SUC laboratory schools from the perspectives of administrators, faculty members, preservice teachers, and laboratory school students. Specifically, they support the investigation of (1) the issues and challenges facing SUC laboratory schools and (2) the differences in perceptions of these issues and challenges across respondent groups.

Research Hypotheses

1. There is a significant difference in the Issues and challenges of SUC laboratory schools with respect to its characteristics when the variables are categorized according to the type of respondents.

Methods

Research Design

This study employed a descriptive research design to examine the issues and challenges confronting SUC laboratory schools. The study utilized survey



questionnaires administered to administrators, faculty members, preservice teachers, and laboratory school students to identify and assess the issues and challenges encountered in laboratory school operations and management. The survey enabled the study to gather perspectives from key stakeholders and experts, thereby providing a comprehensive understanding of the issues and challenges facing SUC laboratory schools and determining whether these perceptions differ according to respondent type.

Respondents of the Study

The respondents included SUC administrators involved in laboratory school management, faculty members, English preservice teacher education students with laboratory school experience, laboratory school students, and a panel of subject-matter experts. Participants and SUC laboratory schools were selected through purposive and convenience sampling based on accessibility and relevance to the study. Using Fisher's formula, a sample size of 385 respondents was determined at a 95% confidence level and 5% margin of error. Proportionate sampling was applied across respondent groups, and samples were randomly selected using the RAND function in Microsoft Excel.

Table 1
Distribution of Respondents Selected to Assess the Perceived Characteristics of SUC Laboratory School

Respondent Groups	Laboratory in a State University			Laboratory in a State College			Total n
	N	%	n	N	%	n	
Administrators	4	0.3	1	3	0.2	1	2
Faculty	44	5.5	21	23	1.3	5	26
Laboratory school students	275	58.2	224	157	10.1	39	263
Pre-service Teachers	57	13.6	52	83	10.8	42	94
Total	380	77.6	298	266	22.4	87	385

Research Locale

The study was conducted in four publicly funded State Universities and Colleges (SUCs) in the Zamboanga Peninsula that operate laboratory schools in support of their teacher education programs. Two state



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

universities and two state colleges were selected based on accessibility, security, and suitability for the conduct of the study. These institutions were chosen because they maintain laboratory schools that serve as training venues for preservice teachers.

Data Collection

Data were collected from four SUC laboratory schools in the Zamboanga Peninsula through survey questionnaires administered to administrators, faculty members, preservice teachers, and laboratory school students. The survey gathered respondents' perceptions of the issues and challenges confronting SUC laboratory schools. The stakeholder's perspectives provided a comprehensive basis for determining the issues and challenges faced by SUC laboratory schools and assessing whether these perceptions differed across respondent groups.

Data Analysis

Descriptive and inferential statistics were used to analyze the data. The median was employed to determine respondents' perceptions of the issues and challenges facing SUC laboratory schools. Median scores were interpreted using a four-point scale ranging from Strongly Disagree to Strongly Agree.

To determine whether significant differences existed in the perceptions of respondent groups, nonparametric statistical tests were utilized. The Kruskal–Wallis Test and Dwass–Steel–Critchlow–Fligner pairwise comparisons was employed to examine differences in perceptions among administrators, faculty members, preservice teachers, and laboratory school students. These statistical procedures provided the basis for identifying the issues and challenges confronting SUC laboratory schools and assessing variations in perceptions across respondent groups.



Results and Discussion

Identified issues and challenges facing SUC-based laboratory schools according to the type of respondents

The findings reveal that the challenges faced by laboratory schools in State Universities and Colleges (SUCs) are complex and interconnected, reflecting the complex role these institutions play in simultaneously delivering basic education and supporting teacher education programs. Issues related to institutional mandate indicate the difficulty of balancing quality basic education services with the responsibility of serving as training venues for pre-service teachers. Infrastructure and financial sustainability challenges constrain the provision of adequate facilities, instructional resources, and technological support necessary for effective teaching and learning. Difficulties in curriculum implementation, faculty development, and governance further highlight the need for continuous adaptation to educational reforms, professional growth opportunities, and efficient administrative structures. Challenges in student admission and pre-service teacher training highlight the importance of equitable access and strong mentoring systems that enhance experiential learning. Moreover, concerns regarding instructional performance and research productivity suggest that teachers often face competing demands that limit their ability to fully engage in innovation, scholarly work, and evidence-based practice. Together, these findings demonstrate that laboratory schools operate within a complex institutional environment where resource limitations, policy demands, and multiple stakeholder expectations influence their effectiveness. The results therefore strengthen the positionality of respondent SUCs by illustrating the structural and operational realities that form the implementation and sustainability of laboratory schools as vital components of teacher education and basic education delivery.

Issues and Challenges on the Theme Mission, Goals, and Objectives

The respondents identified concerns related to stakeholder awareness, policy support, governance, and role clarity in laboratory schools. Many participants believed that laboratory schools are often misunderstood by stakeholders, who view them as providers of free basic education rather



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

than as institutions that support teacher training and research. Concerns were also raised regarding limited community recognition, insufficient policy support, weak stakeholder participation, and unclear institutional functions. University students expressed the highest level of concern, particularly regarding misconceptions about laboratory schools (46.3%), limited stakeholder involvement (39.3%), and blurred institutional roles (40.3%). College students also shared these concerns, reporting misconceptions about the role of laboratory schools (8.0%), inadequate policy support (7.3%), and limited stakeholder engagement (6.7%). Overall, the findings suggest a need to strengthen stakeholder awareness, governance mechanisms, and policy frameworks to support the mandate of laboratory schools highlighting the need to clarify mandates, improve stakeholder engagement, and establish clearer governance policies in alignment with prior research (Zenke, 2020; Kotsis & Tsiouri, 2025; Requiz, 2025; Chotimah et al., 2024).

Issues and Challenges on Physical Plant and Facilities

Respondents highlighted significant concerns regarding the adequacy of school facilities and infrastructure. The major issues centered on shortages of buildings, instructional equipment, technology-based facilities, viewing rooms, and available space to accommodate learners, observers, and student teachers. University students consistently reported these concerns, particularly regarding space capacity limitations (46.8%) and shortages in facilities and equipment. College students also shared these concerns. Their main issues included a lack of new buildings or building shortages (8.4%), overall space limitations (8.3%), and outdated equipment (7.8%). Fewer students highlighted concerns regarding technology-based facilities (7.5%) and viewing rooms (6.5%). Across most indicators, respondents agreed that facility deficiencies hinder the effective implementation of laboratory school functions. These broad-based findings emphasize an urgent need for targeted capital investments in physical infrastructure, instructional technologies, and observation spaces to optimize teacher-training and research functions, aligning with previous research on facility adequacy in laboratory schools (Fantinalgo, 2025; Pereyras, 2021; Perceptions of Students and Faculty on the Adequacy and Quality of Physical Plant and Facilities, 2025).



Issues and Challenges on Budget Allocation and Financial Resources

Financial sustainability emerged as a major concern among respondents. Participants noted challenges related to insufficient funding, limited support for professional development, declining university budget allocations, dependence on student fees, and increasing operational costs. University students consistently reported the highest level of concern, particularly regarding the cost-effectiveness and long-term sustainability of laboratory schools. College students also recognized these issues, citing inadequate program funding (7.3%), limited training resources for staff (7.6%), dependence on fees (7.8%), and threats to sustainability due to operational expenses (7.8%). These findings indicate that financial constraints may affect the quality and continuity of laboratory school operations, emphasizing the need for diversified and sustainable funding sources. These results highlight a pressing need to establish sustainable, diversified funding streams and stronger institutional support to safeguard the quality and operations of laboratory schools, aligning with prior findings by Mukti et al. (2024).

Issues and Challenges on Curriculum Content and Development

Respondents identified curriculum-related challenges involving responsiveness to emerging educational needs, limited practicum opportunities, restricted curricular autonomy, and insufficient specialized program offerings. Many participants perceived that existing curricula do not fully address contemporary learning demands and provide limited opportunities for authentic field experiences. University students reported the strongest concerns, especially regarding restricted practicum and demonstration opportunities (45.2%). College students likewise noted issues related to curriculum responsiveness (6.7%), limited practicum exposure (7.8%), restricted autonomy (7.3%), and narrow program offerings (8.0%). These findings suggest a need for curriculum enhancement, greater flexibility, and expanded experiential learning opportunities to better prepare future educators. Overall, these results highlight an urgent need to modernize curricula for modern learning modes, expand field-based clinical experiences, introduce specialized tracks, and grant greater flexibility for curricular experimentation, reinforcing prior research on adaptive



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

curriculum-making and clinical practice in teacher preparation (Poulton, 2025; Anderson et al., 2019; Cao et al., 2025).

Issues and Challenges on Faculty Profile and Staffing

Respondents reported concerns regarding faculty qualifications, staffing standards, recruitment, and professional development opportunities. Key issues included the absence of institutional staffing standards, shortages of experienced applicants, limited numbers of faculty with advanced degrees, and inadequate opportunities for professional updating. University students expressed the greatest concern, particularly regarding limited professional development opportunities (42.1%) and staffing deficiencies (41.0%). Administrators and faculty members generally agreed with these concerns, while practice teachers were less likely to perceive them as significant issues. Overall, the findings indicate the importance of strengthening recruitment practices, establishing clear staffing standards, and supporting faculty development initiatives. These results emphasize an urgent need to establish formal staffing guidelines, recruit highly credentialed and experienced faculty, and expand professional growth opportunities to ensure laboratory school teachers can effectively mentor preservice educators and support quality teacher preparation, aligning with existing literature (Instructional Competencies of Laboratory School Teachers in Remote Blended Learning, 2023; Atud et al., 2025).

Issues and Challenges on Organizational Structure and Lines of Authority

Governance and organizational relationships were identified as important concerns among respondents. Participants noted uncertainty regarding the position of laboratory schools within university structures and the lack of clear communication and authority lines between laboratory schools and teacher education institutions. University students reported the highest level of agreement regarding these concerns, with 40.8% (Mdn = 3, Agree) perceiving laboratory schools as operating independently from teacher education institutions and 41.3% (Mdn = 3, Agree) indicating unclear lines of authority and communication. College students also shared these concerns and generally agreed with both issues (Mdn = 3). Similarly, the college administrator and college faculty acknowledged governance-related challenges, expressing strong agreement regarding laboratory school



independence (Mdn = 4, Strongly Agree) and agreement on communication gaps and authority concerns (Mdn = 3, Agree). In contrast, university faculty and practice teachers generally disagreed with both indicators (Mdn = 2, Disagree), while university administrators also disagreed that unclear lines of authority constituted a significant issue (Mdn = 2, Disagree). Overall, these findings suggest that governance and coordination concerns are more pronounced among students and college-based stakeholders, highlighting the need for clearer organizational frameworks, well-defined authority structures, and stronger coordination mechanisms to ensure effective management, accountability, and alignment between laboratory schools and teacher education institutions. Such findings reinforce previous studies emphasizing the importance of structured governance systems in promoting institutional effectiveness and operational efficiency (Rotty et al., 2025; Wang et al., 2026; Bahri et al., 2024).

Issues and Challenges on Student Selection and Admission

Respondents viewed student admission and selection policies as significant issues, particularly regarding increasing class sizes and unequal representation of underrepresented and underprivileged groups. Many participants expressed concern that expanding enrollment beyond ideal class sizes may adversely affect instructional quality, classroom management, and student learning outcomes. University students reported the highest level of concern, with 44.6% (Mdn = 3, Agree) indicating that class sizes have exceeded ideal capacity and 41.0% (Mdn = 3, Agree) noting unequal representation among student populations. College students also shared these concerns, reporting 7.8% agreement (Mdn = 3, Agree) regarding increased class sizes beyond optimal levels and similarly agreeing (Mdn = 3, Agree) that underrepresented and underprivileged groups are not adequately represented. Faculty members at both the university and college levels strongly affirmed concerns about class size pressures (Mdn = 4, Strongly Agree) and agreed that diversity and representation remain important issues (Mdn = 3, Agree). Likewise, the college administrator strongly agreed that these concerns warrant attention (Mdn = 4, Strongly Agree). In contrast, practice teachers generally disagreed with both indicators (Mdn = 2, Disagree), while the university administrator disagreed that demographic representation posed a significant challenge (Mdn = 2,



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

Disagree). Overall, these findings indicate that stakeholders, particularly students and faculty members, perceive current admission and selection practices as contributing to overcrowding and inequitable representation, underscoring the need to refine admission policies that balance enrollment demands with educational quality, equity, access, and diversity. These results support previous research emphasizing the importance of maintaining academic standards while promoting inclusive recruitment practices (Hsu & Sharkey, 2025; Holden & Kitchen, 2019).

Issues and Challenges on PST Training and Development

Respondents highlighted challenges related to mentoring and clinical supervision for preservice teachers. The major concerns included insufficient mentoring time, limited opportunities for professional discussion, inadequate mentoring capacity among faculty, and reluctance among some faculty members to accommodate student teachers and observers. University students expressed the highest level of agreement across these indicators, reporting 42.6% (Mdn = 3, Agree) for limited opportunities for professional discussion, 41.6% (Mdn = 3, Agree) for insufficient mentoring capacity, 39.7% (Mdn = 3, Agree) for the lack of designated mentoring release time, and 32.0% (Mdn = 3, Agree) for faculty unwillingness to accommodate student teachers and observers. College students also shared these concerns, agreeing across all indicators (Mdn = 3, Agree), including 6.5% agreement for faculty unwillingness to accommodate student teachers and observers. Similarly, college faculty members agreed that mentoring and supervision challenges exist across all indicators (Mdn = 3, Agree), while the college administrator strongly agreed regarding insufficient mentoring time, limited mentoring capacity, and faculty willingness concerns (Mdn = 4, Strongly Agree). In contrast, university faculty, university administrators, and practice teachers generally disagreed that these issues posed significant challenges (Mdn = 2, Disagree), although university faculty acknowledged limited mentoring capacity as a concern (Mdn = 3, Agree). Overall, the findings suggest that stakeholders, particularly students and college-based personnel, perceive notable deficiencies in the mentoring and clinical supervision system of laboratory schools. These concerns underscore the need to establish formal mentoring structures, allocate dedicated supervision time, and strengthen faculty engagement to enhance the quality of preservice teacher preparation and



clinical training. Such findings support previous studies emphasizing the critical role of structured mentoring and supervision in effective teacher education programs (Ashley et al., 2023; Mwesigwa & Nakato, 2025).

Issues and Challenges on PST Instructional Performance

Respondents expressed concerns regarding the instructional readiness of preservice teachers (PSTs) before deployment to internship or practice teaching assignments. Many participants believed that some PSTs enter field placements without fully developed teaching competencies and the requisite instructional skills needed for effective classroom practice. University students reported the highest level of concern, with 40.3% (Mdn = 3, Agree) indicating that PSTs lack sufficient instructional readiness prior to deployment. College students similarly shared this concern, registering 7.8% agreement (Mdn = 3, Agree), while the college administrator likewise agreed that instructional preparedness remains an issue (Mdn = 3, Agree). In contrast, university faculty, college faculty, university administrators, and practice teachers across both university and college levels generally disagreed with this concern (all Mdn = 2, Disagree), suggesting that educators perceive PSTs as adequately prepared for field experiences. This divergence in perceptions indicates a notable gap between student self-assessments and educator evaluations of readiness. Overall, the findings highlight perceived deficiencies in pre-deployment instructional competencies among preservice teachers and underscore the critical role of laboratory schools as clinical training environments that help bridge theoretical knowledge and pedagogical practice through supervised teaching experiences. These results reinforce previous studies emphasizing the importance of experiential learning and structured field experiences in strengthening teacher preparedness and professional competence (Nirmala et al., 2025; Mustofa, 2024; Bahri et al., 2024).

Issues and Challenges on PST Instructional Performance

Respondents expressed concerns regarding the instructional readiness of preservice teachers (PSTs) before their deployment to internship or practice teaching. The primary concern centered on whether PSTs possess the necessary teaching competencies and classroom skills required for effective



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

instructional performance. University students reported the strongest concern, with 40.3% (Mdn = 3, Agree) indicating that some PSTs enter field placements without adequate instructional preparation. College students also shared this concern, with 7.8% (Mdn = 3, Agree) agreeing that PSTs need further development of foundational teaching skills prior to deployment. The college administrator likewise agreed (Mdn = 3, Agree) that instructional readiness remains an important issue. In contrast, university and college faculty members, university administrators, and practice teachers generally disagreed (all Mdn = 2, Disagree), suggesting that they perceive PSTs as sufficiently prepared for classroom responsibilities. These differing perspectives reveal a perceptual gap between student assessments and educator evaluations of preparedness. Overall, the findings suggest a need to further strengthen foundational instructional competencies before classroom placement, reinforcing the role of laboratory schools as clinical training environments that develop pedagogical skills and professional readiness through supervised practice (Nirmala et al., 2025; Mustofa, 2024; Bahri et al., 2024).

Significant Difference on the Identified issues and challenges facing SUC-based laboratory schools according to the type of respondents

Mission, Goals and Objectives vs Respondent Type

Rather than reflecting a uniform view, perceptions regarding the mission, goals, and objectives of SUC laboratory schools varied across stakeholder groups. The Kruskal–Wallis test revealed significant differences among respondents, leading to the rejection of the null hypothesis. However, the small effect sizes ($\epsilon^2 = 5.0\%–8.8\%$) indicate that respondent type explained only a modest proportion of the variance in perceptions. DSCF post hoc analysis showed that the differences were primarily between laboratory students and pre-service teachers (PSTs), with laboratory students generally agreeing that the identified statements represented existing issues and challenges, while PSTs tended to disagree, suggesting a more favorable perception of how laboratory schools fulfill their mission and objectives. These differences may come from the distinct experiences of the two groups, as laboratory students are more exposed to operational realities, whereas PSTs primarily benefit from the schools' training and professional development functions. The findings reflect the complex nature of



laboratory schools as institutions that simultaneously support basic education, teacher preparation, research, and innovation (Kotsis & Tsiouri, 2025), and support Zenke's (2020) observation that stakeholders often vary in their understanding of the broader laboratory school mandate. Thus, the results highlight the need for clearer communication of institutional goals and stronger stakeholder engagement to promote shared understanding, organizational alignment, and long-term sustainability (Requiz, 2025; Chotimah et al., 2024).

Physical Plant and Facilities vs Respondent Type

Stakeholders differed in how they assessed the adequacy of facilities and infrastructure in SUC laboratory schools. Statistical analysis confirmed significant variations in perceptions regarding physical plant and facilities, resulting in the rejection of the null hypothesis. However, the small effect sizes ($\epsilon^2 = 4.2\%–5.8\%$) indicate that respondent type explained only a limited proportion of the variance in perceptions. DSCF post hoc analysis showed that the differences were primarily between pre-service teachers (PSTs) and laboratory students, with PSTs generally perceiving facility-related concerns as less problematic than students, likely due to their differing experiences and interactions with school facilities. These findings highlight the importance of adequate infrastructure in supporting the instructional, research, and teacher-training functions of laboratory schools. The results support previous studies indicating that while school facilities may generally be adequate, challenges related to outdated equipment, limited technological resources, insufficient laboratory spaces, and maintenance concerns continue to affect stakeholders' perceptions and the quality of educational delivery (Fantinalgo, 2025; Pereyras, 2021).

Budget or Financial Resource vs Respondent Type

Financial concerns were not perceived equally across respondent groups, reflecting differences in exposure to and experience with resource limitations. The Kruskal–Wallis test identified significant differences in perceptions regarding budget allocation and financial resources. However, the small to moderate effect sizes indicate that respondent type explained only a modest proportion of the variance in perceptions. DSCF post hoc



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

analysis showed that the differences were primarily between pre-service teachers (PSTs) and laboratory students, with PSTs generally perceiving financial concerns as less problematic than students, likely because students are more directly affected by resource limitations in instructional materials, facilities, and support services. These findings highlight the importance of adequate and sustainable financing in supporting the multiple functions of laboratory schools as centers for instruction, teacher preparation, research, and innovation. Consistent with Mukti et al. (2024), the results emphasize the need for diversified funding sources, effective resource mobilization, financial transparency, and stakeholder participation in budget planning to ensure the long-term sustainability and quality of laboratory school operations.

Curriculum Content and Development vs Respondent Type

Views regarding curriculum content and development revealed notable variations among stakeholders involved in laboratory school operations. The statistical results demonstrated significant differences across respondent groups, leading to the rejection of the null hypothesis. However, the small to moderate effect sizes ($\epsilon^2 = 4.1\%–10.3\%$) indicate that respondent type explained only a modest proportion of the variance in perceptions. DSCF post hoc analysis showed that the differences were primarily between laboratory students and pre-service teachers (PSTs), with PSTs generally perceiving curriculum-related concerns as less problematic than students, likely due to their role as beneficiaries of curriculum-based training and clinical experiences. These findings highlight the unique role of laboratory schools in balancing curriculum compliance with innovation and teacher preparation. Consistent with Poulton (2025), Anderson et al. (2019), and Cao et al. (2025), the results highlight the importance of providing meaningful clinical experiences, aligning curriculum with research-based practice, and adopting reflective and adaptive approaches to curriculum development.

Faculty Profile and Staffing vs Respondent Type

The effectiveness of laboratory schools depends heavily on the competence and availability of qualified personnel; however, stakeholder assessments of faculty-related issues were not uniform. The Kruskal–Wallis analysis revealed significant differences in perceptions concerning faculty profile



and staffing. However, the small to moderate effect sizes ($\varepsilon^2 = 4.7\%–7.1\%$) indicate that respondent type explained only a modest proportion of the variance in perceptions. DSCF post hoc analysis showed that the differences were primarily between laboratory students and pre-service teachers (PSTs), with PSTs generally perceiving faculty-related concerns as less problematic than students, likely due to their positive experiences with faculty mentoring and professional guidance. These findings highlight the importance of qualified and adequately staffed faculty in supporting the instructional, research, and teacher-preparation functions of laboratory schools. Consistent with Atud et al. (2025) and Zenke (2020), faculty qualifications and competencies are essential for effective teaching, mentoring, research, and curriculum innovation.

Organizational Structure and Lines of Authority vs Respondent Type

Governance-related concerns generated differing responses among stakeholders, particularly regarding organizational relationships and authority structures. The Kruskal–Wallis test confirmed statistically significant differences in perceptions across respondent groups. However, the small to moderate effect sizes ($\varepsilon^2 = 5.3\%–8.9\%$) indicate that respondent type explained only a modest proportion of the variance in perceptions. DSCF post hoc analysis showed that laboratory students generally perceived governance-related concerns as more problematic than faculty members and pre-service teachers (PSTs), likely due to differences in their involvement in and understanding of institutional decision-making processes. These findings highlight the importance of effective governance and clearly defined organizational structures in supporting the diverse functions of laboratory schools. Consistent with Wang et al. (2026), Bahri et al. (2024), and Rotty et al. (2025), effective governance depends on clear decision-making processes, accountability mechanisms, organizational alignment, and policy continuity.

Student Selection and Admission vs Respondent Type

Admission and selection practices emerged as an area where stakeholders held varying perspectives. Analysis of the data showed significant differences among respondent groups regarding issues related to student



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

selection and admission. However, the small to moderate effect sizes ($\epsilon^2 = 5.9\%–7.7\%$) indicate that respondent type explained only a modest proportion of the variance in perceptions. DSCF post hoc analysis showed that pre-service teachers (PSTs) generally perceived admission-related concerns as less problematic than faculty members and laboratory students, likely due to differences in their exposure to and understanding of admission policies. These findings emphasize the importance of student selection and admission practices in shaping the diversity, inclusiveness, and overall quality of the laboratory school environment. Consistent with Hsu and Sharkey (2025) and Holden and Kitchen (2019), reliance on traditional or highly quantitative admission systems may unintentionally limit diversity and disadvantage underrepresented groups.

PST Training and Development vs Respondent Type

Perceptions of preservice teacher training and development reflected the diverse experiences of stakeholders engaged in laboratory school programs. The Kruskal–Wallis test demonstrated significant differences among respondent groups regarding challenges associated with PST training and development. The small to medium effect sizes ($\epsilon^2 = 6.6\%–8.9\%$) indicate that respondent type had a meaningful influence on perceptions of PST training concerns. DSCF post hoc analysis showed that the differences were primarily between laboratory students and PSTs, with PSTs generally perceiving training-related issues as less problematic than students, likely due to their direct participation in mentoring, supervision, and field-based learning experiences. These findings highlight the importance of effective mentoring and professional development in preparing future educators. Consistent with Ashley et al. (2023) and Mwesigwa and Nakato (2025), excessive faculty workloads, mentor overload, and time constraints can reduce the effectiveness of training programs and limit professional growth.

PST Instructional Performance vs Respondent Type

A distinguished variation in stakeholder perspectives was observed regarding the instructional readiness and performance of preservice teachers. Statistical analysis revealed a significant difference among respondent groups concerning PST instructional performance. Although the effect size was moderate ($\epsilon^2 = 0.089$), indicating that respondent type



explained only 8.9% of the variance in perceptions, the findings demonstrate meaningful differences in how stakeholders viewed instructional challenges in SUC laboratory schools. DSCF pairwise comparisons showed that these differences were primarily between students and preservice teachers, suggesting that students evaluate instructional performance based on their direct classroom experiences, while PSTs view it through the lens of their developing professional competencies and teaching responsibilities. This difference highlights the need for multidimensional assessment and feedback mechanisms that integrate both learner and supervisory perspectives to strengthen teacher preparation. The findings support previous studies emphasizing the importance of laboratory schools as authentic training environments where pedagogical competence is developed and refined. Nirmala et al. (2025) found that field experiences enhance pedagogical competence through real classroom engagement, while Mustofa (2024) highlighted the role of practicum experiences in improving teaching skills and the need for continuous program enhancement. Likewise, Bahri et al. (2024) described laboratory schools as clinical learning spaces that foster reflective practice and instructional expertise.

Pedagogical and Curricular Innovation, Research, and IM Development vs Respondent Type

Stakeholders also differed in their assessment of challenges related to innovation, research, and instructional material development within laboratory schools. The Kruskal–Wallis test identified significant differences in perceptions across respondent groups, indicating that stakeholder roles influenced how these concerns were viewed. Although the effect size was moderate ($\epsilon^2 = 0.089$), indicating that respondent type accounted for only 8.9% of the variance in perceptions, the findings demonstrate meaningful differences in how stakeholders viewed instructional challenges in SUC laboratory schools. DSCF pairwise comparisons showed that these differences were primarily between students and preservice teachers, suggesting that students assess instructional performance based on their classroom learning experiences, whereas PSTs evaluate it from the perspective of their developing pedagogical competencies and teaching responsibilities. This divergence highlights the need for multidimensional



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

assessment and feedback systems that incorporate both learner and supervisory perspectives. The findings support previous studies emphasizing the role of laboratory schools as authentic training environments where pedagogical competence is cultivated through real classroom engagement (Nirmala et al., 2025), practicum experiences (Mustofa, 2024), and reflective clinical practice (Bahri et al., 2024).

Conclusion

The study concludes that SUC laboratory schools face persistent and interconnected challenges that affect their ability to fulfill their mandates in teacher preparation, instructional innovation, research, and educational service. Significant differences were observed among respondent groups across all thematic areas, with laboratory students generally perceiving institutional and operational concerns more strongly than preservice teachers, reflecting differences in stakeholder experiences and perspectives. Although respondent type explained only a modest proportion of the variance in perceptions, the findings highlight concerns related to governance, infrastructure, financial sustainability, curriculum development, faculty qualifications, mentoring systems, instructional preparedness, and research productivity. These challenges may limit the effectiveness of laboratory schools as centers for clinical teacher education and educational innovation. Consistent with existing literature, the results highlight the importance of strong governance, adequate resources, qualified faculty, effective mentoring, authentic clinical experiences, and a culture of research and innovation. Overall, the study emphasizes the need for comprehensive institutional support, strategic policy interventions, and enhanced stakeholder engagement to strengthen the quality, sustainability, and developmental functions of SUC laboratory schools and ensure the preparation of competent, reflective, and innovative future educators.

Recommendation

Based on the findings, SUCs may strengthen the governance, policy support, and stakeholder engagement mechanisms of laboratory schools to strengthen their role in teacher preparation, research, and innovation. Investments in infrastructure, instructional technologies, and sustainable funding sources may be prioritized to support quality instruction and



operations. Curriculum enhancement, expanded clinical experiences, and greater flexibility for innovation may be pursued to improve teacher preparation and educational responsiveness. Institutions may also establish clear faculty staffing standards, strengthen mentoring systems, and provide continuous professional development opportunities. Preservice teacher preparation may be enhanced through competency-based training, intensive classroom experiences, and multidimensional assessment mechanisms. Furthermore, laboratory schools may promote collaborative research, instructional material development, and evidence-based innovation. Future studies may employ comparative and qualitative approaches to further examine the effectiveness of laboratory schools and inform policy and practice improvements.

References

- Ashley, A. J., Fowler, L., & Hausegger, L. (2023). Integrating mentoring with P&T processes: A case study from the School of Public Service at Boise State. *Journal of Public Affairs Education*. <https://doi.org/10.1080/15236803.2023.2249742>
- Anderson, K., Smith, J., Algozzine, B., & Olsen, J. (2019). An Evaluation of Contextual-Fit and Value of Clinical Placements in a Dual Licensure Program. 4(1). <https://journals.uncc.edu/jaepr/article/download/822/778>
- Atud, F. M. R., Cabrera, R., & Calzada, M. P. T. (2025). Teachers' Profile, Knowledge Competence, and Skill Competence in Laboratory Instruction; Its Implications to Physics Teaching. *International Journal of Multidisciplinary*, 6(4), 2059–2069. <https://doi.org/10.11594/ijmaber.06.04.33>
- Bahri, S., Bestari, P., & Sinaga, O. (2024). The Curriculum Management Models of Laboratory Schools in Lptk. *Journal of Ecohumanism*, 3(7), 2769–2777. <https://doi.org/10.62754/joe.v3i7.4416>
- Cao, T. H. P., Pham, X. T., NGUYEN, T. M. H., Cao, T. H. P., Pham, X. T., & NGUYEN, T. M. H. (2025). Preparing pre-service teachers for curriculum innovation through reflective practice. *Journal of Science, Educational Science*, 3–12. <https://doi.org/10.18173/2354-1075.2025-0063>



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

Chotimah, C., Wulandari, M. P., & Nasution, Z. (2024). Enhancing school reputation through effective stakeholder engagement. *Sangkep*, 7(2), 290–308. <https://doi.org/10.20414/sangkep.v7i2.11166>

Commission on Higher Education. (2007). CHED Memorandum Order No. 52, series of 2007: Policies, standards and guidelines for teacher education. Commission on Higher Education.

Department of Education. (2017). DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers (PPST). Department of Education. <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers-2/>

De Guzman, A. B. (2001). The status and functions of laboratory schools in teacher education institutions in the Philippines. Commission on Higher Education.

Fantinalgo, P. J. (2025). Assessment of the Physical Plant and Facilities at Capiz State University. *International Journal For Multidisciplinary Research*, 7(3). <https://doi.org/10.36948/ijfmr.2025.v07i03.46220>

Holden, M., & Kitchen, J. (2019). Access and Equity in Ontario Teacher Education: Teacher Candidates' Perceptions. *Alberta Journal of Educational Research*, 65(1), 51–71. <https://doi.org/10.55016/ojs/ajer.v65i1.56453>

Hsu, G., & Sharkey, A. (2025). Same Policy, No Standardized Outcome: How Admissions Values and Institutional Priorities Shape the Effect of Test-Optional Policies on Campus Diversity. *American Sociological Review*. <https://doi.org/10.1177/00031224251352432>

Instructional Competencies of Laboratory School Teachers in Remote Blended Learning. (2023). *Teacher Education and Curriculum Studies*. <https://doi.org/10.11648/j.tecs.20230802.11>



Kotsis, K. T., & Tsiouri, E. (2025). From Practice Schools to University Schools: Structural Evolution of Teacher-Education Sites in Europe. [https://doi.org/10.59324/ejceel.2026.4\(1\).01](https://doi.org/10.59324/ejceel.2026.4(1).01)

Mukti, A. T. S., Dhiaulhaq, F., & Jamiludin, J. (2024). Pengelolaan Pembiayaan Pendidikan di SLB Darma Putra Kalipucang. *Jurnal Pelita Nusantara*, 2(2), 195–203. <https://doi.org/10.59996/jurnalpelitanusantara.v2i2.577>

Mustofa, M. (2024). School Learning Practice Program in Improving Pedagogical Competence of Preservice Teachers. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 15(1), 167. <https://doi.org/10.24042/002024152314000>

Mwesigwa, F., & Nakato, N. (2025). Mentorship in Teacher Education Programs: A Review of Practices, Outcomes, and Challenges. *Acta Pedagogica Asiana*, 5(1), 15–29. <https://doi.org/10.53623/apga.v5i1.679>

Nirmala, N., Nuraini, H., Widiarti, A., Forsia, L., Nirmala, N., Nuraini, H., Widiarti, A., & Forsia, L. (2025). Experiential Learning and Pedagogical Skill Development among Pre-Service Teachers in Teaching Practice Programs: An Academic Analysis. *JISAE (Journal of Indonesian Student Assessment and Evaluation)*, 11(2), 54–64. <https://doi.org/10.21009/jisae.v11i2.7270>

Perceptions of students and faculty on the adequacy and quality of physical plant and facilities at mdc: implications for institutional development. (2025). <https://doi.org/10.17613/tw2dp-th387>

Pereyras, J. (2021). Stakeholders' Satisfaction on the Physical Plant and Facilities of the Pangasinan State University. *Social Science Research Network*. <https://doi.org/10.2139/SSRN.3950031>

Philippine National Research Center for Teacher Quality. (2017). *Philippine Professional Standards for Teachers*. Teacher Education Council and Department of Education.



Lao, K.A.C. (2026). Issues and Challenges in the Implementation of Laboratory Schools in State Universities and Colleges: Perspectives of Administrators, Faculty, Laboratory Students, and Pre-Service

Poulton, P. (2025). Preservice teachers as curriculum deliverers or curriculum-makers? Exploring curriculum-making conceptions and opportunities in professional experiences. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-025-00808-6>

Republic Act No. 10533. (2013). Enhanced Basic Education Act of 2013. *Official Gazette of the Republic of the Philippines*. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>

Requiz, E. P. (2025). Strengthening Institutional Sustainability and Stakeholder Alignment: An Assessment of Perceptions and Support for Initao College, Misamis Oriental. *British Journal of Multidisciplinary and Advanced Studies*, 6(1), 67–86. <https://doi.org/10.37745/bjmas.2022.04237>

Rotty, V. N. J., Rengkuan, A. N., & Sumarauw, L. E. (2025). Education Laboratory at PTN-BLU: A Review Study on Policy and Institutional Political Implications. *LITERACY: International Scientific Journals of Social, Education, Humanities*, 4(2), 89–97. <https://doi.org/10.56910/literacy.v4i2.2286>

Vaughan, M. D., Meredith, T. L., & Mariani, M. (2023). Building the comprehensive educator research program: action research as a vehicle for empowerment, growth, and professionalization in K12 schools. *Educational Action Research*, 1–13. <https://doi.org/10.1080/09650792.2023.2209602>

Wang, L., Alharbi, M. H., Zhang, Y., Ariffin, M. N. K., & Shutaywi, M. (2026). Governing Laboratory Education in the Post-Pandemic Era: A Multi-Level Governance Framework. *European Journal of Education*, 61(1). <https://doi.org/10.1111/ejed.70430>

Zenke, C. T. (2020). Schule als “Labor”: Eine internationale Perspektive auf das Prinzip der „Laboratory School“. 3, 175–184. https://doi.org/10.4119/WE_OS-3363

Funding

No funding was received for this study.



Disclosure statement

The author declared no conflict of interest.

Acknowledgement

The author gratefully acknowledges the invaluable support, guidance, and contributions of the participants, colleagues, mentors, and partner institutions whose cooperation and encouragement made the successful completion of this research possible.

About the author:

Kent Adnil C. Lao, EdD is an Associate Professor and Associate Dean of the College of Teacher Education at Western Mindanao State University. He holds a Doctor of Education in Educational Administration and a Master of Arts in Instruction Development and Technology. His professional interests include teacher education, educational administration, quality assurance, research, and instructional innovation. He has served as program coordinator, department head, internal auditor, and data protection officer, and has published and presented research in education.

E-mail: kent.lao@wmsu.edu.ph