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Philippine Normal University
National Center for Teacher Education

**TOWARDS A PROPOSED QUALITY ASSURANCE
FRAMEWORK FOR TEACHER EDUCATION INSTITUTIONS
(TEIs)**

A Dissertation
Presented to the Faculty of Graduate Studies
and Teacher Education Research
Philippine Normal University, Manila

In Partial Fulfillment of the Requirements
For the Degree Doctor of Philosophy in Education with
Specialization in Educational Management

By

Besy Caliwliw Agamata

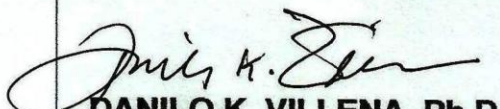
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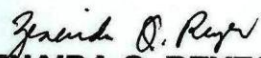
APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Doctor of Philosophy with specialization in Educational Management, this dissertation entitled **"TOWARDS A PROPOSED QUALITY ASSURANCE FRAMEWORK FOR TEACHER EDUCATION INSTITUTIONS (TEIs)"** prepared and submitted by MS. BESY C. AGAMATA who is hereby recommended for approval and acceptance.


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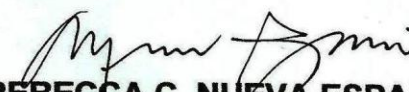

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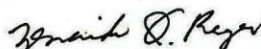

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DEDICATION

In loving memory of my parents, the late Melecio Caliwliw Sr., and Juana Caliwliw who believed that I could be a doctor of philosophy someday;

To my siblings, Carmelita Caliwliw, Alicia Indefenzo, Eduardo Caliwliw, and Melecio Caliwliw, Jr., for their unwavering confidence in my ability to finish the degree and their humor that lightened the load of arduous work;

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To God Almighty for being my shepherd, giving me good health, inspiration, wisdom, patience, and perseverance which enabled me successfully accomplished this piece of work which is the culmination of my educational goal.



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All glory to God who deserves most my gratitude.

B.C.A



ABSTRACT

Name: **BESY CALIWLIW AGAMATA**

Title: **TOWARDS A PROPOSED QUALITY ASSURANCE FRAMEWORK
FOR TEACHER EDUCATION INSTITUTIONS (TEIs)**

Key Concepts: **Quality Indicators, Total Quality Assurance, Quality Assurance
Framework, Best Practices**

Degree: **Doctor of Philosophy**

Specialization: **Educational Management**

Advisers: **Danilo K. Villena, Ph.D**
Rene R. Belecina, Ph.D

This study was an attempt to propose a quality assurance framework for Teacher Education Institutions (TEIs) in its quest to achieve the total quality assurance based on the observed best practised indicators in Domain 1, Instruction and its 12 sub areas, Domain 2, Research and Publications, and Domain 3, Extension and Community Involvement.

Using a quantitative research design, a modified expert validated survey instrument was used to gather the best quality indicators of TEIs assessed by 280 respondents composed of 161 senior college students, 78 graduate students, and 41 faculty/administrators purposively drawn from South Manila Inter-Institutional Consortium (SMIIC) Schools of Education - Adamson University (AdU), Emilio Aguinaldo College (EAC), Philippine Christian University (PCU), Philippine Normal University (PNU),



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Philippine Women's University (PWU), St. Paul University (SPU), and St. Scholastica's College (SSC). The data were interpreted using descriptive statistics such as frequency count, weighted mean, ranking, and scaling technique. Total Quality Assurance (TQA) using a four-point scale was used to determine the gap from the computed mean as basis towards the proposed quality assurance framework for TEIs. On the other hand, a qualitative research design was utilized to triangulate the quantitative data through the interview of twelve (12) participants, consisting of four (4) deans, two (2) department chairs, and six (6) faculty members. The interview data were transcribed, coded, and analyzed. Although the interview data generated rich descriptions and explanations, extrapolation can be produced but not necessarily generalizable findings to other TEIs.

Analyses of data showed the best practised quality indicator considered as strength of each respondent school in Domain 1 Instruction are the following: Area 1 Vision, Mission, Goal, and Objectives (SSC); Area 7 Laboratory Facilities (SPU); Area 10 Performance in Licensure Examinations (EAC, PCU, PNU, and PWU); which was also identified as the highest quality indicator, and Area 11 Profile of Graduates/Trace Program (AdU). On the contrary common weaknesses assessed by the respondents were Area 2 Administration sub area Resource Generation and Utilization by AdU, EAC, PCU, and SSC; and Area 2 Administration sub area Networking and Linkages by SPU; and Area 9 Information and Communications Technology by AdU, PCU, PNU, and SSC. Area 11 Profile of Graduates was the weakness EAC and PWU.

Among the three domains, Domain 3 Extension and Community Involvement ranked first while Domain 2 Research and Publications ranked last.



Overall, the 7 respondent schools practised the quality indicators in the 3 domains but did not achieve the desired total quality assurance. Based on the results of this study, emerging indicators of best practices were identified which led to the proposal towards quality assurance framework for TEIs.

Conclusions

Based on the findings it could be concluded that:

1. TEIs had common and different strengths and weaknesses in the three domains of quality indicators.
2. Best practices in instruction, research and publications, and community extension and involvement were observed and practised either by individual or groups of TEIs.
3. All respondents did not reach quality assurance.
4. All respondents have the same view of quality assurance.
5. Quality Assurance Framework as proposed can assist in quality assurance.

Recommendations

Based on the results of the study, the following recommendations are hereby advanced:

1. The TEIs should enhance their strengths and improve their weaknesses in instruction and its sub area indicators, research and publications, and extension and community involvement through effective strategic planning.



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2. Involvement of the stakeholders should be implemented in the regular review of VMGO, programs, and services of TEIs.
3. Intensify research component to develop research culture among TEIs, their faculty and students.
4. Sustain licensure examinations as very much practised quality indicator.
5. Strengthen resource generation and utilization mechanism for viability of programs and services; local and international networking and linkages for curricular, professional development; laboratories for a more conducive learning environment, ICT for instructional support; and tracer study program for databank and sustainable partnership.
6. Subject the proposed quality assurance framework to critical study of other TEIs to determine its feasibility as quality assurance initiative.



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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Higher education has become the focal attention among national governments here and abroad. As a result, higher education should continue to be more relevant to the social and economic needs, including the desire to widen access, ensure comparability or provision and procedures within and between institutions including international comparisons. Moreover, it should be more cost effective and more responsive to a range of stakeholders.

During the 1990s, quality in higher education became the foremost concern in many countries in the Asia and Pacific region. In fact, higher education is scrutinized on its usefulness to stakeholders as it undergoes manifold types of changes brought about by massification and globalization. Consequently, such expectations have led to increased demands for accountability of Higher Education Institutions (HEIs) emphasizing continuous maintenance and enhancement of academic standards and processes.

The quality of the higher education sector, and how that quality is defined, evaluated and monitored is therefore key not only to the social and economic well-being of a nation, but is a determining factor related to the status of that higher education system within a region, and the overall quality of a region's higher education sector in a global context. Peril and Promise as cited by Lenn (2004) state:



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As knowledge becomes more important, so does higher education. The quality of knowledge generated within higher education institutions, and its availability to the wider economy, is becoming increasingly critical to national competitiveness.

In *Constructing Knowledge Societies*, World Bank (2000) concurs that the last decade of the 20th century has experienced significant changes in the global environment that bear heavily on the role, functions, shapes, and the modes of operation of tertiary education systems all over the world, including those developing countries. UNESCO (2012) articulates in *Graduate Employability in Asia*:

As we live in a rapidly changing world with diverse demands and challenges, governments should look for universities that can produce human resources with the right kind of capacities, skills, and knowledge to meet the 21st century needs. In addition, universities need to facilitate the shift to knowledge-based economy and high-technology through effective linkages between research and industry to ensure that their countries have a competitive edge in the global market.

In this regard, the Philippines' HEIs must therefore, convince stakeholders that institutions and systems are doing a competent job in insuring quality outputs.

The Philippine Commission on Higher Education (CHED) took the initiative to conceive of and develop a system of quality assurance procedures. The underlying rationale with quality assurance in higher education is to ensure that institutions effectively and efficiently deliver education, training, research, and community service which are of high quality and which produce socially useful and enriching knowledge as well as a



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relevant range of graduate skills and competencies necessary for social and economic progress.

To succeed in this direction, quality assurance has been divided into three components, namely: a) accreditation which is voluntary and done by accrediting bodies certified by their federations; b) benchmarking for the development of policies, standards, and guidelines; and c) Institutional Quality Assurance Monitoring and Evaluation (IQuAME). Program reviews become expected components in demonstrating institutional effectiveness.

As the Philippine HEIs recognize the need to adapt to the fiscal realities and seek new information on which to base decision concerning efficiency, effectiveness, and productivity, they need to select relevant performance indicators for the standards set for measurability, accountability, control, and improvement particularly in Teacher Education Institutions (TEIs) who train teachers to produce competent Filipino learners. Republic Act No. 7784 Section 1 states:

It is the declared policy of the State to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. It is likewise universally recognized that the teacher is the key to effectiveness of the teaching-learning process by drawing out and nurturing the best in the learner as human being and worthy member of society. Thus, this Act aims to provide and ensure quality education by strengthening the education and training of teachers nationwide through a national system of excellence for teacher education.



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However, as articulated in *12 concerns in teacher education in-service programs* (Manila Bulletin, 2012) six of these concerns have to be addressed:

1. Quality of teacher applicants
2. Lack of student discipline and /or motivation
3. Limitations of certain teacher education programs
4. Lack of support and follow-through after in-service
5. Lack of research-based instruction
6. Lack of research skill among pre-service teachers

Given the chance, our Filipino teachers can compete globally, especially if they are trained and prepared well, equipped with effective teaching skills, attitude, knowledge, and values needed by the teaching industry. Good teachers are essential, therefore; TEIs must look at their policy concerning the selections of education students. These students should be competent, however; Chua (2012) citing Luistro:

“In government, whether in teaching or in other areas, no one has ever been dismissed for incompetence. People have been dismissed for corruption, but not for incompetence.”

In view of this, TEIs should work on producing competent education students through training and re-training them well.

TEIs should explore other quality indicators in instruction, research, and community engagement for quality assured education programs and services to respond to the vision of excellence and accountability.



It is in this light that this study embarked on integrating quality assurance as explicit commitment to the development of culture of quality and continuous enhancement of program and service of TEIs. Through the analysis of quality indicators, this study would identify the strengths and weaknesses of TEIs. From the best practices observed and qualitative data gathered, quality assurance framework would be proposed. The development of common interest to improve **TEI's'** performance in a particular domain and quality indicators, would serve as avenue for shared vision of excellence, fitness for purpose, value for money, and transformation, thereby ensuring national relevance, social development, economic, and employment growth for TEIs.

Background of the Study

The Philippine Constitution, Article XIV, Section 1, provides that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make it accessible to all.

To ensure the implementation of the law, Republic Act No. 7722, an act empowering the Commission on Higher Education (CHED) to monitor, and evaluate the performance of programs and institutions of HEIs on efficiency, quality and excellence, relevance and responsiveness, and access and equity.

The CHED's vision clearly states that all HEIs in the Philippines serve as a key player in the education and integral formation of professionally competent, service-oriented, principled, and productive citizens. Through its tri-fold functions of teaching, research, and



extension services, it becomes a prime mover of the nation's socio-economic growth and sustainable development (www.ubaguio.edu/rdc/?page_id=602).

To succeed in this direction, CHED practises both internal and external quality assurance mechanisms. CHED Memorandum Order Nos. 15 and 16 series of 2005 institutionalized the implementation of Institutional Quality Assurance through Monitoring and Evaluation (IQuAME) as a mechanism for monitoring and evaluation of the outcomes of the programs, processes, and services provided by both public and private HEIs. The monitoring and evaluation cover key result areas that include governance and management, quality of teaching and research, support for students, relations with the community, and management of resources.

According to Defensor (2010), CHED encourages the use of voluntary non-governmental accreditation systems in aid of the exercises of its regulatory functions

Based on CMO No. 01 s. 2005, the Federation of Accrediting Agencies of the Philippines (FAAP) is the umbrella organization of accrediting agencies to certify the accredited status of academic programs of private schools. FAAP is composed of Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI), the Philippine Accrediting Association Schools, Colleges and Universities (PAASCU), and the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). In addition, CHED recognizes the National Network of Quality Assurance Agencies (NNQAA), the umbrella network that certifies accredited status of the public institutions. NNQA is composed of Accredited Chartered Colleges and Universities of



the Philippines (AACCUP) and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA).

Defensor (2010) further elaborates that accreditation status of the programs of HEIs serves in a number of ways:

1. Levels of accreditation are used by CHED as a major criterion in the identification of Centers of Excellence (COEs) or Centers of Development (COD) which entitles the HEIs financial support from the Commission for their flagship projects and programs;
2. Levels of accreditation are also a major criterion by CHED in the selection of private schools to be granted autonomous or deregulated status with certain benefits to be enjoyed;
3. Level III accreditation status is used by CHED as a major consideration in the conversion of a private college to university status;
4. Level III accreditation status in the corresponding undergraduate programs is used by CHED as a major requirement for HEIs applying for government authority to open new graduate programs, offer distance and open learning programs, and conduct extension classes/programs.
5. Accreditation status of the program is used by CHED in the identification of priority programs and in the allocation of student scholarship slots to the HEIs as well as in the selection of delivering institutions for faculty development assistance.



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However, despite these quality assurance measures of CHED, the quality of graduates in the country is generally poor. Based on the report of the Task Force on Higher Education, the qualifications of faculty and staff, research output, quality of students entering the program, instructional facilities and resources, library facilities, curriculum, and tuition fees generally affect the quality of HEIs.

Licuanan (2001) on the other hand, opines that private higher education represents the best and worst in Philippine education. The sector is characterized by the proliferation of institutions and programs of uneven quality. It depicts the overall picture that there is a present jobs-skills mismatch among the graduates. The business sector has also expressed their wariness over the capacities of graduates that have been available in the job market.

The question on quality has remained the key issue particularly on the performance of our professional courses specifically the education courses. Rosas (2010) citing the report of CHED-MIS 2008 maintains that there seems to be a deterioration of performance of passing rates of education graduates in board examinations. From 2005 to 2009, the performance of passing rates of graduates in Teacher Education-Elementary according to the author is 27.55%, 29.28%, 27.55%, 29.52%, and 23.09% respectively as compared to Teacher Education-Secondary which is 25.93%, 32.46%, 29.12%, 33.12%, and 26.84%.

Rosas (2010) further explains that in the overall passing percentage in various licensure examinations from 2004-2008, with less than 36.93% passing percentage Group B, out of eighteen (18) professional courses, Teachers-Secondary ranked 15th with 298,862



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examinees and 88,412 passers and passing percentage of 30% while Teachers-Elementary ranked 16th with 330,601 examinees and 93,258 passers with 28% passing rate. This means that the licensure examinations for teachers, both for the secondary and elementary levels are among those with lower passing percentage.

Rosas recommends for a careful analysis of examinees' performance. From the time the LET has been administered since 1986 to date; the mean score is approximately one-third of the total number of test items. This information signifies that the examinees have learned about one-third only of what is expected to be mastered and learned. This situation is also true with majority of the results in other licensure examinations. Accordingly, this information is food for thought for all educators

Aside from dismal performance in the Professional Board Exam for Teachers, Philippine Human Development Report (2008) enumerates that there is a dearth of highly competent teachers who are the students' primary source of learning in the absence of books and other learning materials. Compounding this, are the fact that few institutions offer high quality education in core courses like language, math, and science.

The above pronouncements are validated by the comment made by Former Education Undersecretary Ordonez, cited by Soliven (1999) when the former Undersecretary describes:

Teacher education institutions are purveyors of the most educated Filipino teachers but with lamentably weak performance.



Further validation was also made when Tullao, Jr. (2000) mentions that aside from low performance of graduates in the national licensure examinations, HEIs in the country have limited number of schools with accredited programs, and very few institutions were recognized as centers of excellence.

Aggravating this problem according to Clemena (2006) are other quality assurance issues such as the development of a performance-based system for granting incentives to teachers' needs, shortage of training for pure sciences specialists, lack of funding for training and research for teachers, weak response of higher education programs to labor market and national development needs, oversupply of teacher education graduates, limited scholarship grants, financial assistance for disadvantaged groups, and very few Level IV-accredited institutions.

The challenges facing HEIs particularly offering teacher Education programs is to keep up with the standards of quality set by the institutions in Asia and the rest of the world. TEIs have to become relevant to the needs of the people and the nation, and be accessible to those who stand to benefit from them – stakeholders, students, parents, and the end users of educational outputs such as the government and business corporations.

To help ensure quality in the higher education, the adoption of quality assurance system and setting of quality standards may be undertaken through internal and external mechanisms but also through internationally recognized mechanisms.

Quality assurance processes and standards should be developed to foster public understanding of confidence in the quality of HEIs and TEIs; and to better respond to stakeholder questions: What am I/are we getting for our money? What can/can't our



graduates do? These questions should be able to lead to enhancements of the school not just focus on compliance to some rules.

Thus, TEIs need to determine beforehand which areas of quality improvements would make the greatest difference in attaining their mission statements given their peculiar circumstances.

This study aimed to discover the quality indicators that influence the standards of TEIs. The identified strengths are for enhancement and sustenance and weaknesses as areas for improvement.

TEIs being the forefront to meet the standards of highly capable institutions must be recognized for excellence from among the professional courses in the country.

Research Locale

The focus group of this study were members of South Manila Inter-Institutional Consortium (SMIIC), formerly known as Inter-Institutional Consortium (IIC). The consortium, established in 1974, is a group of higher educational institutions in the southern portion of Manila. The purpose of the consortium was to collaborate actively to effect social transformation by promoting the cause of education and by making quality and relevant learning accessible to as many as possible. In many respects, the IIC mirrors the growth of the inter-institutional cooperation in the Philippines. Among the factors that contributed to this growth include the realization of the need for cooperation, leadership of some educators, endorsement by government and educational bodies, the preference of funding agencies to extend aid to cooperative ventures among several institutions rather than to individual schools, regionalization, and accreditation.



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The consortium's five service areas had attracted membership from other colleges and universities within the area. These areas included Extension Services that promoted civic responsibility; Student Services Development that promoted excellence and quality education; Curriculum and Instructions that continuously shared information, training and resources to improve curriculum and instruction; Faculty and Administrative Staff Development that ensured excellence in faculty academic preparation, competency and effectiveness; and Research and Publications .

Among the 12 members schools, the study considered 7 member schools– St. Scholastica's College (SSC), Philippine Women's University (PWU), Philippine Christian University (PCU), St. Paul University (SPU), Emilio Aguinaldo College (EAC), Adamson University (AdU), and Philippine Normal University (PNU) as respondents. These schools were selected based on the following aspects: 1) education programs; 2) internal and external quality assurance mechanisms; 3) program accreditation status; 3) autonomous or deregulated; and 4) national and international program recognition/s.

St. Scholastica's College, (SSC) founded in 1906 by the Missionary Benedictine Sisters of Tutzing is one of the two schools named in the Educational Survey Report with highest standards with reference to physical plant, equipment, teaching personnel, and methods of instruction (www.ssc.edu.ph/sscweb/Welcome/Welcome%20to%20SSC.html).

In September 1957, the College unit was accredited by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). To date, St. Scholastica's College is accredited in all its basic education units and college programs in Arts and Sciences, Education, Commerce and Accountancy. In the school year 2000-2001, St.



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Scholastica's College was granted full autonomy by CHED, receiving such distinction as one of the 30 HEIs recognized for the quality of its programs. Moreover, the school serves as a lead institution in CHED Zonal Research Projects such as: 1) Aligning Competency Skills of Information and Communication Technology (ICT) Graduates and Industry Needs; and, 2) Comparative Study of Traditional and Problem-based Learning Methods in Teaching Business Subjects. SSC had taken a forward step towards greater utilization of technology not only in the teaching learning process but also in its administrative processes through its developed in-house Integrated School Information System (ISIS) which supports academic and administrative decision making.

The Teacher Education Program of SSC granted Level III by PAASCU is committed to providing future educators with learning experiences and competencies expected of an effective classroom teacher.

The Philippine Women's University (PWU), a non-sectarian academic institution for men and women founded in 1919 as the Philippine Women's College by Filipino women, envisions to prepare young women for leadership and service, established the College of Education in 1925. In 1933, PWU opened the two-year Junior Normal College curriculum leading to the degree of Elementary Teacher's Certificate with majors in the general subjects and Home Economics. In 1950, the Bachelor of Science Education (BSE) program was granted Government Recognition by the Department of Education. In 1952, the two-year Junior Normal course was changed to a four-year program leading to the degree of Bachelor of Science in Elementary Education (BSEEd), which according to Bitanga (2011) was the first degree of its kind to be offered in the country. In 1953, the Bureau of Higher



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Education granted recognition to the PWU's BSEEd program. Bitanga (2011) in her study states that School of Education has enjoyed the benefits of Level II 3rd Re-accreditation status; however, in 2006 after applying for Level III accreditation, the Secondary Education Program was granted Level III Re-accredited Status valid up to December 2012 while the Elementary Education was granted Level III Re-Accredited Status in June 2008 valid until 2013. The Secondary and Elementary Education programs are the first programs of the University to obtain Level III accreditation, which made a significant impact in the granting of Autonomous Status of the University.

The Philippine Christian University (PCU), founded in 1946 by the Laymen of the Evangelical Association of the Philippines was originally named as Manila Union University. The college was renamed as Philippine Christian College (PCC). In 1976, the PCC acquired the university status.

PCU is the only major mainline Protestant (related with the United Church of Christ in the Philippines) university at the heart of Metro Manila which is one of the few schools in the country enjoying a Special Distinction and Autonomy Status awarded by CHED. Such award is given to schools who have reached a level of academic performance and institutional achievements that merit respect and recognition as stated in [en.wikipedia.org/index.php?title=Philippine Christian University](http://en.wikipedia.org/index.php?title=Philippine_Christian_University).

St. Paul University Manila (SPU) is one of the educational institutions owned and administered by the Congregation of the Sisters of St. Paul of Chartres (SPC). The University started out originally in 1911 as a novitiate, a training center for young Filipino women wishing to become Sisters of St. Paul of Chartres. The college department was



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opened in 1936 and in the succeeding year, the school's name was changed to St. Paul College of Manila (SPCM). In 1957, SPCM became a Charter member of (PAASCU) and became the first school in the Philippines to be PAASCU-accredited.

In 1970, the university started to concentrate on higher education. It was in 1975 that St. Paul became one of the founding members of the Inter-Institutional Consortium. In 1992, the school was cited by the Department of Education, Culture, and Sports (DECS) as one of the 17 excellent colleges and universities in the Philippines. In 2001, in recognition of its meritorious achievements in higher education, it was conferred an Award of Distinction and given full autonomy status for five years by CHED. In 2003, the school started its graduate programs and in 2004, the school became part of the St. Paul University System, the first university system in the Philippines recognized by CHED. The school name was then officially changed to St. Paul University Manila as cited in www.spumanila.edu.ph/About_History.aspx.

The Emilio Aguinaldo College (EAC) is one of the premier coeducational universities in Manila. It runs under the management of the Yaman Lahi Foundation Incorporated.

In 1990, the government granted EAC the opening and operation of Bachelor and Elementary Education and in 1991, a permit was granted to operate a 4-year Education course leading to Bachelor degree in Elementary Education. In 1995, the college merited recognition from the PACUCOA Level 1 Accreditation. It was an affirmation that the college has continued to be competitive with other Schools of Education. In 1996, EAC was granted permit to operate a Nursery and Kindergarten school which serves as a Laboratory School for the College of Education. The College of Education continues to produce



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teachers, who do not only convey organized knowledge but also a humanist with a clear understanding and appreciation of human values that elevate the human spirit (eac.edu.ph).

Adamson University (AdU), a private and Catholic university founded in 1932 has eight distinguished courses for Center of Development and Center of Excellence identified by CHED and granted Autonomous Status. AdU is included in the Top 200+ universities in Asia through Quacquarelli Symonds Asia University Rankings in 2011. This makes AdU top 9 in the rankings nationwide and top 5 in the Metro Manila area. On the other hand, Adamson's Bachelor of Secondary Education and Bachelor of Elementary Education are Level II and Level III PACUCOA accredited.

The Philippine Normal University (PNU) then known as the Philippine Normal School (PNS) was founded in 1901 through Act No. 74 of the Philippine Commission as the first institution of higher learning organized during American regime. PNS was converted into the Philippine Normal College (PNC) in 1949. It became a full-pledged university in 1991, under Republic Act 7168. PNU continued to serve as collaborative partner in various government and private-sector educational projects. In further recognition of its leadership role, the University was designated as Center of Excellence in Teacher Education for the National Capital Region and Center of Excellence in Filipino at the national level (en.m.wikipedia.org).

For more than one hundred year since its founding in 1901, the university has been regarded as the premier institution in the country. To date, PNU is designated as the

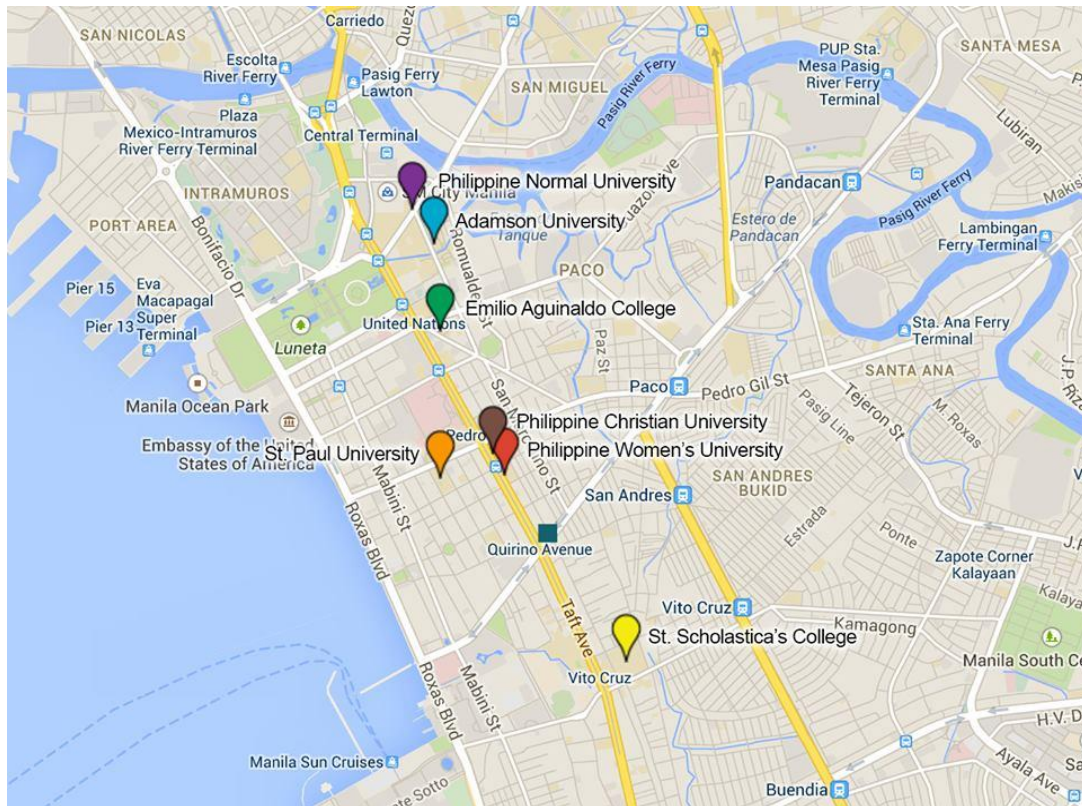


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National Center for Teacher Education (NCTE) as mandated under Republic Act 9647 in 2009 (www.pnu.edu.ph/books/adopt-a-school).

Figure 1 presents the map of research locale. As gleaned from the map, the seven participating schools are located along Taft Avenue Manila and are geographically near with one another.

Figure 1
Map of Respondent Schools





Quality Management Models and Theories as Bases of the Study

In many countries and many cultures the issue of quality management has been firmly on the agenda of HEIs for quite some time. HEIs for the masses and a growing climate of increased accountability are frequently cited as rationales for a greater emphasis on quality. However, there is no consensus on how to best measure and manage quality within HEIs because of the difficulty in conceptualizing quality. One of the most clearly defined sets of dimensions of quality for HEIs has been identified by Harvey & Knight (1993), who argue that quality can be broken down into five different but related dimensions:

- quality as exceptional (high standards)
- quality as consistency (zero defects)
- quality as fitness for purpose (fitting customer specifications)
- quality as value for money (as efficiency and effectiveness)
- quality as transformative (an ongoing process that includes empowerment to take action and enhancement of customer satisfaction).

In this regard, the following are quality management models considered in the present study in assessing the quality dimension of HEIs. First is Total Quality Management (TQM) which is a comprehensive management emphasizing high quality inputs and producing excellent outcomes. Second, the Baldrige Award which targets on seven performance of excellence namely 1) leadership, 2) information analysis, 3) strategic quality planning, 4) human resource development and management, 5) management of process quality, 6) quality and operational results, and 7) customer focus and satisfaction. Third, the Deming Prize which highlights 1) policy and objectives, 2) organization and its operation, 3)



education and dissemination, 4) assembly and disseminating information, 5) analysis, 6) standardization, 7) control, 8) quality assurance, 9) results, and 10) future plans.

Deming as cited by Becket & Brookes (2008) states that education has been viewed as a system or a network of interdependent components that work together to try to accomplish the aim of the system. The system consists of inputs, transformation processes, and outputs. Sahney et al. as cited by Becket & Brookes (2008) advise that in education there are human, physical, and financial resource inputs that undergo processes including teaching, learning, research, administration, and knowledge transformation. This also involves financial, physical, and manpower measures associated with the resources that are provided for students at each educational level. On the contrary, educational processes refer to all processes from curriculum development to final assessment including admission, teaching, and learning. Educational outputs refer to the consequences of the educational process as reflected in measures such as the levels of knowledge, skills and values acquired by the students. The outputs of the education system can be tangible, intangible or value addition through, for example, examination results, employment, earnings, and satisfaction.

A higher education organization in relation with the quality systems and its program designs proves to be a system as it is holistic, open, continuously changing, interactive and with embedded features. The premise that higher education itself is considered as a system with its inputs, processes, and outputs this study considered the systems approach which integrates the analytical and synthetic method first proposed with the concept of "General System Theory" by the biologist Ludwig von Bertalanffy in 1969. General systems



theory is based on the assumption that there are universal principles of organization, which hold true for all systems (Mizikaci, 2006). The basic principle of the systems theory is that the whole is more than the sum of its parts, that the whole determines the nature of the parts, and the parts are dynamically interrelated and cannot be understood in isolation from the whole.

Systems are regarded having four major characteristics (Banathy, 2000):

1. Systems are goal oriented;
2. Systems have inputs from their environment;
3. Systems have outputs to achieve their goals; and
4. There is feedback from the environment about the output

The systems approach considers two basic components: elements (inputs) and processes. Input is something from the external environment that is fed into the system. They are measurable things that can be linked together. They are also called objects, events, patterns, or structures. Process is the most important element of the system. The process accepts the inputs into the system and performs some types of operation on it which transforms it into some other state. In the simplest terms, the process is at the heart of any system. Output is the result of processing the input. Without output, a system has no link back into the external environment. The systems approach to quality and program evaluation accommodates a complementary view to the evaluation of quality implementation. Quality would provide feedback for itself through the systems approach, with continuous evaluation and feedback aspects of its systems. The system level evaluation of the program is crucial to determine whether the stakeholders' and the system



level needs are being addressed, and to identify opportunities to improve efficiency in existing programs (Gates et al., 2002).

Conceptual Framework of the Study

Figure 2 on page 24 shows the conceptual framework of the study applying the input, process, and output processes of systems approach model.

The input phase, identified the domains and areas of quality indicators where TEIs would be assessed namely Domain 1 VMGO; administration and its sub areas- planning, monitoring, and implementation, staff development, promotion, and retirement plan, networking and linkages, resource generation and utilization; faculty profile and professional competence, curriculum, learning environment, assessment of learning, laboratory facilities, library facilities, information and communications technology, licensure examinations for teachers, profile of graduates, student support and services; Domain 2 research and publications, and Domain 3 extension and community involvement. The enumerated quality indicators were synthesized from literature review and self-survey instruments of PAASCU, PACUCOA, and CHED'S IQuAME contextualized and modified to suit to TEIs' assessment of strengths and weaknesses.

The process phase, described the six activities performed to transform the inputs. The developed modified survey instrument was validated by experts in terms of appropriateness, clarity, readability of format, content, and language, and coverage of information intended for sample population. Comments of the experts were used in the revision and finalization of the survey instruments. The final approved survey instrument



made of three parts, was distributed to the respondent schools after securing permission from respective school administrators. The participants' assessments on the quality indicators were statistically analyzed to identify the strengths and weaknesses of the school. Data analysis provided the best practices of each school validated during the interview.

The inputs which were transformed into process, yielded the output towards the proposed quality assurance framework, which the TEIs could use as reference for its continuous quality assurance improvement.

Statement of the Problem

This study aimed at looking into the practices to determine the strengths and weaknesses along the quality indicators. The results of which served as bases for towards the proposed quality assurance framework for TEIs.

Specifically, this research study sought to answer the following questions:

1. How do respondents of each TEIs assess the practices of their school in relation to the domains and area indicators of quality standards?

A. Instruction

A.1. Vision, Mission, Goal, and Objectives

A.2. Administration

A.2.1 Planning, Monitoring, and Implementation;



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A.2.2 Staff Development, Promotion, and Retirement Plan;

A.2.3 Networking and Linkages;

A.2.4 Resource Generation and Utilization.

A.3 Faculty Profile and Professional Competence

A.4 Curriculum

A.5 Learning Environment

A.6 Assessment of Learning

A.7 Laboratory Facilities

A.8 Library Facilities and Collections

A.9 Information and Communications Technology

A.10 Licensure Examinations for Teachers

A.11 Profile of Graduates/Trace Program

A.12 Student Support Services

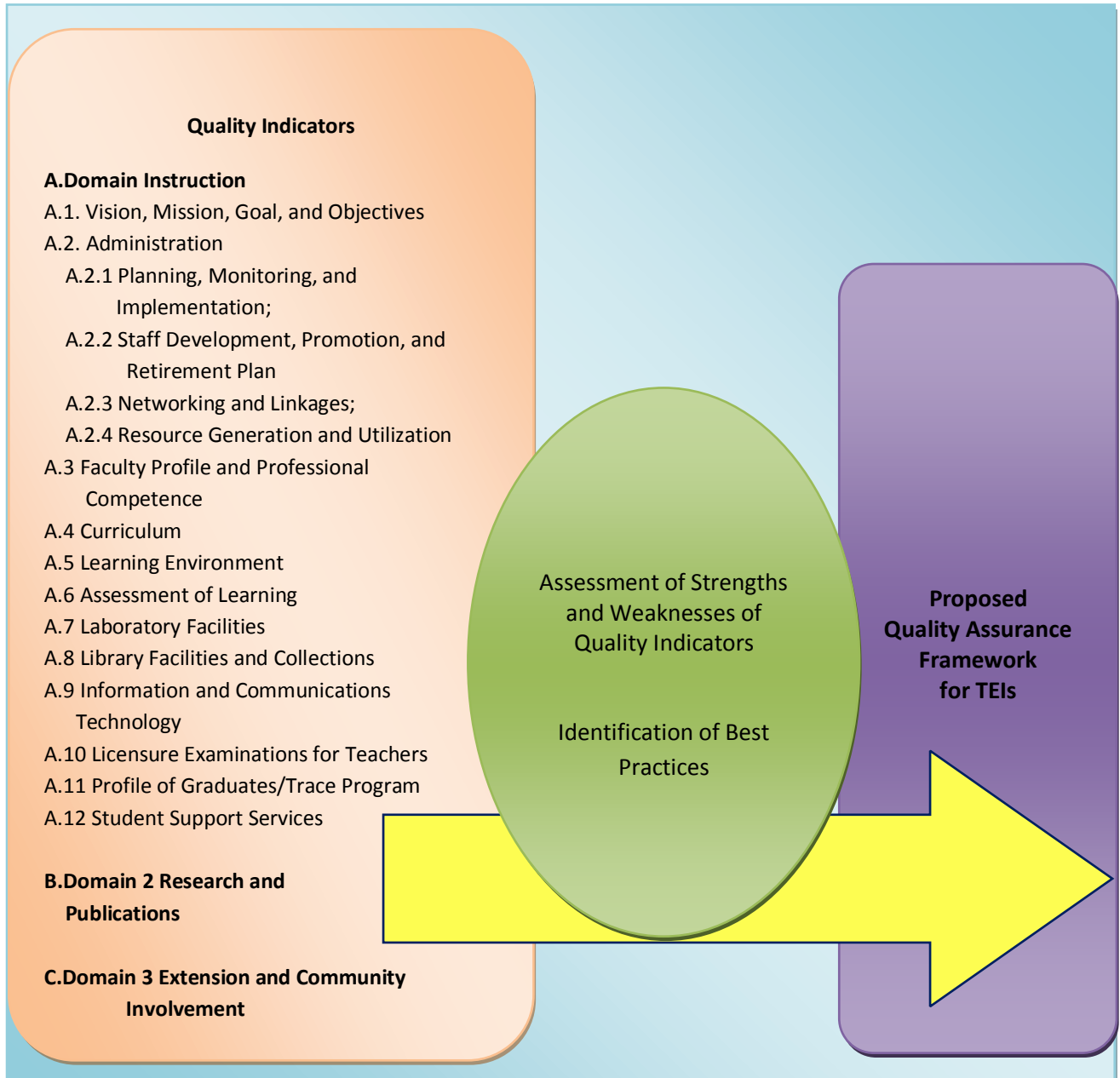
B. Research and Publications

C. Extension and Community Involvement?

2. What are the identified strengths and weaknesses of each TEI on the domains and area indicators of quality standards?
3. What identified best practices among the domains could be included in the proposed quality assurance framework for TEIs?
4. Based on the findings of the study, what quality assurance framework could be proposed for TEIs?



Figure 2 Conceptual Framework of the Study





Scope and Delimitation

This study was conducted to identify the observed quality standards of the SMIIC member schools selected based on 1) teacher education programs; 2) internal and external quality assurance mechanisms; 3) program accreditation status; 4) autonomous or deregulated status; and 5) national and international program recognition.

The respondents focused their assessment on the quality standards on three domains– instructions, research and publications, and extension and community involvement and the area and sub-area indicators of instruction which were vision, mission, goal, and objectives, administration, planning, monitoring and implementation, staff development, promotion, retirement plan, networking and linkages, resource generation and utilization, faculty profile and professional competence, curriculum, learning environment, assessment of learning, laboratory facilities, library facilities and collections, ICT, LET performance, profile of graduates/trace program, and student support services.

There were 280 respondents composed of 41 administrators and faculty members, 78 graduate students specializing in Education courses with at least 18 units and above, and 161 senior college students of SSC, PWU, PCU, SPU, EAC, AdU, and PNU during the academic year 2012-2013. However, De La Salle University (DLSU), qualified as respondent school, did not participate in the study because of the institution's policy of "no fielding of survey questionnaire allowed for non DLSU member schools/colleges" articulated by the Dean of Education per instruction of the Vice Chancellor for Academics. From the 7 respondent schools, SSC and AdU were classified sectarian schools, the rest are non-sectarian, and PNU as SUC. The participating schools' teacher education



programs were accredited by PAASCU, PACUCOA, and AACCUP, while PCU by ACSCU-AAI with Level II, III, and IV accreditation status except for EAC which had candidate status.

In the triangulation of data, twelve (12) SMIC participants, composed of four (4) deans, two (2) department chairs, and six (6) faculty members were chosen based on their availability to participate in the study. Although the interview data generated rich descriptions and explanations of the best practices, extrapolation can be produced but not necessarily generalizable findings to other TEIs.

Significance of the Study

This study will be beneficial for the following:

Administrators. The results of this study will provide administrators insights on what quality indicators to be benchmarked to improve and enhance the quality of their teacher education program. With their leadership, commitment to quality provision and its assurance would be developed through shared values, beliefs, and expectations on quality. The study will also assist administrators in their strategic planning by coordinating and supporting individual efforts in quality management.

Faculty. With the results of the study, the faculty members will discharge their functions (teaching, research, and community engagement) in the context of shared quality perspectives shared by the school. In addition to being effective and efficient in their functions, faculty members will internalize the value of continuous professional development to deliver the expectations of stakeholders.



Students. The students will benefit from this study as they will be properly and effectively trained in quality TEI. They will be equipped with necessary competencies, attitude, and values demanded and expected by the teaching industry both local and international.

Parents. The study will be beneficial to the parents in relation to customer/stakeholder's satisfaction, fitness for use, and trust and confidence that the TEI where parents sent their children has conformed to higher education quality standards. Further, the study will assist the parents in making informed decisions in choosing the best TEI for their children.

Employers. The results of this study will help the employers in hiring qualified and competent teachers from excellent TEIs.

Funding Agencies. The study is helpful as well to various funding agencies in providing funds, grants, partnership and linkages with TEIs who have proven themselves excellent in instruction, research, and community engagement with quality outcomes-based performance.

For Future Researchers. This study may serve the baseline for similar study in the future.

Definition of Terms

In order to provide clarity and to establish a common frame of reference, the following terms are defined operationally:

Accountability. In this study refers to the responsibility of the TEIs to assure the general public that they comply with quality standards in instruction, research and community engagement.



Best Practices. As used in this study are the highest assessed strengths of TEIs and qualitatively interpreted that serve as points of reference in the proposed quality assurance framework (QAF) of TEIs.

Benchmark. The best practice use as point of comparison in the self-assessment activity of TEIs in sustaining and enhancing their own quality indicators for continuous improvement.

Community Engagement. This refers to Domain 3 of quality indicators. It connotes TEIs' initiative to improve a chosen community through a memorandum of understanding (MOU) to make the community sustainable through education, environmental, peace, health, livelihood, feeding program, and other activities needed by the community.

Consortium. It refers to an association or network of TEIs for the purpose of development and collaboration on quality teaching, research, and community engagement of member schools for their mutual benefit.

Domains. The three broad quality indicators and/or quality standards: instruction, research and publications, and community engagement used in the assessment of TEIs in identifying strengths and weaknesses from where best practices emerged.

Higher Education. As used in the study is the sector that offers education and training at college and universities.

Instruction. This refers to Domain 1 with 12 area and sub area quality indicators.

Quality. It suggests excellent instruction, research, and community engagement achieve through the best practices observed by TEIs.



Quality Assurance. The term describes the process in which TEIs assume responsibility to itself and its stakeholders that their instruction, research, and extension and community engagement observe the best practices worth sharing and benchmarking.

Quality Assurance Framework. This term refers to a systematic structure or a system to maintain quality improvement activities as an integral and sustainable part of TEIs.

Proposed Quality Assurance Framework (QAF). This term refers to the output of the study. It is a proposed structure towards quality assurance of TEIs, made of four parts where part three, identifies the best practice indicators as tools for self-assessment, the procedures in using the framework, its potential, and limitations.

Research and Publications. This refers to Domain 2 quality indicators, assessed as the weakest area function of TEIs.

Stakeholders. This refers to students, teachers, administrators, parents, alumni, representatives of the teaching industry, funding agencies, local and government partners, consulted for the development, review, and revision of educational provision of TEIs.

Teaching Education Institutions (TEIs). As used in this study refer to any school/college/department that offers undergraduate and graduate teacher education programs.

Total Quality Assurance. As described in this study is the perfect value of 4 which indicates that the quality of domains and area indicators assessed have been established and achieved but need to be enhanced and sustained further.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented the conceptual and research literature, which provides the background of the study. The materials cited herein serve as bases for reference.

Different Understandings of Quality

Over the past two decades, quality assurance processes in higher education have become increasingly common. This in turn brought calls for greater accountability for HEIs to place themselves in the mainstream of quality assurance.

To provide an overview of some of the main themes related to quality assurance in higher education there is a need to define quality.

According to Niemi (2010) quality has no absolute agreed definition, no agreed way to measure quality because quality is culturally bound – a value depending on concepts of knowledge and knowledge creation, learning, and teaching.

On the other hand, Chambers and Webster's Dictionaries define quality both as grade of goodness, as excellence, and superiority in kind. The ambiguity of the term quality has led as well to many interpretations. It is therefore necessary to describe what is meant by the term in any particular context as mentioned in the IUCEA (2010) handbook for quality assurance in Higher Education. IUCEA suggests to look at quality in the given context by asking this main question: "Do we offer the stakeholders what we promise to



offer?" Although quality is context bound, higher education institutions have at least the basic standards of defining quality.

International Institute for Education Planning (IIEP) UNESCO (2007) states in *Module 3 Setting up and developing the quality assurance agency*, that many stakeholders in higher education would find difficulty in defining the word quality. Accordingly, quality is a relative concept that means different things to different people. While discussing the quality of HEI, students may focus on the facilities provided and the perceived usefulness of education for future employment. Teachers, on the other hand, may pay attention to the teaching-learning process. Management may give importance to the institution's achievements. Parents may consider the achievements of their children. Finally, employers may consider the competence of the institution's graduates. Each stakeholder has a different approach to defining quality. It is not possible, therefore, to talk about quality as a single concept. Any definition of quality must be defined in terms of the context in which it is used. In the case of HEIs, bear in mind that an institution may be of high quality in relation to one factor or in the perspective of a category of stakeholders, but of low quality in relation to another.

Though the term quality is perceived differently by many, Harvey & Knight (1993) identify the following meanings which can be attributed to quality for common reference:

Quality as exceptional, i.e., exceptionally high standards of academic achievement; quality as perfection (or consistency), which focuses on processes and their specifications and is related to zero defects and quality culture; quality as fitness for purpose, which judges the quality of a product or service in terms of the extent to which



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its stated purpose defined either as meeting customer specifications or conformity with the institutional mission is met; quality as value for money, which assesses quality in terms of return on investment or expenditure and is related to accountability; a quality as transformation, which defines quality as a process of qualitative change with emphasis on adding value to students and empowering them.

Bogue (1998) mentions the three common quality perspectives observed by the HEIs used in institutional rankings. They are quality within mission, defined as fitness for purpose; and value-added, or quality in results, defined by Astin cited in (Bogue 1998) as the impact on the student's knowledge and personal development and on the faculty member's scholarly and pedagogical ability and productivity.

Watty (2003) on the other hand, suggests that the dimension of quality as perfection can be removed, since higher education does not aim to produce defect-free graduates. Lomas (2001) suggests that fitness for purpose and transformation seem to be the most appropriate definitions of quality, according to small-scale research with a sample of senior managers in higher education institutions. As Cheng & Tam (1997) put in, regardless the emphasis on input, process, or outcomes, or all of these, the definition of education quality may be associated with fitness for use, the satisfaction of the needs of the major stakeholders or conformance to stakeholders' requirements and expectations. Vroeijenstijn as cited by Erdene (2005) states that quality is reaching our commonly accepted goals. In that sense, the commonly accepted goals embody expectations of major stakeholders. Since most widely accepted definition of quality is fitness for purpose, one can surmise that



its appeal stems from its inherent flexibility, which allows institutions to measure quality in terms of their ability meet their respective missions and objectives.

The HEIs, being a college or university ought to continuously improve their services based on the stakeholders' value. Stakeholders' perception of the HEIs is vital to improving teaching and learning as well as facilities and services being offered. While some quarters argued that quality of the HEIs should be determined by the academic experts, most universities and colleges gathered information from their students as they are the ones who received the services rendered (Schneider & Niederjohn, 1995). This was supported by an exit survey research carried out by Konting, Kamaruddin, & Man (2009), which assessed the quality of academic programs, services offered as well as the students' satisfaction and students' attributes towards learning outcomes and soft skills elements instilled through the academic studies program offered by the university.

In many ways, this is the way quality is perceived in higher education– as a synthesis of a range of expectations of many stakeholders, alignment and consistency with the institution's vision, mission, goals, and objectives (VMGO), at exceptional levels, demonstrated by the learning outcomes and the development of a shared culture of quality.

In essence, quality is a multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, program, or discipline (Quality Assurance and Accreditation 2007). The meanings of quality concept therefore vary depending on the understanding of: various interests of different constituencies or stakeholders in higher education (e.g., students; universities; disciplines;



the labor market; society; a government); its references: inputs, processes, outputs, missions, objectives, etc.; the attributes or characteristics of the academic world worth evaluating; and the historical period in the development of higher education (Milisiunaite, Adomaitiene, & Galginaitis, 2009).

The content of quality definitions implies that to assure the quality of higher education quality culture perspective should be developed within the institution.

In the quality culture perspective, quality is beheld as values and practices that are shared by the organization and that have to be nurtured on many levels and by various means at the same time (Vettori et al. 2007). The ingredients of a quality culture are awareness of and commitment to the quality of higher education, in conjunction with a solid culture of evidence and with the efficient management of this quality through quality assurance procedures.

Quality Assurance

The term quality assurance in higher education is used to denote the practices whereby academic standards are maintained and improved (Dill, 2000). This definition of academic quality as equivalent to academic standards is consistent with the emerging focus in higher education policies on student outcomes– the specific levels of knowledge, skills, and abilities that students achieve as a consequence of their engagement in a particular education program (Brennan & Shah, 2000).

The underlying rationale with quality assurance in higher education is:

*To ensure that institutions effectively and efficiently
deliver education, training, research and community*



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service which are of high quality and which produce socially useful and enriching knowledge as well as a relevant range of graduate skills and competencies necessary for social and economic progress.
(<http://www.avu.org/Teacher-Education-Organization/design-development-quality-assurance-framework.html>).

Further, during the PACU Academic Management Seminar (2012) citing the work of Church (1988), quality assurance is described as not about specifying the standards or specifications against which to measure or control quality. Rather quality assurance is about ensuring that there are mechanisms, procedures, and processes in place to ensure that the desired quality, however defined and measured, is delivered.

Based on Watson Report (2007) the quality assurance (QA) should be founded on two premises: 1) institutions should be accountable for the extent to which students achieve the outcomes promised or implied in their programs and advertising; and 2) institutions must have a commitment to continuous improvement. (ECA, 2005, p.4).

Since QA provides an instrument of accountability through which feedback to policy makers, funding agents, and the public at large can be given on different areas of institutional performance (NCHE Report, 2007). QA must constantly be promoting quality concepts within the organization. It must involve an intensive effort to change the culture of the organization. QA has to be continually discussed within the organization and set as high priority of the school management.

According to the article of *External quality assurance: Options for higher education manager module 3*, (2007), quality assurance is not an end in itself. Moreover, the



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existence of a quality assurance mechanism does not necessarily and automatically imply that the higher education system is of adequate quality. A quality assurance agency must always be at the service of the quality of higher education, at either the individual institution, program, or system level. Therefore, it is only as good as the quality it promotes or assures.

Quality assurance as a system should be one in which a clear message can be sent to the public that an institution has been assessed as capable of delivering a qualification of a standard that is comparable to any other in the same field. And that its graduates can be expected to have a minimum set of attributes and qualities. Quality assurance must respond to the public interest to know what the universities are about. The starting point for any quality assurance system should be that society has a right to know whether its institutions of higher learning are capable of meeting its expectations and that its primary interest is knowing that students will receive a standard of education that provides both technical knowledge required for practice and the general knowledge and skills that are essential for full participation in society. While developing clear measures of accountability and standards, care will need to be taken not to advertently produce a homogeneous system of higher education. Institutions therefore must be able to demonstrate excellence in specific area rather than being forced to cover all areas inadequately. While institutions will be distinguished by the degrees to which they are able to deliver above benchmark, at least the public will be assured that all higher education institutions will at least deliver the benchmark level. Quality assurance should be a transparent and open process structured primarily for public reassurance because that is the best way to safeguard institutional autonomy.



It is imperative therefore to note, that an existing distinction must be recognized between Quality Assurance in theory, and Quality Assurance in practice. In theory, QA must promote processes in an organization that sees the value of doing a quality job in a quality way. In practice, QA fights a constant battle against those who do not really believe that quality processes lead to quality products. QA must often coerce project staff to perform actions to which they do not feel committed, and that they would rather avoid. In its multiple roles, quality assurance serves both the country and higher education community in terms of defining higher education, assisting reform efforts, providing the basis for future planning, providing a structure for educational improvement, maximizing communication across education and assisting users to make better decisions (Lenn, 2004).

Quality Management in Higher Education

The preceding discussion illustrates that quality in HE is a multi-dimensional construct which is interpreted in different ways by diverse stakeholders. This, in turn, creates complexity in its measurement and management. Accordingly, Cullen et al. (2003) argue that the challenge is to produce a quality management framework that permits the equal expression of legitimate voices, even though they may conflict or compete in some ways. As a result of this complexity, there has been a wide range of approaches adopted to managing quality in HEIs.

A large range of quality management models developed for industry have been adopted or tested within HEIs. One is total quality management (TQM), defined as:



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...a management approach of an organization, centered on quality, based on the participation of all its members and aiming at long run success through customer satisfaction and benefits to all members of the organization and to society (Becket & Brooke, 2008).

Hashmi as cited by Ibrahim (2013), TQM is mainly concerned with continuous improvement in all work starting from strategic planning and decision making. It involves management commitment, employee empowerment, fact-based decision making, continuous improvement, and customer focus.

The same author likewise mentions TQM as an organization of collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. The simple objective of TQM is "Do the right things, right the first time, every time." TQM is infinitely variable and adaptable. Although originally applied to manufacturing operations, and for a number of years only used in that area, TQM is now becoming recognized as a generic management tool, just as applicable in-service and public sector organizations. TQM is the foundation for activities, which include: commitment by senior management and all employees, meeting customer requirements, reducing development cycle times, just in time/demand flow manufacturing, improvement teams, reducing product and service costs, systems to facilitate improvement, line management ownership, employee involvement and empowerment, recognition and celebration, challenging quantified goals and benchmarking, focus on processes/improvement plans, and specific incorporation in strategic planning.



TQM is mainly concerned with continuous improvement in all work, from high level strategic planning and decision making. It stems from the belief that mistakes can be avoided and defects can be prevented. It leads to continuously improving results, in all aspects of work, as a result of continuously improving capabilities, people, processes, technology, and machine capabilities. As the definition implies, TQM has the potential to encompass the quality perspectives of both external and internal stakeholders in an integrated manner. It thereby enables a comprehensive approach to quality management that will assure quality as well as facilitate change and innovation.

Other models tested emulate TQM and concentrate on developing systematic quality management processes that are required to achieve measurable quality outputs. The following tables summarized by Becket & Brookes (2008) in their academic paper entitled *Quality management practice in higher education what quality are we actually enhancing?* Table 1 identifies and defines the different models that have been applied internationally in HEIs while tables 2 and 3 present an overview of the original authors' analysis and suitability to HEIs.

Table 1: Quality Assurance Models

Model	Definition
TQM	A comprehensive management approach which requires contribution from all respondents in the organization to work towards long-term benefits for those involved and society as a whole.
EFQM excellence model	Non-prescriptive framework that establishes nine criteria (divided between enablers and results), suitable for any organization to use to assess progress towards excellence.



Balanced scorecard	Performance/strategic management system which utilizes four measurement perspectives: financial; customer; internal process; and learning and growth.
Malcolm Baldrige award	Based on a framework of performance excellence which can be used by organizations to improve performance. Seven categories of criteria: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; human resource focus; process management; and results.
ISO 9000 series	International standard for generic quality assurance systems. Concerned with continuous improvement through preventative action. Elements are customer quality and regulatory requirements, and efforts made to enhance customer satisfaction and achieve continuous improvement.
Business process re-engineering	System to enable redesign of business processes, systems and structures to achieve improved performance. It is concerned with change in five components: strategy; processes; technology; organization; and culture.
SERVQUAL	Instrument designed to measure consumer perceptions and expectations regarding quality of service in five dimensions: reliability; tangibles; responsiveness; assurance and empathy; and to identify where gaps exist.

Table 2: Quality Assurance Models with Analysis

Model Adopted	Author, year	Analysis
Modified (SERVQUAL)	Ford et al., 1999; Markovic, 2006; Kwan & Ng, 1999; Abdullah, 2006	Intense competition in HE requires assessment of customer views and attention to management processes.



Model Adopted	Author, year	Analysis
Modified (SERVQUAL)	Ford et al., 1999; Markovic, 2006; Kwan & Ng, 1999; Abdullah, 2006	Customer satisfaction affected by perceived quality. Priori of important attributes may not transfer across cultures; therefore, further research needed. Performance indicators (PIs) tend to measure activity, not education quality, and therefore need to address the student experience.
EFQM	McAdam & Welsh, 2000; Osseo-Asare Jr. & Longbottom, 2002; Hides et al., 2004; Tari, 2006; Calvo-Mora et al., 2006	Integrated map of management issues valued and useful to secure confidence of different stakeholders. Useful as a basis of self-assessment. Tests the relationship between enablers and results. Implementation requires top-level commitment, focus on customer delivery, and commitment to medium and long-term organizations. Policy must be the reference point for organization of resources. Dilemma of applying business principles/language to HEIs. Three to five years before benefits may be evidenced. Challenge regarding managerial skills in HE. Greater benefit if EFQM and national HE control mechanisms were integrated



Model Adopted	Author, year	Analysis
Balanced scorecard	Cullen et al., 2003, Chen et al., 2006	Focus on performance management and evaluation. PIs linked to strategy and management; otherwise can be dysfunctional. Scorecard can be used to manage rather than simply monitor performance.
Malcolm Baldrige award	Arif & Smiley, 2004	Advantages in operational elements: strategic and budget planning; careers; outreach; and information services. Benefits may be immediate and long standing.
ISO 9000	Shutler & Crawford, 1998	Defines product of HE as learning of students (British Standards Institute (BSI)). Continuous improvement achievable through preventative action. Less scientific control in educational products than in manufacturing.
Business process re-engineering	Welsh & Dey, 2002; Sohail et al., 2006	Strategy for assessment of both internal and external stakeholders. Uses technology to underpin quality assurance and enhancement. Devolves some responsibility for assessment to the course level. Enables HEI to become improvement-driven through refocusing core processes. Improvements identified in productivity,



Model Adopted	Author, year	Analysis
		service levels and efficiency. Cost-effective method for accountability and improvement purposes.
TQM-related	Quality management framework (Widrick et al., 2002); five-step programming model (Motwani and Kumar, 1997); TQM (Aly & Akpovi, 2001); service guarantees (Lawrence & McCollough, 2001); Hoshin Kanri model (Roberts & Tennant, 2003); continuous quality improvement (Roffe, 1998); self-rating scales (Pounder, 1999); TQM in HE (Srikanthan and Dalrymple, 2002); QFD (Thakkar et al., 2006; Hwarng & Teo, 2001)	Encourages disciplined thinking about tangible and intangible aspects of academic activities and operational aspects required in design and delivery of courses. Improvements identified in customer service, university processes, staff and faculty morale, course quality and personnel hiring. Involvement of students, faculty and funding/statutory bodies recommended. Much implementation of TQM in HEIs in the USA has been in finance/administration services. Extension beyond these to teaching is a major challenge. TQM appropriate for service aspects, but a different approach required for teaching and research. Challenges lie in resistance to change and in lack of resources, leadership, and campus-wide strategic planning. Difficulty in defining role of students as co-producers, consumers, or customers. Other limitations relate to: difficulty in defining outputs; challenges related to leadership skills; TQM requirement for teamwork/customer involvement is not



Model Adopted	Author, year	Analysis
		congruent with autonomy of academic staff; people rather than process orientation; level of acceptance of TQM principles; bureaucratic structures; and complexity of application to HE.

Table 3: Models for Quality Management in Higher Education with Analysis

Model Adopted	Author, year	Analysis
Model for quality management in higher education	Srikanthan & Dalrymple (2002, 2003, 2004), Australia	Approach is based on evidence from educational literature. Four methodologies: transformative; engagement theory of organization quality; methods to develop a university of learning; strategies for achieving a responsive university. In teaching and research, students are respondents and the focus is on their learning. Implementation of 2002 model focusing on philosophies and approaches to student learning and methods of engendering a dynamic collaboration around student learning.



		Recommends a move from the ritual of teaching to focus on student learning, academic productivity and organization performance. Radical change using student learning as the central criterion.
Excellence model	Pires da Rosa et al.(2001, 2003), Portugal	Based on empirical research, nine criteria supporting self-analysis and acting as a source for quality improvement and leading strategic development. Quality management associated with evaluation activities covering teaching and research and regarded by respondents as positive.
Academic award model	Badri & Abdulla (2004), UAE	Concerned with teaching, research, and services to develop a more explicit approach to faculty rewards/awards. Model includes criteria for diversification, course development, material production, student evaluation, course files, teaching portfolio, and contributions to conferences and workshops of student experience and learning



		outcomes.
	Tam (2002, 2006), Hong Kong	Assessment of quality in HE should be measured in terms of student growth. This calls for attention to student outcomes, including cognitive and non-cognitive aspects of learning, skills, and satisfaction with university environment. Investigates relationship between university experience and student outcomes as a means of determining a university's success in meeting its educational goals and proposes approach oriented to this. Instrument designed to help understand the student experience.
Multi-models of quality in education	Cheng & Tam (1997), Hong Kong	Identifies seven models of quality in education and emphasizes the complexity of pursuing educational quality. Effectiveness and quality are concepts used to understand performance, so approach needs to be comprehensive and take



		account of longer-term goals. Cross cultural issues require further investigation.
Performance measures for academic departments	Al-Turki & Duffuaa (2003), Saudi Arabia	Adopts a systems approach and identifies performance measures to evaluate productivity, efficiency, effectiveness, internal structure, growth, and development. Hierarchical performance measurement model is based on outcome measures for each category – input, process, and outputs.
Internal audit	Reid & Ashelby (2002), UK	Identifies tangible benefits from internal audits, such as significant cultural changes, which can reinforce quality enhancement, create greater staff involvement, as well as give benefits to the institutions. Considers organization management, development and evaluation, staff development, assessment of students, external examining processes, collaborative provision and value added.
Internal audit	Becket & Brookes, (2006), UK	Model to evaluate quality management approaches in departments. Six dimensions identified: internal/external perspective;



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		qualitative/quantitative information; snapshot/longitudinal timespan; quality dimension assessed; system elements, and enhancement or assurance focus.
Quality dimensions framework	Owlia & Aspinwall (1996), UK	30 different quality characteristics identified for HE, using generalized dimensions defining quality drawn from manufacturing/software and service methods.
Organization evaluation model	Mizikaci (2006), Romania	Considers HE as a system (input, processes and outputs) for organization evaluation and identifies social, technical, and management systems within these.
Quality management framework	Grant et al.(2002, 2004) Widrick et al.(2002), USA	Identify dimensions of quality in HE – quality of design, conformance, and performance. Quality of performance is least likely to be considered.
Subject quality assurance system	Martens & Prosser (1998), Australia	University-wide system of quality assurance to enable systematic review and enhancement of individual subjects, allowing for discipline-specific requirements.



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		The focus is on the improvement of student learning.
ISO-based TQM model	Borahan & Ziarati (2002), Turkey	Combine TQM, Malcolm Baldrige and ISO 9000 principles, drawing on USA and UK practices to identify quality criteria. Building blocks for quality assurance and control include: organization management and operations; curriculum design content and organization; teaching, learning and assessment; student support and guidance; and quality assurance and enhancement.

Sashey, Banwet, & Karunes (2004) add:

Delighting the customer is the core message of total quality management (TQM) and, hence, there is a need to identify and apply the relevant concepts of TQM to each and every aspect of academic life; that is, to the teaching, learning, and administrative activities.

To implement TQM, however, an organization must first assess preconditions and the current state of the organization to make sure the need for change is clear and that



TQM is an appropriate strategy. Leadership styles and organizational culture must be congruent with TQM. If not, this should be worked on or TQM implementation should be avoided or delayed until favorable conditions exist.

Approaches in Quality Assurance

The three main approaches to quality are accreditation, assessment, and audit. Accreditation and evaluation (which includes assessment and audit) differ in their perspectives. Both accreditation and assessment monitor the quality of teaching and learning, while audit focuses on internal procedures adopted by a HEI in order to achieve its objectives.

A useful distinction is drawn between internal and external academic quality assurance. Internal quality assurance refers to those policies and practices whereby academic institutions themselves monitor and improve the quality of their education provision, while external quality assurance refers to supra-institutional policies and practices whereby the quality of higher education institutions and programs are assured. Individual universities have always possessed policies and practices designed to assure the quality of education, but academic institutions have always operated within a national policy framework designed by the state to assure academic standards (Dill, 2007).

Accreditation

CHED Memorandum No. 01 s. 2005 Article 2 Institutional and Program Accreditation defines accreditation as a process for assessing and upgrading the educational quality of HEIs and programs through self-evaluation and peer judgment. It leads to the grant of



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accredited status by an accrediting agency and provides public recognition and information on educational quality.

Accreditation is a framework/approach to improve the quality of an educational institution along the different facets of its operations through self-survey and validation of an independent external/third party evaluator. The focus of the evaluation covers a comprehensive ground, i.e., nine (9) areas starting from the philosophy, vision and mission, in the context of which, the other aspects of operations of a school are evaluated such as faculty, instruction, library, laboratories, physical plant and facilities, student personnel services, social orientation and community involvement and organization, and administration. Each of the areas contains numerous criteria/attributes of an ideal school. Thus, if an institution is able to comply with all the requirements enumerated under the aforementioned nine areas, it will achieve a level of excellence that cannot be found in a school that did not undergo this evaluation process. Jose Rizal believed that the school is a book where the future of society can be seen. Therefore, if we have quality schools then we will have a better society. The more number of accredited schools would mean a better quality society (http://www.pacucoa.ph/pacucoa_faq.htm).

CHEA (2001) states on the other hand that accreditation is an evaluation of whether an institution or program meets the threshold standard and qualifies for a certain status. It is a planned and systematic review of an institution or program to determine that acceptable standards of education, scholarship, and infrastructure are being maintained and enhanced. It is a process by which a (non-governmental institution or private body evaluates the quality of a higher educational institution as a whole or a specific educational



program in order to formally recognize it as having met certain predetermined minimal criteria or standards.

Accordingly there are two types of accreditation: institutional and professional (program) accreditation, with the former focusing on the characteristics of the institution as a whole, i.e., educational offerings, services to students, financial conditions of the institution, and the latter on accreditation of study organizations against standards of the profession associated with that field.

The result of this process is usually the awarding of a status of recognition as stated in CHED Memorandum Order No. 01 s. 2005 Article IV:

Candidate Status: for programs which have undergone a preliminary survey visit and are certified by the federation/network as being capable of acquiring accredited status within two years;

1. Level I accredited status: for programs which have been granted initial accreditation after a formal survey by the accrediting agency and duly certified by the accreditation federation/network, effective for a period of three years;
2. Level II re-accredited status: for programs which have been re-accredited by the accrediting agency and duly certified by the accreditation federation/network, effective for a period of three or five years based on the appraisal of the accrediting agency;
3. Level III re-accredited status: for programs which have been re-accredited and have met the additional criteria/guidelines set by the federation/network for this level.



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Level III re-accredited undergraduate programs must satisfy the first two of the following criteria and two others of the succeeding ones:

3.1 A reasonably high standard of instruction; a highly visible community extension program. A description of the programs, the nature and extent of student, faculty, and staff involvement, and other details shall be required documentation for this indicator.

3.2 A highly visible research tradition. The following must be observable over a reasonable period of time:

- Provision for a reasonable budget
- Quality of completed outputs
- Measurable results such as publications, etc.
- Involvement of a significant number of faculty members
- Visible, tangible, and measurable impact on the community

3.3 A strong faculty development tradition evidenced by an appropriate budget allocation and/or systematic plan for faculty development programs

3.4 A highly creditable performance of its graduates in licensure examinations over the last three years

3.5 Existence of working consortia or linkages with other schools and/or agencies. Documentary evidence shall include a description of the nature, mechanism, working agreements, and other details of consortia

3.6 Extensive and functional library and other learning resource facilities



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4. Level IV accredited status: accredited programs which are highly respected as very high quality academic programs in the Philippines and with prestige and authority comparable to similar programs in excellent foreign universities.

These programs must have met the following additional criteria/guidelines:

Excellent outcomes in-

- Research as seen in the number, scope, and impact of scholarly publications in refereed national and international journals
- Teaching and learning as proven in excellent performance of graduates and continuing assessment of student achievement
- Community service and the impact of contributions to the economic and social upliftment, on both regional and national levels;
- Evidence of the international linkages and consortia;
- Well developed planning processes which support quality assurance mechanism

The process can imply initial and periodic self-study and evaluation by external peers. The accreditation process generally involves three steps with specific activities: 1) a self-evaluation process, the administrators, and the staff of the instruction or academic program, resulting in a report that takes as its reference the set of standards and criteria of the accrediting body; 2) a study visit conducted by a team of peers, selected by the accrediting organization, which reviews the evidence, visits the premises, and interviews the academic and administrative staff, resulting in an assessment report, including a recommendation to the commission of the accrediting body; 3) examination by the



commission of the evidence and recommendation on the basis of the given set of criteria concerning quality and resulting in a final judgment and the communication of the formal decision to the institution and other constituencies (<http://www.unesco.org/liep>).

Generally speaking, an institution of higher education or its programs which is accredited has educationally appropriate objectives as defined over time by the higher education community, has the financial, human and physical resources needed to achieve these objectives, has demonstrated that it is achieving these objectives now, and has provided sufficient evidence to support the belief that it will continue to achieve its objectives for some reasonable time in the future (Lenn, 2004).

However, over time, accreditation has come to serve a wider range of purposes, which can be specified as follows according to Kohoutek (citing CHEA 2003a):

Sustaining and enhancing the quality in higher education particularly in terms of serving as a gatekeeper for a threshold level of quality, as a primary incentive for institutional/organization quality development, and as a provider of an exchange of expertise at regional and national fora on higher education quality; maintaining the academic values of higher education; being a buffer against the politicising of higher education; and serving public interest and need.

Accreditation, therefore, inevitably involves some kind of benchmarking and a set of existing quality criteria on academic quality, value for money, efficiency and effectiveness, student protection, and transparency and congruence between the products of the institution and its mission as stated in the study of Bowman (1993).

The accountability rationale is served by accreditation. As an externally imposed policy instrument checking the meeting of pre-defined, threshold standards, accreditation



has been criticized for focusing only on minimum standards, using narrow and quite specific criteria while disregarding the overall educational context, impinging on academic freedom while imposing an extensive bureaucratic burden, being a restraint on innovation and running counter to improvement processes, as well as being self-serving or self-protective instead of serving the public good. Accreditation is primarily the summative outcome of evaluation, in the sense that accreditation decisions are based on some form of evaluation of the unit.

Moreover in the conference report made on the role of private education in the Philippines, it was discussed that one of the challenges in accreditation is the determination of appropriate criteria for assessment of programs of schools, and coming up with robust methods of measuring them. It was raised that the important criteria should be the extent to which the school has pursued its vision and mission. Measuring outcomes of programs is an ideal approach in assessing quality of Philippine Higher Education (PHE) institutions. It is a very hard to do though because of the effort it requires to determine them (e.g., tracking graduates, linking with employers and professional groups, conducting exit competencies' surveys).

CHED's Deputy Executive Director Nap Imperial initiated discussions about PHE institutions applying for ISO certification. He related that schools have spent so many resources to obtain ISO certification and he qualified that ISO certification is not a substitute to accreditation. It was asserted though by PHE delegates that their schools have benefitted from going through ISO certification as it has made their administrators, faculty, and staff more conscious about quality. The experience has also guided them on



how they can make their management systems become more efficient. What is important, according to Levy (2011), is that schools learn from and get the most benefit they can get when they go through assessment/audit/screening. Information drawn from the results of the assessments whether for ranking, accreditation, or certification can be utilized to improve their effectiveness as academic institutions.

Personally, he believes that the market is a better judge of quality rather than institutional accreditation. He does not mean though that PHE institutions should disregard accreditation/certification altogether because private institutions need documented evidence of quality to secure grants/resources from the government and other donor agencies. Moreover, obtaining accreditation/certification enhances credibility and reputation of PHE institutions.

Accreditations, rankings, certifications are useful quality assurance mechanisms; and frankly, obtaining them is good for marketing and resource mobilization purposes. However, the quest for quality should be an intrinsic aspiration and naturally integrated in processes of the HEIs -- it should not be born out of a school's desire to be recognized nor be affirmed by outsiders (Role of PHE, 2011).

Assessment

Assessment, which is an evaluation of graded judgments about quality, involves the following components: internal quality assessment (self-review/self-evaluation), external quality assessment or peer review and judgment as to the quality of the program assessed to ensure accountability. Quality assessment is the responsibility of the funding agencies.



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The aim is to assess the social relevance of the institution's programs and the worth of its products in terms of societal goal stated by Ullah, Ajmal, & Rahman (n.d.).

In the process of assessment, the improvement of activity within the institution is emphasized. It entails assessing quality that has been created by the institution and the extent to which the activity meets the criteria both external and internal.

In order to secure the success of this self-assessment experience, Erdene (2005) highlights institutional self-motivation initiated by school authorities, supportive administration, and their commitment to establish an institutional culture promoting and encouraging innovativeness, consciousness about the peculiarities of the institution, understandable and sustainable process, and sufficient technical assistance.

Though there were many factors that hindered the effective implementation of self-evaluation according to the study of Lam & Pang (2003), the following have helped in the facilitation and implementation of school self-evaluation in the 20 Hong Kong participating schools: enhanced leadership, shared values, focused attention, good team spirit, high staff morale, and strong sense of professionalism.

Audit

As cited by Woodhouse (1999) "ISO (Standards New Zealand, 1994) defines quality audit as a three-part process, checking 1) the suitability of the planned quality procedures in relation to the stated objectives; 2) the conformity of the actual quality activities with the



plans; and 3) the effectiveness of the activities in achieving the stated objectives. Audit asks, "Are your processes effective?"

Academic audits are carried out at the institution level. However, unlike accreditation or assessment, audits do not aim at making a comprehensive review of HEI's program, resources, and activities, nor do they directly evaluate the quality of teaching and learning. Rather audits focus on those processes implemented by HEIs in order to assure and improve the quality teaching and learning (Dill, 2000).

Quality Criteria and Standards

Having accepted a workable definition of quality, another topic to consider is how do we assess the quality? How do we measure the quality? What are the criteria for measuring quality? What are the standards against which quality is assessed? If we look at what is said about quality, it becomes obvious that it is impossible to identify one set of criteria or standards for the quality of higher education. The parties concerned will have their own criteria and norms derived from their own objectives and/or demands. This means that a government will formulate other criteria than an employer will do. It is impossible to formulate general criteria for higher education in advance. They will differ from discipline to discipline. They will differ from stakeholder to stakeholder. According to Inter-University Council for East Asia (IUCEA), we have no absolute yardstick at our disposal to measure the quality of education. Standards and criteria are also a matter of bargaining and negotiating between the parties involved. What is accepted generally as quality is a matter of opinion. Looking for quality as articulated in the IUCEA (2010) handbook, there are three basic questions:



- Are we doing the right things? (Checking our goals and aims)
- Are we doing the right things in the right way? (Are we in control of the process to achieve our goals and aims?)
- Do we achieve our goals? (Checking our outcomes)

As the handbook suggested benchmark can be used as yardstick for assessing quality.

A benchmark is a point of reference to make comparisons. The American Society for Quality defines benchmarking as an improvement process in which an organization is able to measure its performance against that of the best-in-class organizations, determine how those organizations achieved their performance levels, and use the information to improve its own performance. The INQAAHE glossary defines on the other hand benchmarking as a process that enables comparison of inputs, processes, or outputs between institutions (or parts of institutions) or within a single institution over time.

The Public Sector Benchmarking Service in the United Kingdom (2007.) describes benchmarking as involving:

Regularly comparing aspects of performance (functions or processes) with best practitioners, identifying gaps in performance, seeking fresh approaches to bring about improvements in performance, following through with implementing improvements, and following up by monitoring progress and reviewing the benefits.

Two kinds of benchmarks can be readily distinguished: criterion reference and quantitative. The criterion reference approach simply defines the attributes of good practice in a functional area. A university wishing to benchmark its success in that area will assess



whether it has achieved the criteria. Quantitative benchmarks, on the other hand, inevitably distinguish normative and competitive levels of achievement. These distinguish where practice is quantifiably different in some institutions (McKinnon et al. 2000).

Inglis (citing O' Reagain & Keegan 2000) describes the four steps involved in benchmarking as: 1) understanding in detail one's own processes; 2) analyzing the processes of others; 3) comparing own performance with that of others; and 4) implementing the steps needed to close the performance gap.

Performance Quality Indicators

As described in *Module 4 Understanding and assessing quality* by IIEP UNESCO (2011) indicators can be either qualitative or quantitative. They can be measures of many aspects of quality of an institution or organization. Indicators are value-added statistics about something that is being measured. Moreover, there is a reference point against which to interpret the indicator. In other words, indicators differ from statistics in that they are measures of aspects under review.

Some QA agencies as stated in the module distinguish between input indicators, process indicators, and output indicators. They assume that the education process resembles a production process that transforms inputs with processes into outputs, and outcomes. Input indicators relate to the resources and factors employed to produce an institution's outputs (financial resources, physical facilities, and student and staff profiles). Process indicators relate to the ways in which resources and factors are combined and used in order to produce an institution's output (management of teaching, research, and



services). Output indicators describe the outputs produced by institutions (products of teaching, research, and services). To these may be added throughput indicators and outcome indicators. Outcome indicators are the effects of outputs (e.g., employment rates). Performance indicators provide measures of performance aspects related to its productivity in terms of effectiveness and efficiency.

Performance indicators according to UNESCO (2007) are ranges of statistical parameters representing a measure of the extent to which a higher education institution or a program is performing in a certain quality dimension. They are qualitative and quantitative measures of the output (short-term measures of results) or the outcome (long-term measures of outcomes and impacts) of a system or of a program. They allow institutions to benchmark their own performances or allow comparison among HEIs.

CHEA (2001) on the other hand, regards performance as management indicators designed to provide public accountability and this is indicated in the research of Toman (2001) which discusses a two-tiered system of school accountability that requires a certain performance indicators for all public schools and the choice of a national school district from among the list of additional indicators that reflect the educational priorities of the school and its community.

Most self-studies, whether for accreditation or program reviews, the following are common performance indicators. First, the mission and goals which, according to the research of Achwabamroong (1991), is the most important criteria is assessing HEIs. It is in accordance with the research of Maniseang (2000), who states that the indicators of education quality of administration and management include philosophy, resolution, vision,



mission, purposes, and work plans. The study of Silvestre (2004) mentions on the other hand that improvement takes place more easily in school where administrators, teachers, and other staff members share a common view.

Second, curriculum is another quality indicator which is congruent with the concept of Chanthawanit (1999) who says that the factor causing education provision consists of good curricula. Third, administration and governance according to the research of Kangpheng (2001) must be helpful in work operations. Fourth, faculty which according to the research of Baumgart (1987) their credentials, workloads, development, academic positions, fair and appropriate learning evaluations, readiness, and conditions (The Ministry of Education, 1995) affect the quality of teaching-learning process and experience and length of service influence productivity.

Fourth, arrangement of learning environment, strategies and methods of teaching, learning process, responses to learning, measuring and evaluating systems, and learning support which according to the study of Kangpeng (2001) are essentials for the quality of educational institution. Fifth, products which include the characteristics of graduates, research works and academic works, works of academic services to the society, works of maintenance of art and culture, and reputation of the faculty are in congruence with the concept of Phromchui (cited by Silayong, Srisa-ard, & Sirisuthi 2009) states that education quality assurance is operation of activities for creating confidence to education service receivers, direct service receivers: students and parents and indirect service receivers: entrepreneurial places, people, and society.



University should establish a related evaluating indicator based on these three dimensions– educating, researching, and servicing in which in the work of Baja (2007) are strongly observed by the respondents. These three dimensions– achievement of academic (teaching-learning) atmosphere, achievement of research quality, and achievement of community and supporting activities are the three key success factors (KSF) in the study of Suryadi (2007) which led in determining the institution’s sustainability and bases for benchmarking with competitors’ performances and the development of model for key performance indicators (KPI) measurement in higher institutions.

The advantage of establishing the performance indicators is to focus on important aspects of an education system which are defined by the stakeholders. However Abukari & Corner (1993) add that in defining quality requirements, stakeholders must be guided by the following issues: who should define quality, in what context, for whose benefits, and with whose resources.

For a performance indicator to be useful, first the data it conveys should inform decision-maker about what is taking place at the institution in a manner that improves the decision. Second, performance indicators should provide information about the input, processes, and outcomes associated with a particular institutional function or strategic area. Performance indicators owe their value to their ability to link outcomes with inputs and processes, underscoring each strategic area or function. Third, performance indicators are best when used as a group. The information they provide should render a comprehensive picture of institutional strategic performance to enable strategic decisions to be made



holistically. Finally, the best performance indicators, like the data they convey, are those that have been selected and defined by the end user.

In addition to the performance indicators mentioned earlier, Chickering & Gamson (1987) add the seven principles for good practice in undergraduate education: 1) encourages student-faculty contact, 2) encourages cooperation among students, 3) encourages active learning, 4) gives prompt feedback, 5) emphasizes times on tasks, 6) communicates high expectations, 7) and respects diverse talents and ways of learning.

According to *How the world's best-performing school systems come out on top* (2007) the experiences of these top school systems suggest that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors and, 3) ensuring that the system is able to deliver the best possible instruction for every child. As stated in the manuscript:

The quality of an education system cannot exceed the quality of its teachers. The only way to improve outcomes is to improve instruction. High performance requires every child to succeed.

Andaya (1993), in her study on the description survey of the *Teacher education programs in the three tertiary institutions of Region II*, identified that the quality indicators of tertiary education reported as most important based on the coefficient of determination are the faculty, library, research and publications, physical facilities, and admission. The study conducted by Beltran (2004) focused on the *Development of quality assurance manual on preschool program using the CIPP model* identified that the level of quality assurance of preschools as perceived by the three (3) groups of respondents ranges from “very good” to



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“excellent” are the vision, mission and goals, learners, curriculum and instruction, and administration.

On the other hand, Castigador (2005) recommends in her study that institutions of higher learning should review their curricula and institute reform to develop among students analytical abilities, aesthetic abilities, vocational abilities, general education competence, and personal and social competence.

The study of Consunji (2006) determines the current level of effectiveness of delivery system of the Bataan Polytechnic State College, Institute of Education along the ten (10) components proposed by AACCUP, and used its findings as bases for recommendation for an effective monitoring system for various programs. One of conclusions drawn from the study was the significant differences on the perceptions of the administration, staff, students, and faculty existed on the effectiveness of the delivery system of the institute’s quality education components in vision, mission goals and objectives, faculty, curriculum and instructions, support to students, research, extension and community development, library, physical plant and facilities, laboratories, and administration.

The level of efficiency of teacher education program in selected SUC’s and its inputs to the staff development of state technical education institutions was studied by Villanueva (2004). Her study found out that the level of efficiency of the SUCs teacher education program of the college of engineering in terms of curriculum, extensions services, motivating and enhancing process, staff development, planning and organizing, instruction,



budgeting and controlling, staffing process, student services, and physical facilities were rated very satisfactory.

Standards

A standard, in its broadest sense, is something against which other things can be compared for the purpose of determining accuracy, estimating quantity, or judging quality. In practice, standards may take the form of requirements established by authority, indicators such as test scores, or operating norms approved of and fostered by a profession (Tan, n.d.).

In higher education and quality assurance, standard denotes a principle (or measure) to which one conforms (or should conform), and by which one's quality (or fitness) is judged. It also has other meanings, such as the degree of excellence required for a particular purpose, and a thing recognized as a model for imitation. There are also contexts in which standard means basic, without any value-addition features, or average quality or minimum requirements (IIEP UNESCO, 2011).

The case for minimum standards is informed by a need to:

- Protect learners from inferior and non-relevant education.
- Determine the level at which provision and the depth of learning is acceptable with regard to open, distance and e-learning higher education environments.



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- Determine the fitness for purpose and the progress in moving towards national, institutional, and organization goals and mission.
- Identify problem areas and action plans for addressing these (<http://www.avu.org/Teacher-Education-Organization/design-development-quality-assurance-framework.html>)

Criteria

A criterion is an aspect or element by which a thing is judged. The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) glossary defines criteria as the specifications or elements against which a judgment is made. While the criteria indicate the elements or aspects, the standards set the level (www.qualityresearchinternational.com/glossary).

Quality Agencies thus vary in the use of the terms criteria and standards. However, they all mean aspects with or without the levels or specifications that should be considered in assessing quality.

Current Status of Quality Assurance System in the Philippines

Under the Medium-Term Philippine Development Plan (MTPDP) 2004-2010, one of the priority strategies involves improving the quality of HEIs, organizations, and graduates to match the demands of domestic and global markets. This is further highlighted in the



Medium-Term Plan for the Development of Philippine Higher Education 2005-2010 whose implementation is under the jurisdiction of the CHED the governing body for both public and private HEIs. Some of the strategic goals that bear relevance to the development of graduate employability leading to a decrease in graduate unemployment include:

1. **Quality and excellence:** This is in recognition of the need to upgrade HEI organizations and standards to facilitate international competitiveness. The major organizations and projects that are being implemented include: international benchmarking to upgrade policies, standards and guidelines; competency-based curricula; Centers of Excellence and Centers of Development; autonomous and deregulated HEIs; technical panels (technical committees, task forces, technical working groups); regional quality assessment teams; CHED-PRC joint efforts; accreditation; faculty development project; institutional quality assurance through monitoring and evaluation; strengthening proficiency in English of college teachers; and evaluation of graduate education.
2. **Relevance and responsiveness:** This is to ensure responsiveness of higher education to the labor market. Some of the major organizations and projects to address this are: national higher education research agenda; Republic Awards; curriculum re-engineering and development; integrated research utilization organization; technology commercialization and corporatization; graduate tracer studies; utilization of information and communication technology; academe-industry linkages/summits; retooling and lifelong learning.



Some specific programs that have been undertaken in support of these goals include:

1. Scholarship/student financial assistance organizations for higher education: One of the organizations aims to provide vouchers, expand scholarships and other forms of student assistance that will expand access to tertiary education, particularly to the priority courses or disciplines (in 2004-2005 these priority disciplines were maritime education, information technology, agriculture fields, teacher education, engineering, and health sciences). Another is the student financial assistance organization where financially disadvantaged third year, fourth year and graduating students enrolled in priority courses will be provided interest-free student loans whose repayment would start not later than two years after graduation.
2. Centers of Excellence and Centers of Development: These centers, which currently number 275 in various disciplines based in 79 HEIs around the country, have been recognized for their high level of standards in instruction, extension services, and research. Under the MTPDP, the centers will be sustained while more centers will be identified in priority organizations. The Centers of Development will be supported for faculty development, instructional organizations and materials development and networking. They are expected to establish links with the industry to make their organizations more responsive to the needs of the labor market. In addition, they are expected to provide leadership and assistance to other HEIs.
3. Curriculum updating and upgrading: The MTPDP is committed to undertake activities that will make higher education curricula more comparable to international



standards and more responsive to national development and industry needs as well as ensuring the employability of graduates. These activities include strengthening Technical Panels, conducting international benchmarking of organizations, encouraging the use of ICT in the enrichment of teaching and learning, and promoting industry-academe links.

4. Faculty development organizations: These organizations are intended to upgrade the academic qualifications of the college faculty in priority fields through provision of scholarships. They support faculty development, strengthening of graduate education, and exchange organizations with HEIs in other countries. CHED has also enabled many faculty members to enrol in international training organizations (Graduate Employability in Asia, 2012).

Tullao, Jr. (2003) opines that the issue of quality assurance, its sustainability, and development in the context of a globalized environment in higher education, needs to be studied carefully. Government policies pertaining to the provision of educational services and movement of professionals should focus on developmental activities rather than purely regulatory, an activity PRC and CHED are used to and are currently doing. More than protecting incumbent professionals and educational institutions, policies should be meant to improve incumbents' competence. In line with quality assurance, the response of educational institutions to threats and opportunities should be studied. Details of benchmarking, accreditation, continuing education and curriculum revision, studies should be expanded to continuously improve the quality of educational services.



To support Tullao's recommendations is Executive Order No. 83 s. 2012 or the Institutionalization of the Philippine Qualification Framework. This Executive Order establishes national standards and levels for outcomes of education and training specializations, skills, and competencies through the collaboration of basic, technical-vocational, and higher education. This Executive Order supports quality assurance arrangements and individual lifelong learning goals, and aligns PQF with international qualifications framework to support international mobility and recognition of value and comparability of Filipino workers. With this, the national agenda for inclusive growth, creation of employment opportunities, and poverty reduction can be achieved through unity of purpose of the education and training sectors with industry.

The related literature and studies covered in this research have provided the researcher a rich background on the important role of quality assurance in higher education in terms of size, program offerings, and the quality of educational inputs, processes, and output. Taking everything in context, this research study differs from existing studies because the present research innovative part focused on the need to further development of niches of excellences and best practices in TEIs to ensure quality and efficiency in their three-fold functions - teaching, research, and community engagement. On the other hand the weaknesses identified could be strengthened while the best practices could be considered for benchmarking, adoption, and adaption. The proposed quality assurance framework is envisioned to assist TEIs in their quest for continuous improvement. The output could be the key to strengthening collaboration and shared quality culture among consortiums and TEIs.



CHAPTER III

METHODOLOGY

This section presents the methodology of the study, which included the following: research methods, respondents, instrument, and statistical analyses of data used in the study.

Research Design

This study was quantitative in nature as it explained data and characteristics about the population being studied.

The goal was to acquire factual, accurate, and systematic data on the practices observed by the School of Education of the selected SMIIIC member schools in terms of three domains: Domain 1 Instruction and its area and sub areas, administration, staff development, promotion, and retirement plan, networking linkages, resource generation and utilization, faculty profile and professional competence, curriculum, learning environment, laboratory facilities, library facilities and collections, information and communications technology (ICT), performance in the licensure examinations, profile of graduates/trace program, student support and services, Domain 2 Research and Publications, and Domain 3 Extension and Community Involvement that can be used in the statistical analyses of this study.

Likewise, it will be a qualitative research design where a semi-structured interview guide is used to triangulate the obtained quantitative data on strengths and weaknesses of



the respondent schools. Using appropriate tools, the research should measurably add to the stakeholders' knowledge of the quality of TEIs.

Respondents of the Study

This study involved the respondents from the Schools of Education of the seven (7) SMIIC member schools namely SSC, PWU, PCU, SPU, EAC, AdU, and PNU. From these schools, a total of 280 respondents were drawn through purposive sampling technique. The respondents were broken down as follows: 161 senior college students, 78 graduate students, and 41 faculty and administrators. The senior college students were qualified respondents considering their length of stay in the school. They were in a position to describe the quality standards observed by their respective schools, the same was true with the administrators and faculty members who had tenure of office and graduate students who had at least enrolled 18 units in the graduate school programs. Table 4 shows the distribution of respondents for each school.

Table 4: Distribution of the Respondents of the Study

School	Senior College Students	Graduate Students	Faculty/Admin	Total
SSC	30	4	8	42
PWU	10	22	7	39
PCU	10	10	3	23
SPU	16	6	3	25



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School	Senior College Students	Graduate Students	Faculty/Admin	Total
EAC	4	4	8	16
AdU	12	5	5	22
PNU	79	27	7	113
Total	161	78	41	280

Sampling Procedure

The strata of this study were selected using the purposive sampling technique. This technique involved asking of a particular occupational group in the School of Education based on their availability at the time of the conduct of the study, to share their observation on the quality indicators observed by their school. As articulated by Talens (citing the work of Cohen, et al. 2007), purposive sampling was used in order to access “knowledgeable people,” those who have in-depth knowledge about particular issues by virtue of their professional role, power, access to networks, expertise, or experience.

Data Gathering Instrument and Procedures

The instrument used in this study was a survey questionnaire. In constructing the survey questionnaire the purpose, objectives, research questions, and conceptual framework were examined. Determining the age, gender, and civil status profile of the respondents, their bachelor and graduate degrees, and the profile of the TEIs were also part of the initial step of constructing the questionnaire.



After developing a thorough understanding of the research problem, the researcher generated statements and quality indicators for the questionnaire from the literature/theoretical framework, and survey instruments of PAASCU, PACUCOA, and CHED's IQuAME to create a modified survey instrument.

The modified questionnaire was divided into three (3) parts:

- Part 1 presented the profile of the respondents
- Part 2 dealt with the profile of the TEIs such as the name, type, quality assurance standard used, accredited program, and status
- Part 3 was the assessment on quality standards

The drafted items for Part 3 were scale type sourced from PAASCU, PACUCOA, and IQuAME quality indicators/standards and related literature and studies pertinent to the present study. These items were classified as Domain 1 Instruction and its area and sub area quality indicators- administration, staff development, promotion, and retirement plan, networking linkages, resource generation and utilization, faculty profile and professional competence, curriculum, learning environment, laboratory facilities, library facilities and collections, information and communications technology, performance in the licensure examinations, profile of graduates/trace program, student support and services, Domain 2 Research and Publications, and Domain 3 Extension and Community Involvement.

The drafted structured questionnaire was submitted to the researcher's advisers for recommendation, improvement, and approval prior to submitting it for experts' validation. Comments and suggestions of the experts such as separating several variables in a single item, adding of retirement plan and sick leave/health benefits in staff development and



promotion area, financing scheme and marketing approach in resource generation and utilization area, security measures, canteen, medical-dental, sports, school paper, student governance, financial assistance and employment, and alumni relations for student support and services were incorporated in the revision of the questionnaire. The revised and final draft of the questionnaire was re-checked and approved by the researcher's advisers before fielding it in the respondent schools.

In assessing the responses, the following 4-point rating scale with corresponding verbal interpretation was utilized.

Range	Verbal Interpretation
3.51 - 4.00	Very Much Practised (VMP)
2.51 - 3.50	Practised (P)
1.51 - 2.50	Fairly Practised (FP)
1.00 - 1.50	Not Practised at All (NPA)

Another method used in this study was interview for qualitative interpretation of data. The researcher developed and used an interview guide. It was a list of questions and topics (Appendix G) pertaining to the assessed strengths of TEIs on the three domains, area and sub-area quality indicators.

The questions were prepared ahead of time to make the researcher competent during the interview. Open-ended questions were included to provide the opportunity for both the researcher and the interviewee of other ways of seeing and understanding the



topic at hand and to allow the interviewee the opportunity to express his/her views in his/her own terms.

In the triangulation of data, twelve (12) SMIIC participants, composed of four (4) deans, two (2) department chairs, and six (6) faculty members were chosen based on their availability and willingness to participate in the study. Of the 12 participants, six (6) were females and six (6) were males. The age group ranged between 27 to 63 with a minimum of five years teaching experience.

Developing and Establishing the Validity of the Instrument and Interview

Face validity of the questionnaire was established by ten (10) experts composed of the Director of Center for Educational Research, Associate Dean and Head of Research, Dean of College of Education and concurrent Director of Center for Teaching Excellence, Executive Dean, Program Director of Professional in Continuing Education, and Graduate Professors.

The purpose of face validity was to establish the instrument's appropriateness, clarity, and readability of format, content, and language, and coverage of information intended for sample population. Moreover, the panel of experts determined whether the questionnaire measures what it intended to measure, represented the content of the study, was appropriate for the sample/population, was comprehensive enough to collect all the information needed to address the purpose and goals of the study, and followed the right format in constructing the questionnaire. During the face validity, the experts also made marginal notes on content, language, and format of the questionnaire. Common comments



were made on the redundancy of some items, several variables mixed up in single items, loaded items with supporting criteria, length of the questionnaire, and appropriateness of each item. One expert though found the criteria for library to be inadequate as a result, the expert validator recommended the criteria on collection development, sources and subject utilization, and linkages to be included in the revised questionnaire.

In order to come up with a meaningful interpretation of the validation results, a 3-point scale with corresponding description and verbal interpretation as follows was used by the panel of experts.

Scale	Description
3	Very Appropriate (VA)
2	Appropriate (A)
1	Not Appropriate (NA)

After tallying the responses, the mean of each component was computed and interpreted as:

Range	Verbal Interpretation
2.60 - 3.00	Very Appropriate (VA)
1.60 - 2.50	Appropriate (A)
1.00 - 1.50	Not appropriate (NA)



The result of the validation showed a general mean of 2.97 which was interpreted as “very appropriate,” indicating that the instrument could be fielded and administered. Table 5 presents the experts’ validation of the instrument.

Table 5: Results of Experts’ Validation of the Instrument

Indicators	Description	Mean	Verbal Interpretation
Domain 1	Instruction	2.94	Very Appropriate
Area			
1	VMGO	2.95	Very Appropriate
2	Administration	2.85	Very Appropriate
	2.1 Planning, Monitoring, and Implementation	2.81	Very Appropriate
	2.2 Staff Development Promotion, and Retirement Plan	2.74	Very Appropriate
	2.3 Networking and Linkages	2.97	Very Appropriate
	2.4 Resource Generation and Utilization	2.88	Very Appropriate
3	Faculty Profile and Competence	2.97	Very Appropriate
4	Curriculum	2.98	Very Appropriate
5	Learning Environment	2.97	Very Appropriate
6	Assessment of Learning	3.00	Very Appropriate
7	Laboratory Facilities	2.98	Very Appropriate
8	Library Facilities and Collections	2.96	Very Appropriate
9	Information & Communications Technology (ICT)	2.77	Very Appropriate
10	Licensure Examinations for Teachers	3.00	Very Appropriate



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Indicators	Description	Mean	Verbal Interpretation
11	Profile of Graduates/Trace Program	3.00	Very Appropriate
12	Student Support and Services	2.85	Very Appropriate
Domain 2	Research and Publications	2.98	Very Appropriate
Domain 3	Extension and Community Involvement	3.00	Very Appropriate
Average Mean		2.97	Very Appropriate

A subsequent table showing the experts' comments and recommendations used in finalizing the questionnaire could be found in Appendix E.

After all the revisions were made, the enhanced and refined instrument was presented to the researcher's advisers for comments, suggestions, and approval. Since the advisers were experts in the quality assurance evidenced by a number of dissertations they critiqued as panel members of the oral defense committee and approved as dissertation advisers, there was no need to determine the reliability coefficient. Besides, most of the quality indicators found in the modified instruments were taken from PAASCU and PACUCOA survey instruments used by the participating schools during the accreditation of their programs and CHED IQuAME's indicators.

On the other hand, the validity of the interview was established when the researcher avoided asking preconceived ideas not worth discussing during the interview. The method of conversation and participatory approach increased internal validity. Probing technique was effective strategy for checking the meaning of statements of the interviewee.



Reliability was established in the interview through transparency and openness in the data collection, verification, and analysis. The observed trust and mutual respect during the interview developed empathetic relationships which made interviewee felt to disclose the truth.

Administration of the Instrument and Conducting Interviews

Written requests for permission to administer the questionnaires were made through the respective Presidents and Academic Deans of the respondents. However, the researcher experienced delay of fielding the questionnaires in SPU because the researcher was not informed beforehand that the survey questionnaire had to be approved first by the Director of the Research. In the case of SSC, request permission was sent to the College Dean, however; the researcher was instructed late by the President's secretary to make a separate letter for the President before the College Dean could act on such request. In addition, the researcher got the last approval of distributing the questionnaires from the Dean of Graduate School of PCU because of his travel abroad.

After securing the necessary approval, the researcher personally met the respective Deans of the participating schools. During the discussion, the researcher discussed with them the objectives, statement of the problems, and the survey instrument. Part of the discussion was the sample population, where the Deans of PWU, PCU, AdU, EAC, and SPU allowed the researcher to get the entire population because of the small number of college senior and graduate students. On the other hand, for schools with bigger enrolment– SSC and PNU, the Deans provided 50% of the samples. After the respondents



were identified, the instrument was administered personally by the researcher in PWU and PCU while the Dean's Secretary of SPU, EAC, and PNU, the Department Chair of AdU, and selected faculty of SSC helped the researcher in the administration of the questionnaires. However, the administration and retrieval of questionnaires were affected by suspension of classes due to typhoons and floods in August and PAASCU accreditation of AdU, PNU, SPU, and SSC in September. AdU's questionnaires distributed to graduate students were retrieved last because of the changes in the class meetings.

After the statistical analyses were completed, the researcher prepared the interview guide for qualitative interpretation of data. She made the arrangement with the deans of the respondent schools for the scheduled interview. Prior to the actual date of the interview, four (4) of the participants requested for the electronic copy of the interview guide while one (1) requested to send it through a courier.

During the interview, the researcher set a cozy atmosphere by putting at ease the interviewee. The objective of the interview was well explained, and the issues of confidentiality and anonymity were also discussed reiterating that all interviewees to be coded. The researcher followed the guide with key thematic questions and used them for reference and as prompts. In the course of the interview, the researcher made the interviewee express his/her ideas freely but made topical trajectories in the conversation that may stray from the guide when she felt appropriate. The response of the participants were transcribed and coded for analysis of data. Clarification on the interview data was made through electronic mail, phone calls, and text messages.



Statistical Treatment of Data

The data gathered from the questionnaires were treated by the use of Software Statistical Package for Social Sciences (SPSS). The analyses were done using the following statistical tools:

1. **Frequency Count.** This measure was used in the description of the respondents profile in terms of their demographic variables.
2. **Weighted Mean.** This measure was employed to determine the strengths and weaknesses of each school as assessed by the three groups of respondents.
3. **Ranking.** This was used to determine the positional importance of the scores in assessing the quality indicators observed by each participating school.
4. **Scaling Technique.** In this study, the 4-point scaling was used such as:

Scale	Range	Verbal Interpretation
4	3.51 - 4.00	Very Much Practised
3	2.51 - 3.50	Practised
2	1.51 - 2.50	Fairly Practised
1	1.00 - 1.50	Not Practised at All

The total quality assurance was integrated in the analysis and interpretation of the data gathered in this study. Gaps were determined for each quality indicator under each component. In the 4-point scale, means with 3.51 and above interpreted that total quality assurance was “very much practised.” However, TEIs need to ensure all measures to attain



the desired total quality assurance of 4.00. On the other hand, means of 2.51-3.50 were considered areas of strengths but need to be enhanced to attain total quality assurance. Moreover, means below 2.50 were considered weaknesses which the school administrators and other stakeholders of TEIs have to review for further improvement and decision making.

Development of the Proposed Quality Assurance Framework (QAF) for TEIs

The researcher made added analysis of the obtained data of the study using interview method to triangulate the identified strengths and weaknesses of the respondent schools. The strengths considered were the highest mean ratings of 3.51 and above while the identified weaknesses were the lowest mean ratings from 1.00 to 3.50.

The researcher listed all the strengths of the respondent schools on the domains and the area and sub-area indicators for qualitative interpretations of the 12 participants. Review of related literature was also done by the researcher to enrich the contents of the output of the present study. The initial draft of PQAF was reviewed by the researcher's advisers before submitting it to the nine (9) experts distinguished as TEI consultants, deans, researcher, principal, and professors. Detailed discussion on PQAF was done on 315.



CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis of data on the strengths and weaknesses of TEIs on the quality standards.

Problem 1. How do respondents of each TEI assess the practices of their school in relation to the domains and area indicators of quality standards?

A. Instruction

A.1. Vision, Mission, Goal, and Objectives

A.2. Administration

A.2.1 Planning, Monitoring, and Implementation;

A.2.2 Staff Development, Promotion, & Retirement Plan;

A.2.3 Networking and Linkages; and

A.2.4 Resource Generation and Utilization.

A.3 Faculty Profile and Professional Competence

A.4 Curriculum

A.5 Learning Environment

A.7 Laboratory Facilities

A.8 Library Facilities and Collections

A.9 Information and Communications Technology

A.10 Licensure Examinations for Teachers

A.11 Profile of Graduates/Trace Program



A.12 Student Support Services

B. Research and Publications

C. Extension and Community Involvement

Assessment of TEIs on the Domains and Area Indicators of Quality Standards

The following tables presented the assessment of the 7 respondent schools on how the domains and area of quality indicators were practised in their schools.

Table 6 shows how the respondents of SSC concretized the vision, mission, goal, and objective of the Teacher Education Program. The result reveals the grand mean of 3.42 interpreted as “Practised.” Among the quality indicators, *acceptance of the VMGO of the administrators* and the *parent-teacher member* in item 13 ranked first and second respectively which showed that these groups “Very Much Practised” the quality indicator.

Interviewee A articulates:

“The acceptance of parents of the VMGO is attributed to SSC’s well-defined mission statement which gives the parents clear picture of what the school values.”

On the other hand, *demonstrate and practice professional and ethical requirement of the teaching profession* is “Very Much Practised” in SSC reflecting an overall mean of 3.53.

The result is supported by interviewees B and C stressing that:

“Our graduates in the College of School of Education are suitably trained in the competency standards and qualified. They are knowledgeable of learning area content pedagogy, their students and needs, and learning priorities when selecting content and designing their teaching approach.”



Interviewee A elaborates:

“Our students don’t know only how to teach but they have advocacies. We emphasized with them that learning does not end in the classroom.”

The analysis of data reveals that the desired total quality assurance rating of 4.00 has not been attained because of the three lowest overall means in item 14, which are: *review and revision of the VMGO by the faculty* which got 3.08 overall mean, the *students* with 3.11 overall mean, and by *other stakeholders* with 3.32 overall mean. The gap of 0.58 in the grand mean indicates that this area must be enhanced to attain the TQA.

**Table 6: Weighted Mean on Domain 1 Instruction
Area 1 Vision, Mission, Goal, and Objectives of SSC**

Indicators	Respondents								TQA		
	Senior (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 1 : Vision, Mission, Goal and Objectives (VMGO)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Are clearly stated and understood by all stakeholders	3.43	P	3.50	P	3.63	VMP	3.52	VMP	4.5	4	0.48
2. Includes the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills	3.57	VMP	3.25	P	3.63	VMP	3.48	P	9	4	0.52
3. Strengthen technical skills in Undergraduate Teacher Education	3.30	P	3.25	P	3.63	VMP	3.39	P	14.5	4	0.61
4. Provide comprehensive knowledge of the subject matter they will teach	3.43	P	3.50	P	3.63	VMP	3.52	VMP	4.5	4	0.48
5. Demonstrate and practice professional and ethical requirements of the teaching profession	3.47	P	3.50	P	3.63	VMP	3.53	VMP	3	4	0.47
6. Facilitate learning of diverse types of learners in different learning environment	3.43	P	3.25	P	3.50	P	3.39	P	14.5	4	0.61
7. Be reflective practitioners	3.40	P	3.50	P	3.63	VMP	3.51	VMP	7	4	0.49
8. Be creative and innovative in teaching approaches	3.40	P	3.50	P	3.50	P	3.47	P	10	4	0.53
9. Be equipped with research and extension capabilities	3.50	P	3.25	P	3.50	P	3.42	P	12	4	0.58



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Indicators	Respondents								TQA		
10. Be life-long learners	3.63	VMP	3.25	P	3.50	P	3.46	P	11	4	0.54
11. Have Filipino ideals and cultural values	3.60	VMP	3.25	P	3.38	P	3.41	P	13	4	0.59
12. Be globally competitive	3.50	P	3.25	P	3.75	VMP	3.50	P	8	4	0.50
13. Are accepted by: 13.1 administrators	3.43	P	3.50	P	3.75	VMP	3.56	VMP	1	4	0.44
13.2 parent-teacher member	3.37	P	3.50	P	3.75	VMP	3.54	VMP	2	4	0.46
13.3 faculty	3.47	P	3.25	P	3.38	P	3.36	P	18	4	0.64
13.4 staff	3.43	P	3.50	P	3.63	VMP	3.52	VMP	4.5	4	0.48
13.5 students	3.37	P	3.25	P	3.50	P	3.37	P	17	4	0.63
14. Are reviewed and/or revised by: 14.1 administrators	3.50	P	3.00	P	3.63	VMP	3.38	P	16	4	0.62
14.2 faculty	3.37	P	3.00	P	2.88	P	3.08	P	22	4	0.92
14.3 students	3.20	P	3.00	P	3.13	P	3.11	P	21	4	0.89
14.4 representatives of other stakeholders	3.20	P	3.25	P	3.50	P	3.32	P	20	4	0.68
15. Are available in catalogue and other publications	3.30	P	3.25	P	3.50	P	3.35	P	19	4	0.65
Grand Mean	3.42	P	3.31	P	3.52	VMP	3.42	P		4	0.58

Legend: 3.51-4.00 Very Much Practised (VMP); 2.51-3.50 Practised (P); 1.51-2.50 Fairly Practised (FP); 1.00-1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Table 7 presents on page 91 the practices observed by the administration of SSC College of Education particularly in planning, monitoring, and implementation. The results show that generally the respondents “Practised” the quality indicators except *ensures program offerings, projects, and activities are supported by appropriate feasibility studies and mechanisms for the approval and periodic review of the school’s programs and awards* which both ranked first with 3.52 overall mean, and *aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution* with 3.51 overall mean interpreted as “Very Much Practised” by the respondents. Aligning the VMGO with the school’s activities provides a sense of direction. Stakeholders know what the institution stands for, where it is headed, and what it is going to become better in terms of the defined organizational purpose.



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The interviewees of SSC agreed with the best practice observed by their college adding:

“There is continuous appraisal of our programs in terms of viability and relevance to the needs of our students, achievement of goals and objectives of the College of Education, as well as the quality and quantity of human, physical, and financial resources to meet the program requirements.”

It can be noted however, that the gap of 0.94 in item 14, *acts as the central point of contact on disciplinary problems both within the student body and administrations*, 0.92 in item 15, *oversees the strategic management of the school's area, buildings, and facilities*, are evident. The gaps could be attributed on what the current need of school administrators which brings to mind that school managers no longer function simply as building managers but leaders of learning who develop a team of delivering effective instruction.

On the other hand, 0.81 gap of item 3 *has long term plans which at least cover term of Office* also makes a significant contribution to the grand mean gap of 0.65 of this area. Mintzberg (1994) expresses the importance of strategic planning which combined short-term and long-term planning. According to the author, organizations conducting strategic planning should commit themselves to a formal process in which a group of "planners" articulates a mission statement, sets goals and objectives, audits the organization for internal strengths and weaknesses, assesses the external environment for opportunities and threats, evaluates strategic options, and then selects and operationalizes an organizational strategy. The basic aim of strategic planning he explained was to link daily organizational decisions with a vision of where the organization wants to be at some point in the future, usually five years hence. Kaufman & Hemran (1991) argue, on the other



hand, that in the midst of this detailed overview of strategic planning, there is no evidence that strategic planning actually improves educational performance within schools. The authors elaborate:

Strategic planning is in danger of becoming just an educational fad...Often without a clear idea of what it is, what it should deliver, and how it differs from other types of planning. The safeguard against educational faddism, though, is to review proof of an intervention's effectiveness in various settings particularly its impact on the performance of schools and student learning.

It can be seen from the data shown in Table 8 on page 93, Area 2 of Administration: Staff Development, Promotion and Retirement Plan that the top three ranked indicators considered strengths of this domain are: *provides social security program which includes special awards, granting of fringe benefits such as sick leave and health benefits, and follows the training standards for in-service training (INSET).*

**Table 7: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Planning, Monitoring & Implementation of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 2: Administration 2.1 Planning, Monitoring, and Implementation	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3.30	P	3.25	P	3.50	P	3.35	P	10	4	0.65
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution	3.40	P	3.50	P	3.63	VMP	3.51	VMP	3	4	0.49
3. Has long term plans which at least cover term of Office	3.31	P	3.25	P	3.00	P	3.19	P	13	4	0.81
4. Works on the accreditation and quality assurance of programs	3.53	P	3.25	P	3.63	VMP	3.47	P	4	4	0.53
5. Ensures program offerings, projects, and	3.43	P	3.50	P	3.63	VMP	3.52	VMP	1.5	4	0.48



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activities are supported by appropriate feasibility studies											
6. Has mechanisms for the approval and periodic review of the school's programs and awards	3.43	P	3.50	P	3.63	VMP	3.52	VMP	1.5	4	0.48
7. Provides progress report of program monitoring and implementation	3.37	P	3.50	P	3.50	P	3.46	P	5	4	0.54
8. Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3.20	P	3.25	P	3.50	P	3.32	P	11	4	0.68
9. Conducts formal/informal dialogues between students and faculty	3.13	P	3.25	P	3.50	P	3.29	P	12	4	0.71
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year	3.33	P	3.25	P	3.50	P	3.36	P	9	4	0.64
11. Conducts supervisory visits to the classes	3.37	P	3.25	P	3.50	P	3.37	P	8	4	0.63
12. Conducts periodic evaluation and provides feedback on faculty performance	3.30	P	3.50	P	3.38	P	3.39	P	6	4	0.61
13. Conducts student consultation and advising	3.27	P	3.50	P	3.38	P	3.38	P	7	4	0.62
14. Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections	3.30	P	3.00	P	2.88	P	3.06	P	15	4	0.94
15. Oversees the strategic management of the school's area, buildings, and facilities	3.23	P	3.00	P	3.00	P	3.08		14	4	0.92
Grand Mean	3.33	P	3.32	P	3.40	P	3.35	P		4	0.65

Legend: 3.51-4.00 Very Much Practised (VMP); 2.51-3.50 Practised (P); 1.51-2.50 Fairly Practised (FP); 1.00-1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Interviewee B mentions:

"We have regular in-service program for all faculty members. Information on outside seminars and trainings are disseminated per department. Usually, the learning discipline and expertise of the teacher are bases for attending. The activities are aligned with needs analysis. The school also considers suggestions of the PAASCU accreditators regarding professional development of teachers. I believe that there is equal opportunity for professional growth observed in our school."

While interview A pronounces:

"Sa aming departamento, ang aming mga guro ay hindi maramot sa kaalaman. We have professional relationships which foster a community of collaboration in which our individual strengths compliment each other's strength. Through our sharing of teaching practices we improve and learn and provide the best outcomes for our students."



On the other hand, the last three ranked indicators considered weaknesses are: seeks local and international scholarships, fellowships, and training grants, provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer, and provides regular in-house seminars based on needs analysis. In view of the last weakness, Laryea cited by Talens (2009) concludes that the improvement of instructional effectiveness is attributed to faculty in-service training, with the implementation of assessment of needs, development of a delivery system, conduct of initial training session, training implementation, and follow-up and evaluation.

Though generally all indicators were rated “Practised” by the respondents, none of the indicators meet the total quality assurance of 4.00, which implies that this area has to be improved.

Table 8: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Staff Development, Promotion, & Retirement Plan of SSC

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
2.2 Staff Development, Promotion, and Retirement Plan	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has career path for teaching staff with equivalency for diverse jobs	3.23	P	3.25	P	3.00	P	3.16	P	13	4	0.84
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	3.07	P	3.00	P	3.38	P	3.15	P	14	4	0.85
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs	3.10	P	3.25	P	3.38	P	3.24	P	10.5	4	0.76
5.Follows the training standards for in-service training (INSET)	3.23	P	3.50	P	3.63	VMP	3.45	P	3	4	0.55
5. Has adequate and well-utilized budget	3.23	P	3.00	P	3.50	P	3.24	P	10.5	4	0.76
6. Cultivates a climate of professional sharing	3.20	P	3.25	P	3.50	P	3.32	P	6	4	0.68
7. Seeks local and international scholarships, fellowships, and training grants	3.00	P	2.75	P	3.00	P	2.92	P	17	4	1.08
8. Provides regular in-house seminars based on needs analysis	3.03	P	3.00	P	3.25	P	3.09	P	15	4	0.91
9. Conducts performance review at least once a year	3.27	P	3.25	P	3.50	P	3.34	P	5	4	0.66
10. Provides recognition/awards and incentives for faculty members who have shown outstanding	3.30	P	3.25	P	3.38	P	3.31	P	7.5	4	0.69



Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=30)		(N=4)		(N=8)		(N=42)				
performance											
11. Supports individual initiatives	2.97	P	3.25	P	3.38	P	3.20	P	12	4	0.80
12. Provides financial and promotional advancements	3.13	P	3.25	P	3.38	P	3.25	P	9	4	0.75
13. Provides a social security program which includes: 13. 1 retirement plans	3.17	P	3.25	P	3.50	P	3.31	P	7.5	4	0.69
13. 2 separation pay	3.33	P	3.25	P	3.50	P	3.36	P	4	4	0.64
13. 3 special awards	3.47	P	3.50	P	3.50	P	3.49	P	1	4	0.51
14. Includes granting of fringe benefits such as sick leave and health benefits	3.30	P	3.50	P	3.63	VMP	3.48	P	2	4	0.53
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer	2.83	P	2.75	P	3.00	P	2.86	P	16	4	1.14
Grand Mean	3.17	P	3.19	P	3.38	P	3.24	P		4	0.76

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Table 9 depicts the respondents' perceptions on the administration's quality standard practices on networking and linkages. Results show that senior college students, graduate students, and faculty/administrators have the grand mean ratings of 3.24, 3.47, and 3.36, respectively with verbal interpretation of "Practised, which also applies to the overall grand mean of 3.36. Indicator no. 5 *encourages membership in professional organizations* gets the highest rank with 3.67 overall mean which the three groups of respondents unanimously agreed to be "Very Much Practised."

The three interviewees supported the best practice on membership with professional organizations because according to them, professional organizations help in their quest for continuous learning, expand their linkages, and make them adept in current educational issues and practices.



Moreover, aside from individual membership, they commended SSC's active membership in SMIIC and in Consortium of Women's Colleges (CWC), which leads to maximization of resources, both human and material.

**Table 9: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Networking & Linkages of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
2.3 Networking and Linkages	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has International Teacher Education Institution (TEI) partners	2.93	P	3.00	P	3.13	P	3.02	P	9	4	0.98
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of:	3.13	P	3.50	P	3.25	P	3.29	P	7	4	0.71
2.1 facilities											
2.2 research	3.20	P	3.50	P	3.25	P	3.32	P	6	4	0.68
2.3 instruction	3.13	P	3.50	P	3.50	P	3.38	P	4	4	0.62
2.4 expertise	3.23	P	3.50	P	3.38	P	3.37	P	5	4	0.63
2.5 funding	3.00	P	3.25	P	3.13	P	3.13	P	8	4	0.88
3. Sustains partnership across schools/institution	3.50	P	3.75	VMP	3.63	VMP	3.63	VMP	2	4	0.38
4. Maximizes its alumni and parents' network to support development	3.23	P	3.50	P	3.50	P	3.41	P	3	4	0.59
5. Encourages membership in professional organizations	3.77	VMP	3.75	VMP	3.50	P	3.67	VMP	1	4	0.33
Grand Mean	3.24	P	3.47	P	3.36	P	3.36	P		4	0.64

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Table 10 reflects the quality indicators on resource generation and utilization. The grand mean of 3.21 is interpreted "Practised" based on the observations of the respondents. The gap of 0.79 in the total quality assurance on the other hand, has to be addressed to make this as one of the strengths of SSC. Further, among the practices most noteworthy to be strengthened are: *optimal, efficient, and effective use of resources, use of*



brand marketing strategies to impact enrolment and resource generation and linkages with national government funding agency which fall on the 7th, 8th, and 6th rankings respectively.

For the interviewees they did not agree that SSC is weak on *optimal, efficient, and effective use of resources*. In their opinion, SSC has optimized its resources as seen in their good facilities, enrolment, incentives for faculty, and support to students.

On the other hand, interviewee A remarks:

“Although there is some recall in the use of brand marketing, to cite an example, the public information on our two top LET passers, has no impact in our enrolment. What makes our enrolment in the College of Education viable is our quality programs and non-threatening atmosphere for learning.”

**Table 10: Weighted Mean on Domain 1 Instruction
Area 2 Resource Generation and Utilization of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
2.4 Resource Generation and Utilization	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes	3.13	P	3.00	P	3.25	P	3.13	P	7	4	0.87
2. Has linkages with any of the following funding agencies:	3.17	P	3.25	P	3.38	P	3.26	P	3.5	4	0.74
2.1 International											
2.2 National Government	3.17	P	3.25	P	3.00	P	3.14	P	6	4	0.86
2.3 Local Government Units (LGUs)	3.23	P	3.00	P	3.25	P	3.16	P	5	4	0.84
2.4 Non Government Organizations (NGOs)	3.13	P	3.50	P	3.25	P	3.29	P	2	4	0.71
2.5 Industry	3.27	P	3.50	P	3.13	P	3.30	P	1	4	0.70
3. Uses brand marketing strategies to impact enrolment and resource generation	3.03	P	3.00	P	3.25	P	3.09	P	8	4	0.91
4.Has a school-generated fund mechanisms	3.17	P	3.25	P	3.38	P	3.26	P	3.5	4	0.74
Grand Mean	3.16	P	3.22	P	3.23	P	3.21	P		4	0.79

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)



Table 11 in the following page illustrates the weighted mean of Domain 1 Instruction, Area 3 Faculty Profile and Professional Competence of SSC. Data show that there is undisputed perception among the three groups of respondents in the highest rank. They asserted that quality indicator 8 *are licensed professional teachers* as “Very Much Practised” at SSC with overall mean rating of 3.73 contrary to indicator 12.3, the *faculty members present/publish papers in the international magazines/refereed journals* which ranked 34 in the list of quality practices.

From the interview, it was found out that SSC is emphasizing strong research orientation for faculty and students. As part of their vision, they are now strengthening faculty research publications and presentations.

As interviewee C explains:

“There is a strong institutional support for faculty development and advancement in the context of teaching, research (which is now the advocacy of the school), scholarship, and service.”

Based on the opinion of Vroeijenstijn (1995) however, he points out that the total number of publications cannot be a true measure of quality in research. Nevertheless, SSC has the responsibility to strengthen this area to achieve the desired total quality assurance.

**Table 11: Weighted Mean on Domain 1 Instruction
Area 3 Faculty Profile and Professional Competence of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 3 Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.33	P	3.25	P	3.50	P	3.36	P	16.5	4	0.64



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Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 3 Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.30	P	3.25	P	3.50	P	3.35	P	18.5	4	0.65
3. Have at least 80% of faculty members with specialization in Science, Math, English, (Masters Level) etc.	3.27	P	3.00	P	3.50	P	3.26	P	25.5	4	0.74
4. Have at least 100% of Professional Education faculty member with Masters	3.47	P	3.25	P	3.50	P	3.41	P	9	4	0.59
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.27	P	3.00	P	3.50	P	3.26	P	25.5	4	0.74
6 .Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3.53	VMP	3.50	P	3.50	P	3.51	VMP	4	4	0.49
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.53	VMP	3.25	P	3.63	VMP	3.47	P	6.5	4	0.53
8. Are licensed professional teachers	3.57	VMP	3.75	VMP	3.88	VMP	3.73	VMP	1	4	0.27
9. Demonstrate professional competence in instruction	3.57	VMP	3.25	P	3.38	P	3.40	P	10.5	4	0.60
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3.33	P	3.50	P	3.38	P	3.40	P	10.5	4	0.60
10.2 production of instructional materials	3.47	P	3.50	P	3.63	VMP	3.53	VMP	2	4	0.47
10.3 consultancy	3.00	P	3.25	P	3.50	P	3.25	P	29.5	4	0.75
10.4. expert service (e.g., resource person and/or lecturer, thesis/ dissertation advising etc.)	3.17	P	3.25	P	3.38	P	3.26	P	25.5	4	0.74
10.5 development of creative and scholarly works	3.30	P	3.25	P	3.50	P	3.35	P	18.5	4	0.65
11. Have shown continuing efforts in research	3.10	P	3.00	P	3.38	P	3.16	P	32	4	0.84
12. Present/publish research/articles/papers in the following magazines/refereed journals : 12. 1 regional	3.00	P	3.25	P	3.50	P	3.25	P	29.5	4	0.75
12. 2 national	3.10	P	3.00	P	3.25	P	3.12	P	33	4	0.88
12. 3 international	2.93	P	3.25	P	3.13	P	3.10	P	34	4	0.90
13. Have received academic recognition such as: 13.1 scholarships	3.43	P	3.25	P	3.50	P	3.39	P	12.5	4	0.61
13.2 fellowships	3.40	P	3.50	P	3.25	P	3.38	P	14	4	0.62
13.3 grants	3.40	P	3.50	P	3.13	P	3.34	P	22.5	4	0.66
13.4 awards	3.57	VMP	3.50	P	3.38	P	3.48	P	5	4	0.52
14. Have knowledge of the curriculum	3.43	P	3.50	P	3.63	VMP	3.52	VMP	3	4	0.48
15. Have pedagogical content knowledge	3.17	P	3.50	P	3.50	P	3.39	P	12.5	4	0.61
16. Design coherent learning program	3.30	P	3.25	P	3.50	P	3.35	P	18.5	4	0.65
17. Facilitate learning for diverse students	3.37	P	3.25	P	3.25	P	3.29	P	24	4	0.71
18. Use varied assessment and feedback mechanisms	3.40	P	3.25	P	3.38	P	3.34	P	22.5	4	0.66
19. Provide safe and supportive learning environment	3.27	P	3.25	P	3.13	P	3.21	P	31	4	0.79
20. Display inquiry skills	3.43	P	3.25	P	3.38	P	3.35	P	18.5	4	0.65
21. Exhibit professional practice	3.40	P	3.50	P	3.50	P	3.47	P	6.5	4	0.53
22. Possess professional knowledge	3.40	P	3.00	P	3.38	P	3.26	P	25.5	4	0.74
23. Possess professional attributes contributing to teaching	3.50	P	3.25	P	3.50	P	3.42	P	8	4	0.58
24. Employ different teaching strategies and approaches	3.33	P	3.25	P	3.50	P	3.36	P	16.5	4	0.64
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.37	P	3.25	P	3.50	P	3.37	P	15	4	0.63



Philippine Normal University
National Center for Teacher Education

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 3 Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
Grand Mean	3.34	P	3.29	P	3.44	P	3.36	P		4	0.64

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Table 12 of Problem 1 reflects the quality standards of SSC on curriculum. The result confirms that the three groups of respondents “Practised” the quality indicators with the grand mean of 3.30. As to the most practised indicator perceived by the respondents, item 6 *provides apprenticeship of pre-service teacher to an experienced mentor* got overall mean rating of 3.62 with “Very Much Practised” verbal interpretation. The result is related to the study of Tan (2006) when the author found out that mentoring was one of the school-initiated staff development strategies. Next to this indicator is the *provision for practice teaching locally* with overall rating of 3.61 which is contrary to the lowest ranked quality indicator, *practise teaching internationally* with lowest overall mean of 2.76. SSC interviewees confirmed that they don’t have yet international TEI partners. Possibility of having this in the future is being discussed during review of program.

**Table 12: Weighted Mean on Domain 1 Instruction
Area 4 Curriculum of SSC**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=30)		(N=4)		(N=8)		(N=42)		R	I	Gap
Area 4 Curriculum	WM	VI	WM	VI	WM	VI	M	VI			
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.33	P	3.25	P	3.50	P	3.36	P	16.5	4	0.64
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.30	P	3.25	P	3.50	P	3.35	P	18.5	4	0.65



Philippine Normal University

National Center for Teacher Education

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 4 Curriculum	WM	VI	WM	VI	WM	VI	M	VI	R	I	Gap
3. Have at least 80% of faculty members with specialization in Science, Math, English, (Masters Level) etc.	3.27	P	3.00	P	3.50	P	3.26	P	25.5	4	0.74
4. Have at least 100% of Professional Education faculty member with Masters	3.47	P	3.25	P	3.50	P	3.41	P	9	4	0.59
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.27	P	3.00	P	3.50	P	3.26	P	25.5	4	0.74
6 .Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3.53	VMP	3.50	P	3.50	P	3.51	P	4	4	0.49
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.53	VMP	3.25	P	3.63	VMP	3.47	P	6.5	4	0.53
8. Are licensed professional teachers	3.57	VMP	3.75	VMP	3.88	VMP	3.73	VMP	1	4	0.27
9. Demonstrate professional competence in instruction	3.57	VMP	3.25	P	3.38	P	3.40	P	10.5	4	0.60
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3.33	P	3.50	P	3.38	P	3.40	P	10.5	4	0.60
10.2 production of instructional materials	3.47	P	3.50	P	3.63	VMP	3.53	VMP	2	4	0.47
10.3 consultancy	3.00	P	3.25	P	3.50	P	3.25	P	29.5	4	0.75
10.4. expert service (e.g., resource person and/or lecturer, thesis/ dissertation advising etc.)	3.17	P	3.25	P	3.38	P	3.26	P	25.5	4	0.74
10.5 development of creative and scholarly works	3.30	P	3.25	P	3.50	P	3.35	P	18.5	4	0.65
11. Have shown continuing efforts in research	3.10	P	3.00	P	3.38	P	3.16	P	32	4	0.84
12. Present/publish research/articles/papers in the following magazines/refereed journals : 12. 1 regional	3.00	P	3.25	P	3.50	P	3.25	P	29.5	4	0.75
12. 2 national	3.10	P	3.00	P	3.25	P	3.12	P	33	4	0.88
12. 3 international	2.93	P	3.25	P	3.13	P	3.10	P	34	4	0.90
13. Have received academic recognition such as: 13.1 scholarships	3.43	P	3.25	P	3.50	P	3.39	P	12.5	4	0.61
13.2 fellowships	3.40	P	3.50	P	3.25	P	3.38	P	14	4	0.62
13.3 grants	3.40	P	3.50	P	3.13	P	3.34	P	22.5	4	0.66
13.4 awards	3.57	VMP	3.50	P	3.38	P	3.48	P	5	4	0.52
14. Have knowledge of the curriculum	3.43	P	3.50	P	3.63	VMP	3.52	VMP	3	4	0.48
15. Have pedagogical content knowledge	3.17	P	3.50	P	3.50	P	3.39	P	12.5	4	0.61
16. Design coherent learning program	3.30	P	3.25	P	3.50	P	3.35	P	18.5	4	0.65
17. Facilitate learning for diverse students	3.37	P	3.25	P	3.25	P	3.29	P	24	4	0.71
18. Use varied assessment and feedback mechanisms	3.40	P	3.25	P	3.38	P	3.34	P	22.5	4	0.66
19. Provide safe and supportive learning environment	3.27	P	3.25	P	3.13	P	3.21	P	31	4	0.79
20. Display inquiry skills	3.43	P	3.25	P	3.38	P	3.35	P	18.5	4	0.65
21. Exhibit professional practice	3.40	P	3.50	P	3.50	P	3.47	P	6.5	4	0.53
22. Possess professional knowledge	3.40	P	3.00	P	3.38	P	3.26	P	25.5	4	0.74
23. Possess professional attributes contributing to teaching	3.50	P	3.25	P	3.50	P	3.42	P	8	4	0.58
24. Employ different teaching strategies and approaches	3.33	P	3.25	P	3.50	P	3.36	P	16.5	4	0.64
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.37	P	3.25	P	3.50	P	3.37	P	15	4	0.63
Grand Mean	3.34	P	3.29	P	3.44	P	3.36	P		4	0.64

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)



Table 13 illustrates that the strength of learning environment of SSC is item 6, *has adequate classroom size, space, arrangements and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups* with overall mean of 3.53 interpreted as “Very Much Practised.”

Interviewee B narrates:

“As much as possible we combine theory and practice in our learning design. We expose our students in learning by doing.”

The result however shows that the seniors provided the lowest ratings for all quality indicators particularly item 3, *has built-in ICT multimedia facilities in every classroom* with 2.97 weighted mean rating.

According to interviewee A, mostly SSC’s built-in multimedia facilities are found in their laboratories especially in the lecture rooms and function rooms. There are selected classes though with built-in multimedia facilities. The interviewee elaborated that SSC has adequate provision of facilities for the College of Education program in terms of accommodation, recommended course materials, equipment, and ICT.

From the data, SSC has the responsibility to address the 0.67 gap in the total quality assurance to ensure quality of learning environment.

**Table 13: Weighted Mean on Domain 1 Instruction
Area 5 Learning Environment of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 5 Learning Environment	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has adequate faculty-student ratio	3.10	P	3.25	P	3.50	P	3.28	P	5	4	0.72



Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
2. Is conducive for teaching and learning process	3.10	P	3.25	P	3.38	P	3.24	P	6	4	0.76
3. Has built-in ICT multimedia facilities in every classroom	2.97	P	3.25	P	3.13	P	3.11	P	7	4	0.89
4. Considers the availability of appropriate, varied, and adequate learning resources for each program offered	3.20	P	3.50	P	3.50	P	3.40	P	3	4	0.60
5. Provides for individualized learning	3.23	P	3.50	P	3.63	VMP	3.45	P	2	4	0.55
6. Has adequate classroom size, space, arrangements, and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3.47	P	3.50	P	3.63	VMP	3.53	VMP	1	4	0.47
7. Integrates technology into lesson designs	3.13	P	3.25	P	3.50	P	3.29	P	4	4	0.71
Grand Mean	3.17	P	3.36	P	3.46	P	3.33	P		4	0.67

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Table 14 concerns the assessment of learning of SSC. The grand mean of 3.34 has a verbal interpretation of “Practised.” However, among the six quality indicators, *timely giving of assessment to students to assess their progress* is the only indicator “Very Much Practised” at SSC as perceived by the respondents. Aside from this best practice identified, the interviewees added that there is an efficient system in assessing student learning towards securing the quality of the academic outcomes and enhancing student success. Students are assessed using published criteria. There are regulations and procedures which are applied consistently.

For interviewee C, SSC uses alternative assessments like portfolio, demonstrations, rubrics, synthesis evaluation, appreciative inquiry approach, exhibits, and other performance-based assessments.

The TQA gap of 0.66 however, connotes that the quality indicators for assessment of learning have to be strengthened further.



**Table 14: Weighted Mean on Domain 1 Instruction
Area 6 Assessment of Learning of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.13	P	3.25	P	3.38	P	3.25	P	6	4	0.75
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3.20	P	3.25	P	3.38	P	3.28	P	4.5	4	0.73
3.Is subject to administrative/supervisory checks	3.10	P	3.25	P	3.50	P	3.28	P	4.5	4	0.72
4. Is timely given to assess student's progress	3.27	P	3.50	P	3.75	VMP	3.51	VMP	1	4	0.49
5. Is reviewed periodically and revised as necessary	3.20	P	3.25	P	3.50	P	3.32	P	3	4	0.68
6. Is returned to students after results are checked, recorded, and analyzed	3.40	P	3.25	P	3.50	P	3.38	P	2	4	0.62
Grand Mean	3.22	P	3.29	P	3.50	P	3.34	P		4	0.66

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Table 15 reflects the status of laboratory facilities of SSC. Statistics shows that the ratings of graduate students obtained the highest grand mean of 3.48 compared with the students and faculty/administrators. Such ratings are attributed to the weighted mean of 3.50 on items 1 to 5, 8, and 9. The strength of this area is manifested in indicator 10, *adequate facilities for experimentation and innovations* with overall mean of 3.56 interpreted as “Very Much Practised.” However, the highest overall mean of 3.63 of the faculty/administrators on the *sufficiency of AV equipment inside the laboratories*, makes indicator 8 ranked 2nd among the strengths of this area.



On the other hand, quality indicator 6 which deals with continuous *improvement, expansion and acquisition of up-to-date equipment, apparatus, material, and supply* is the weakest observed practice for improvement of SSC.

As for indicator 6, the three interviewees explain that SSC has done continuous upgrading of facilities as required by the program to make it relevant and responsive to the needs of the students.

**Table 15: Weighted Mean on Domain 1 Instruction
Area 7 Laboratory Facilities of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 7: Laboratory Facilities	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conform with at least minimum requirements of CHED for each laboratory course	3.20	P	3.50	P	3.25	P	3.32	P	8	4	0.68
2. Are adequate and conducive for effective teaching and learning	3.17	P	3.50	P	3.38	P	3.35	P	7	4	0.65
3. Are periodically checked to ensure safety of the users	3.37	P	3.50	P	3.50	P	3.46	P	3.5	4	0.54
4. Assures of first-aid facilities for immediate use	3.20	P	3.50	P	3.38	P	3.36	P	6	4	0.64
5. Are continuously maintained in good condition	3.30	P	3.50	P	3.38	P	3.39	P	5	4	0.61
6. Are continuously improved and expanded to acquire up-to-date equipment, apparatus, material, and supply	3.03	P	3.25	P	3.25	P	3.18	P	10	4	0.82
7. Are provided with laboratory assistants or technicians (Science laboratories)	3.17	P	3.25	P	3.38	P	3.26	P	9	4	0.74
8. Have sufficient AV equipment inside the laboratories	3.43	P	3.50	P	3.63	VMP	3.52	VMP	2	4	0.48
9. Have adequate facilities for student teaching	3.37	P	3.50	P	3.50	P	3.46	P	3.5	4	0.54
10. Have adequate facilities for experimentation and innovations	3.43	P	3.75	VMP	3.50	P	3.56	VMP	1	4	0.44
Grand Mean	3.27	P	3.48	P	3.41	P	3.38	P		4	0.62

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)



Table 16 focuses on Library Facilities and Collections of SSC. Data show that *administration and supervision of licensed, fulltime librarian with MS Degree* is very important as revealed in the present study with overall mean of 3.60. This indicator complies with what is stated in the PAASCU Evaluation Form A Section IV Library which explains the qualification and status of academic librarians. PAASCU states:

The services and needs of academic libraries are complex. There is therefore a need to employ the services of a qualified librarian. It is further elaborated that for college libraries, the head librarian must have a license to practice given by the Professional Regulation Commission (PRC) and must be employed full time by the college. He/She must have an undergraduate degree in Library Science/Library and Information Science. He/She must pursue a Master's Degree in Library Science/Library and Information Science. In addition, "for university libraries, the head librarian must have a license to practice given by the Professional Regulation Commission (PRC) and must be employed full-time by the university. He/She must have a graduate degree in Library Science/Library and Information Science and a minimum of three years library work experience.

Delving deeper with the figure, indicator 8 *has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program* is the second highest rated indicator while *has consortia, networking, and linkages for library cooperative activities, resource-sharing, funding, and enhancement of library facilities and resources* is the third highest ranked indicator which is attributed to SSC's membership with SMIIC. Nevertheless, it is noted that SSC's membership in E-library has to be improved though rated "Practised" by the respondents. Improvement in E-library membership is



beneficial for cooperative acquisitions of E-books and E-journals that would be good instructional and curricular support.

**Table 16: Weighted Mean on Domain 1 Instruction
Area 8 Library Facilities and Collections of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 8: Library Facilities and Collections	WM	VI	WM	VI	WM	VI	WM	VI	R	I	GA P
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree	3.43	P	3.75	VMP	3.63	VMP	3.60	VMP	1	4	0.40
2. Has a published Library Manual	3.23	P	3.50	P	3.50	P	3.41	P	8.5	4	0.59
3. Has adequate support staff and student assistants	3.33	P	3.50	P	3.63	VMP	3.49	P	5.5	4	0.51
4. Supports the VMGO of the institution and school program respectively	3.30	P	3.25	P	3.50	P	3.35	P	11	4	0.65
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	3.23	P	3.50	P	3.50	P	3.41	P	8.5	4	0.59
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment	3.33	P	3.50	P	3.63	VMP	3.49	P	5.5	4	0.51
7. Provides sufficient research books and materials to supplement the client's curricular needs	3.43	P	3.25	P	3.50	P	3.39	P	10	4	0.61
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	3.50	P	3.50	P	3.63	VMP	3.54	VMP	2	4	0.46
9. Has library materials/resources which conform with the standards set for a particular academic program	3.43	P	3.50	P	3.63	VMP	3.52	VMP	4	4	0.48
10. Has at least one (1) international journal in each particular academic program	3.27	P	3.50	P	3.50	P	3.42	P	7	4	0.58
11. Is automated with Internet connectivity	3.10	P	3.25	P	3.38	P	3.24	P	13	4	0.76
12. Is a member of E-library	3.13	P	3.00	P	3.38	P	3.17	P	14	4	0.83
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other books/journals	3.20	P	3.25	P	3.38	P	3.28	P	12	4	0.73
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources	3.47	P	3.50	P	3.63	VMP	3.53	VMP	3	4	0.47
Grand Mean	3.31	P	3.41	P	3.53	VMP	3.42	P		4	0.58

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)



As indicated in Table 17, indicator 4 is perceived to be “Very Much Practised” by the respondents in relation to providing *web-based information* for all stakeholders. Considering that most stakeholders have access to technology, they are better informed and updated on the SSC’s activities. It should be noted however, that SSC has to improve its *Wi-Fi spots* for better accessibility of information as it received a 3.09 overall weighted mean from the respondents. To date, Wi-Fi spots are improved in SSC according to interviewee A.

**Table 17: Weighted Mean on Domain 1 Instruction
Area 9 Information and Communications Technology (ICT) of SSC**

Indicators	Respondents									TQA	
	Seniors (N=30)		Grad Students (N=4)		Fcaulty/ Admin (N=8)		Overall (N=42)				
Area 9: Information and Communications Technology (ICT)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3.33	P	3.50	P	3.50	P	3.44	P	2	4	0.56
2. Is Internet accessible for all staff of the University, college and/or school	3.13	P	3.00	P	3.25	P	3.13	P	10	4	0.87
3. Is used as instructional support	3.20	P	3.25	P	3.38	P	3.28	P	6	4	0.73
4. Is used to provide web-based information for all stakeholders	3.43	P	3.50	P	3.63	VMP	3.52	VMP	1	4	0.48
5. Includes training program for students and faculty	3.10	P	3.25	P	3.38	P	3.24	P	8	4	0.76
6. Has a good ratio of students to terminals and other equipment	3.10	P	3.00	P	3.25	P	3.12	P	11	4	0.88
7. Has good location for ICT resources	3.17	P	3.25	P	3.38	P	3.26	P	7	4	0.74
8. Has annual allocation of resources for purchasing latest hardware	3.07	P	3.25	P	3.38	P	3.23	P	9	4	0.77
9. Has licensed software application and licensed anti-virus	3.13	P	3.50	P	3.38	P	3.34	P	5	4	0.66
10. Has preventive maintenance	3.23	P	3.50	P	3.38	P	3.37	P	4	4	0.63
11. Has in-house development of software applications/programs	3.27	P	3.50	P	3.50	P	3.42	P	3	4	0.58
12. Has Wi-Fi hot spots	2.90	P	3.25	P	3.13	P	3.09	P	12	4	0.91
Grand Mean	3.17	P	3.31	P	3.38	P	3.29	P		4	0.71

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)



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The most significant breakthrough of teaching as a profession was the enactment of RA 7836, *The Teachers' Professionalization Act of 1994* requiring licensure examination for Teacher Education. Licensure examination was anchored on RA 8981 (PRC Modernization Act of 2000) which states:

...all subjects for Licensure Examinations shall be taught by persons who are holders of valid certificate of registration and valid professional licenses of the profession and who comply with the other requirements of the Commission on Higher Education (CHED) and of a master's degree in education or from any of the allied fields.

The study of Barrios (2000) entitled, *Developing a stakeholders' qualities assessment model in higher education* mentions that the quality of education is not only determined by high selectivity at entrance or by the number of bar and board topnotchers and passers because these are woefully inadequate measures of quality. In addition, the author mentioned that quality assurance must take both quality and efficiency of the school into consideration.

Analyzing both views, licensure examination is correlated in the quality product of the school as indicated in the study of Tuppal (2009).

The data presented in Table 18 exhibit a TQA gap of 0.68. Interviewee A however, commented that SSC Education students have done well in LET despite the fact that the school does not provide an in-house LET review classes.



**Table 18: Weighted Mean on Domain 1 Instruction
Area 10 Licensure Examination for Teachers (LET) Performance of SSC**

Indicators	Respondents									TQA	
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=30)		(N=4)		(N=8)		(N=42)				
Area 10: Licensure Examinations for Teachers (LET) Performance	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEED and BSED for the last three years	3.33	P	3.25	P	3.50	P	3.36	P	1	4	0.64
2. Has 100% LET passers for the last three (3) years	3.10	P	3.25	P	3.5	P	3.28	P	2	4	0.72
Grand Mean	3.22	P	3.25	P	3.50	P	3.32	P		4	0.68

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

As shown in Table 19, graduate students and faculty/administrators believed that SSC has a *good databank of the employment status of their graduates* with weighted mean of 3.50 on the contrary, this should be continuously updated to track graduates opined by interviewee B. Nonetheless, because of the TQA gap of 0.62, this area has to be strengthened.

**Table 19: Weighted Mean on Domain 1 Instruction
Area 11 Profile of Graduates/Trace Program of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Area 11: Profile of Graduates/ Trace Program	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has an updated profile of graduates for the last five (5) years	3.30	P	3.25	P	3.50	P	3.35	P	2	4	0.65
2. Has a good databank of the employment status of their graduates	3.33	P	3.50	P	3.50	P	3.44	P	1	4	0.56
3. Has a comprehensive records of alumni awardees for the last five (5) years	3.13	P	3.50	P	3.38	P	3.34	P	3	4	0.66
Grand Mean	3.26	P	3.42	P	3.46	P	3.38	P		4	0.62

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)



Table 20 presents Area 12 on Domain 1 Instruction highlighting Student Support and Services of SSC. Very evident from the data are the following strengths with verbal interpretation of “Very Much Practised.” As shown, *have scholarships and study grants on merit to support the most able students* and *have periodic inspection of food servers and periodic inspection of food being served* both with 3.65 overall weighted mean.

Relative to the best practice of provision of scholarships, according to interviewee A:

“The scholarship grants are under the Office of the Registrar. The committee is led by the Registrar and the Department/Unit heads as members. The group deliberates on the criteria like maintaining/attaining the required grade or quality point. Part of this scholarship is service rendered by the successful applicant.”

The first strength was identified as the best practice in the study of Cacho (n.d.) on *Setting of quality standards among SUCs in Region VI: basis for capability building program*. Cacho’s (n.d.) study found out that 65 to 80% of scholarships and financial assistance were provided by the local government officials to SUCs students of Region VI implying a strong instructional support and linkage with the LGUs. On the other hand, *adopt security measures for all school personnel, students, and stakeholders* with 3.64 overall weighted mean ranked third among the criteria.

In connection with the security measures, SSC ensures the safety of everyone inside the campus. Visitors are properly screened. Appointment with the concerned school personnel is verified before issuing the visitor’s pass. Basically, *distribution of students* and *satisfaction with their programs, retention and dropout rate* are identified weaknesses of the student support and services of SSC which need to be attended to.



**Table 20: Weighted Mean on Domain 1 Instruction
Area 12 Student Support and Services of SSC**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=30)		(N=4)		(N=8)		(N=42)		R	I	Gap
Area 12: Student Support and Services	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential	3.13	P	3.25	P	3.38	P	3.25	P	39.5	4	0.75
2. Have support programs for the advancement of intellectually-able students	3.43	P	3.25	P	3.50	P	3.39	P	15.5	4	0.61
3. Have scholarships and study grants on merit to support the most able students	3.57	VMP	3.50	P	3.88	VMP	3.65	VMP	1.5	4	0.35
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3.43	P	3.25	P	3.38	P	3.35	P	25.5	4	0.65
5. Have co-curricular activities which serve as models for other TEIs	3.00	P	3.25	P	3.50	P	3.37	P	18.5	4	0.76
6. Have a model physical environment for Teacher Education Institution	3.37	P	3.25	P	3.50	P	3.37	P	18.5	4	0.63
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3.57	VMP	3.50	P	3.75	VMP	3.61	VMP	4	4	0.39
8. Publish regularly up- to -date, impartial, and objective information on the following in the school's fulfillment of public accountability: 8.1 student progression and success rates	3.40	P	3.25	P	3.13	P	3.26	P	35.5	4	0.74
8.2 student's satisfaction with their programs	3.23	P	3.00	P	3.38	P	3.20	P	42	4	0.80
8.3 profile of student population	3.13	P	3.25	P	3.38	P	3.25	P	39.5	4	0.75
8.4 distribution of students per program	3.27	P	3.25	P	3.13	P	3.21	P	41	4	0.79
8.5 retention and dropout rate	3.23	P	3.00	P	3.13	P	3.12	P	43	4	0.88
8.6 effectiveness of faculty members	3.43	P	3.25	P	3.38	P	3.35	P	25.5	4	0.65
8.7 awards received	3.47	P	3.25	P	3.50	P	3.41	P	12	4	0.59
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students	3.47	P	3.50	P	3.63	VMP	3.53	VMP	5.5	4	0.47
10. Adopt security measures for all school personnel, students, and stakeholders	3.53	VMP	3.75	VMP	3.63	VMP	3.64	VMP	3	4	0.36
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	3.23	P	3.50	P	3.25	P	3.33	P	29	4	0.67
12. Have basic security equipment and/or personnel in line with the institution's/school's safety program	3.47	P	3.50	P	3.63	VMP	3.53	VMP	5.5	4	0.47
13. Update and exercise school emergency preparedness plans	3.33	P	3.50	P	3.50	P	3.44	P	9.5	4	0.56
14. Have regular meeting between School Officials and their public sfety officials to discuss safety, security, and emergency planning strategies	3.30	P	3.50	P	3.38	P	3.39	P	15.5	4	0.61
15. Evaluate and refine school security	3.23	P	3.50	P	3.38	P	3.37	P	18.5	4	0.63



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Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=30)		(N=4)		(N=8)		(N=42)				
measures											
16. Have an adequate food service areas for the institution/school population	3.20	P	3.25	P	3.38	P	3.28	P	34	4	0.73
17. Have food service areas conveniently located, well-equipped, and kept sanitary	3.17	P	3.25	P	3.38	P	3.26	P	35.5	4	0.74
18. Have periodic health examination of food servers and periodic inspection of food being served	3.57	VMP	3.75	VMP	3.63	VMP	3.65	VMP	1.5	4	0.35
19. Provide adequately-equipped infirmary and school clinic to meet the constituents' needs	3.23	P	3.25	P	3.38	P	3.29	P	32.5	4	0.71
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school	3.30	P	3.25	P	3.50	P	3.35	P	25.5	4	0.65
21. Have athletic facilities with safety features for all areas of sports activities	3.17	P	3.25	P	3.38	P	3.26	P	35.5	4	0.74
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor	3.13	P	3.25	P	3.50	P	3.29	P	32.5	4	0.71
23. Publish regularly at least one issue per semester	3.23	P	3.50	P	3.38	P	3.37	P	18.5	4	0.63
24. Evaluate regularly the performance of the Publication Unit	3.17	P	3.25	P	3.50	P	3.31	P	30.5	4	0.69
25. Provide foreign student's assistance	3.17	P	3.25	P	3.38	P	3.26	P	35.5	4	0.74
26. Have a systematic financial assistance program offered to deserving and needy students	3.37	P	3.25	P	3.50	P	3.37	P	18.5	4	0.63
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3.33	P	3.25	P	3.50	P	3.36	P	24	4	0.64
28. Disseminate information about the Assistance Program to the community and feeder schools	3.17	P	3.25	P	3.50	P	3.31	P	30.5	4	0.69
29. Have a formally organized Alumni Association that participates in the general school program through the following:											
29.1 job placement	3.30	P	3.50	P	3.25	P	3.35	P	25.5	4	0.65
29.2 spiritual assistance and religious activities	3.23	P	3.25	P	3.38	P	3.29	P	32.5	4	0.71
29.3 follow-up services	3.33	P	3.50	P	3.38	P	3.40	P	13.5	4	0.60
29.4 guidance (professional and personality adjustments)	3.33	P	3.50	P	3.38	P	3.40	P	13.5	4	0.60
29.5 policy formulation and program development	3.27	P	3.25	P	3.50	P	3.34	P	28	4	0.66
29.6 evaluation	3.40	P	3.50	P	3.50	P	3.47	P	7	4	0.53
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By-laws	3.33	P	3.50	P	3.50	P	3.44	P	9.5	4	0.56
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3.30	P	3.50	P	3.38	P	3.39	P	15.5	4	0.61
32. Include specific training in various job-seeking techniques, including self-job placement	3.23	P	3.50	P	3.63	VMP	3.45	P	8	4	0.55
33. Provide an employment program designed to assist students secure valuable work experience in their area of	3.20	P	3.50	P	3.63	VMP	3.44	P	9.5	4	0.56



Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=30)		(N=4)		(N=8)		(N=42)				
specialization											
Grand Mean	3.31	P	3.35	P	3.45	P	3.37	P		4	0.63

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

It can be seen in the data shown in Table 21 that the top three indicators for Domain 2 Research and Publications of SSC are: indicator 9, *ensures that research manuscripts are well-edited, and written in proper style and in an institutionally established format*; indicator 11, *ensures research outputs are protected by IPR laws and faculty and students observe research ethics*; and indicator 8, *ensures that completed and on-going research studies are periodically monitored and evaluated*. These appear to be SSC's strengths.

This best practice is attributed by the interviewees in the Institutional Research Office who provides training on research for faculty and students. One innovation made by this office according to the interviewees is a creation of team of research advisers. To come up with a good research output of the students, the research professor scrutinizes the research proposal in the 3rd year. Part of this is the protocol of involving experts in the department is to help the student in her research proposal. Once the professor and the experts agreed on the research proposal, the student is given research adviser who oversees the student's manuscript until its completion in the 4th year.

On another instance, the last three ranked indicators of the area are: indicator 14, *has E-journal available*, indicator 6.3 *has international funding support and assistance*, and indicator 4, *provides personnel, facilities, and equipment such as Internet, statistical*



software, and other ICT resources. Accordingly, indicator 4 is not a weak practice because the research head works on this provision as mandated in the research policy of the school.

Contrary to indicator 6.3, Talens (2009) found out that funds from international agencies such as UNICEF, World Bank, Asian Development Bank and other agencies of Japan, Norway, United Kingdom, Australia, Canada, etc. were available to enhance the research culture of the selected private HEIs in CALABARZON however; this was observed to the “Moderate Extent” by the four groups of respondents. Arcilla (2002) points out that excellent outcomes in faculty researches are seen in the opportunities for study grants, scholarships, fellowships, and the like are made available and enjoyed by faculty through linkages and consortium with local and international agencies and organizations.

In support to provisions for research facilities, Ables (1999) mentions that:

All institutions of higher learning need more financial resources because as the faculty becomes more mature and learned, their needs for better and more adequate facilities grow. They demand better, more up-to-date equipment and books (p. 67).

**Table 21: Weighted Mean on Domain 2
Research and Publications of SSC**

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
Domain 2 Research and Publications	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has Research Office managed by competent Personnel	3.27	P	3.50	P	3.38	P	3.38	P	5.5	4	0.62
2. Has research agenda in consonance with institutional, regional, and national priorities	3.27	P	3.25	P	3.13	P	3.22	P	13	4	0.78
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	3.37	P	3.25	P	3.50	P	3.37	P	7.5	4	0.63
4. Provides personnel, facilities, and equipment such as Internet, statistical	3.10	P	3.25	P	3.00	P	3.12	P	17	4	0.88



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Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=42)				
software, and other ICT resources											
5. Generates income from patents, licenses, and copyrights, and other research outputs	3.20	P	3.25	P	3.50	P	3.32	P	9	4	0.68
6. Has the following funding support and assistance from: 6.1 local	3.23	P	3.50	P	3.38	P	3.37	P	7.5	4	0.63
6.2 national	3.10	P	3.25	P	3.38	P	3.24	P	12	4	0.76
6.3 international	2.90	P	3.25	P	3.13	P	3.09	P	18	4	0.91
7. Allocates funds for the conduct of faculty and student research activities	3.03	P	3.25	P	3.25	P	3.18	P	15	4	0.82
8. Ensures that completed and on-going research studies are periodically monitored and evaluated	3.53	VMP	3.25	P	3.50	P	3.43	P	3	4	0.57
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally established format	3.40	P	3.50	P	3.63	VMP	3.51	VMP	1	4	0.49
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community	3.13	P	3.25	P	3.38	P	3.25	P	11	4	0.75
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	3.30	P	3.50	P	3.63	VMP	3.48	P	2	4	0.52
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media	3.27	P	3.50	P	3.50	P	3.42	P	4	4	0.58
13. Publishes research outputs in refereed journals											
13. 1 in one international and one local	3.19	P	3.25	P	3.25	P	3.19	P	14	4	0.81
13. 2 in one international	3.19	P	3.25	P	3.38	P	3.27	P	10	4	0.73
13. 3 in one local	3.19	P	3.50	P	3.38	P	3.38	P	5.5	4	0.62
14. Has E-journal available	3.19	P	3.00	P	3.13	P	3.02	P	19	4	0.98
15. Has regular publication of research journal	3.19	P	3.25	P	3.25	P	3.17	P	16	4	0.83
Grand Mean	3.19	P	3.32	P	3.35	P	3.28	P		4	0.72

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

Subsequently, Table 22 presents the respondents' perception on extension and community involvement of SSC. A grand mean of 3.40 signifies that the respondents generally "Practised" the quality indicators of Domain 3. "Very Much Practised" however are indicators 5, 6, and 7 where *funding, monitoring, and documenting of the extension and community involvement activity and evaluation of the expected outcomes* are given



impetus. As the data were presented to the interviewees, it was found out that there was no extension and community involvement solely for the College of Education. The College of Education usually participates in the institutional community extension program

The forecited results do not corroborate with the following literature. Despite widespread acknowledgment that universities should contribute to the development of the society of which they are a part, the problems in measuring university-community engagement include: a lack of focus on outcomes; a lack of standardized instruments and tools; and the variety of approaches currently being adopted (Hart et al., 2009). Rowe & Frewer (2000, p.10), reviewing methods for evaluating the effectiveness of public involvement in science and technology policy, found that much of the discussion in the literature focused on the criteria that were procedural rather than substantive, "in that they relate to what makes for an effective process, rather than how to measure effective outcomes." Granner & Sharpe (2004, p. 514), in a review of measurement tools for evaluating community coalitions aimed at promoting community health, found that the largest numbers of measures were for assessing individual or group characteristics, "with impact and outcome measures being the least numerous."

In relation to the lowest ranked indicator, *has a system to make the conduct of extension projects sustainable and continuing* supports the view of Hart & Northmore (2010) when they expressed that in addition to workload and capacity issues, different language and systems of university and community staff, problems of sustaining projects in the long term are essential elements for auditing and evaluating university-community engagement.



Table 22: Weighted Mean on Domain 3 Extension and Community Involvement of SSC

Indicators	Respondents								TQA		
	Seniors (N=30)		Grad Students (N=4)		Faculty/ Alumni (N=8)		Overall (N=42)				
Domain 3 Extension and Community Involvement	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3.53	VMP	3.25	P	3.50	P	3.43	P	4	4	0.57
2. Has a system to make the conduct of extension projects sustainable and continuing	3.30	P	3.00	P	3.25	P	3.18	P	9	4	0.82
3. Has a distinct office or unit that oversees the implementation of the extension program	3.27	P	3.50	P	3.38	P	3.38	P	6	4	0.62
4. Encourages participation of the various stakeholders in extension program	3.20	P	3.00	P	3.63	VMP	3.28	P	8	4	0.72
5. Has adequate funding	3.43	P	3.50	P	3.63	VMP	3.52	VMP	2	4	0.48
6. Has a sufficient number of beneficiaries served	3.53	VMP	3.50	P	3.50	P	3.51	VMP	3	4	0.49
7. Is monitored and documented	3.30	P	3.75	VMP	3.63	VMP	3.56	VMP	1	4	0.44
8. Has evaluated the expected outcomes of the community extension programs	3.43	P	3.25	P	3.50	P	3.39	P	5	4	0.61
9. Integrates extension program with research	3.20	P	3.25	P	3.50	P	3.32	P	7	4	0.68
Grand Mean	3.36	P	3.33	P	3.50	P	3.40	P		4	0.60

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); St Scholastica's College (SSC)

As to the extent of practice of the vision, mission, goal, and objectives of PWU, Table 23 shows that *have Filipino ideals and cultural values* obtained the highest overall mean of 3.62 followed by *be globally competitive* with 3.60 overall mean, and *be life-long learners* with 3.59 overall mean, all interpreted as “Very Much Practised.”

The findings of this study is similar to the study conducted by Bitanga (2011) particularly on the objective, *reflecting the Filipino cultural values* which got 4.30 mean interpreted as “Very Good.” On the other hand, Bitanga (2011) suggests that there is a need to revise/improve the wordings of the philosophy, vision, mission of the graduate



program and proper orientation of the faculty and students of PWU to ensure the actualization of the VMGO.

Regarding the professional practice and infusion of Filipino values, interviewee E stresses:

“We adhere to Code of Ethics for teachers and that all teachers always integrate Filipino values and culture that PWU School of Education aims to.”

This pronouncement is affirmed by interviewee D saying:

“VMGO has to include education that serves God, home and family, and development of useful citizens of the country.”

As viewed in Table 23 the weaknesses of PWU are *participation of the faculty and students in the review and revision of the VMGO* and *acceptance of the PTA* with 3.16, 3.34, and 3.30 overall weighted means respectively. According to interviewee E:

“Our students are not given the chance to review our VMGO but only the higher school authorities do. I believe that students provide comprehensive knowledge of the VMGO because they provide balanced quality and quantity of teaching.”

**Table 23: Weighted Mean on Domain 1 Instruction
Area 1 Vision, Mission, Goal, and Objectives of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Area 1 : Vision, Mission, Goal and Objectives (VMGO)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Are clearly stated and understood by all stakeholders	3.40	P	3.36	P	3.57	VMP	3.45	P	7.5	4	0.55
2. Include the basic and higher level of literacy, communication, numerical, critical	3.40	P	3.50	P	3.57	VMP	3.49	P	6	4	0.51



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Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
thinking, and learning skills											
3. Strengthen technical skills in Undergraduate Teacher Education	3.20	P	3.36	P	3.57	VMP	3.38	P	14.5	4	0.62
4. Provide comprehensive knowledge of the subject matter they will teach	3.20	P	3.32	P	3.43	P	3.32	P	18.5	4	0.68
5. Demonstrate and practice professional and ethical requirements of the teaching profession	3.50	P	3.45	P	3.71	VMP	3.56	VMP	4	4	0.44
6. Facilitate learning of diverse types of learners in different learning environment	3.30	P	3.23	P	3.43	P	3.32	P	18.5	4	0.68
7. Be reflective practitioners	3.50	P	3.14	P	3.57	VMP	3.40	P	11.5	4	0.60
8. Be creative and innovative in teaching approaches	3.50	P	3.23	P	3.43	P	3.39	P	13	4	0.61
9. Be equipped with research and extension capabilities	3.50	P	3.27	P	3.57	VMP	3.38	P	14.5	4	0.62
10. Be life-long learners	3.50	P	3.55	VMP	3.71	VMP	3.59	VMP	3	4	0.41
11. Have Filipino ideals and cultural values	3.60	VMP	3.55	VMP	3.71	VMP	3.62	VMP	1	4	0.38
12. Be globally competitive	3.50	P	3.59	VMP	3.71	VMP	3.60	VMP	2	4	0.40
13. Are accepted by: 13.1 administrators	3.40	P	3.27	P	3.57	VMP	3.41	P	9.5	4	0.59
13.2 parent-teacher member	3.20	P	3.27	P	3.43	P	3.30	P	20	4	0.70
13.3 faculty	3.40	P	3.23	P	3.57	VMP	3.40	P	11.5	4	0.60
13.4 staff	3.50	P	3.27	P	3.57	VMP	3.45	P	7.5	4	0.55
13.5 students	3.60	VMP	3.32	P	3.57	VMP	3.50	P	5	4	0.50
14. Are reviewed and/or revised by: 14.1 administrators	3.40	P	3.27	P	3.57	VMP	3.41	P	9.5	4	0.59
14.2 faculty	3.30	P	3.27	P	3.57	VMP	3.38	P	14.5	4	0.62
14.3 students	3.30	P	3.18	P	3.00	P	3.16	P	22	4	0.84
14.4 representatives of other stakeholders	3.10	P	3.18	P	3.43	P	3.24	P	21	4	0.76
15. Are available in catalogue and other publications	3.40	P	3.18	P	3.43	P	3.34	P	17	4	0.66
Grand Mean	3.30	P	3.32	P	3.53	VMP	3.41	P			0.59

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

As gleaned from the data in Table 24, all indicators are “Practiced” with overall weighted mean ranging from 3.04 to 3.46 except indicator 4 *works on the accreditation and quality assurance of programs* with 3.62 overall weighted mean interpreted as “Very Much



Practised.” In support to the best practice of PWU School on Education, interviewee E states:

“The Administration exerts enough effort in preparation for all level accreditation. To date, the School of Education is preparing for the next level accreditation. The Dean and the whole faculty members are now collating and gathering teaching and learning evidences.”

Administrators are accountable for the quality assurance of the school’s program. Consequently, part of their role is to develop quality assurance policies and systems that rely on internal and external reviews that would help them ensure standardization of procedures and enhancement of the academic practice that would result to the self-improvement of the institutions.

The exhibited gap of 0.64 from the desired TQA rating of 4.00 signifies that this area must be enhanced to attain the Total Quality Assurance.

**Table 24: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Planning, Monitoring & Implementation of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Area 2: Administration 2.1 Planning, Monitoring, and Implementation	WM	VI	WM	VI	WM	DI	WM	DI	R	I	Gap
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3.50	P	3.27	P	3.57	VMP	3.45	P	3.5	4	0.55
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution	3.40	P	3.40	P	3.57	VMP	3.46	P	2	4	0.54
3. Has long term plans which at least cover term of Office	3.50	P	3.36	P	3.43	P	3.43	P	5	4	0.57
4. Works on the accreditation and quality	3.60	VMP	3.41	P	3.86	VMP	3.62	VMP	1	4	0.38



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assurance of programs											
5. Ensures program offerings, projects, and activities are supported by appropriate feasibility studies	3.40	P	3.27	P	3.57	VMP	3.41	P	6	4	0.59
6. Has mechanisms for the approval and periodic review of the school' s programs and awards	3.50	P	3.27	P	3.57	VMP	3.45	P	3.5	4	0.55
7. Provides progress report of program monitoring and implementation	3.30	P	3.23	P	3.57	VMP	3.37	P	8	4	0.63
8. Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3.50	P	3.14	P	3.43	P	3.35	P	9	4	0.65
9. Conducts formal/informal dialogues between students and faculty	3.40	P	3.23	P	3.57	VMP	3.40	P	7	4	0.60
10. Adopts administrative arrangements when vacancies / leaves of absence of faculty members within the Academic Year	3.20	P	3.27	P	3.43	P	3.30	P	11	4	0.70
11. Conducts supervisory visits to the classes	2.90	P	3.09	P	3.14	P	3.04	P	15	4	0.96
12. Conducts periodic evaluation and provides feedback on faculty performance	3.30	P	3.09	P	3.57	VMP	3.32	P	10	4	0.68
13. Conducts student consultation and advising	3.30	P	3.00	P	3.57	VMP	3.29	P	12	4	0.71
14. Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections	3.20	P	3.00	P	3.29	P	3.16	P	14	4	0.84
15. Oversees the strategic management of the school's area, buildings, and facilities	3.20	P	3.18	P	3.43	P	3.27	P	13	4	0.73
Grand Mean	3.35	P	3.21	P	3.50	P	3.36	P		4	0.64

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

The data in Table 25 reveal that the three groups of respondents unanimously agreed that *recognition/awards and incentives for faculty members who have shown outstanding performance* as “Very Much Practised” in PWU. With 3.62 overall weighted mean, this finding suggests that the yearly recognition ceremony and regular dissemination of the latest achiever to the PWU community are good practices as claimed by interviewee D.

Contrary to this, the data reveal that seeking *for local and international scholarships, fellowships, and training grants* for the staff of PWU is least observed with 2.75 overall weighted mean. In addition, *adequate and well-utilized budget* for in-service training of teaching staff got 2.91 weighted overall mean.



As verified by interviewee D:

“Management should allocate funds for faculty development.”

While interviewee E expressed:

“The staff development budget is very limited.”

**Table 25: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Staff Development, Promotion, & Retirement Plan of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
2.2 Staff Development, Promotion, and Retirement Plan	WM	DI	WM	DI	WM	DI	WM	DI	R	I	Gap
1. Has career path for teaching staff with equivalency for diverse jobs	3.00	P	3.05	P	3.29	P	3.11	P	14	4	0.89
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	3.10	P	3.18	P	3.29	P	3.19	P	10	4	0.81
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs	3.50	P	3.45	P	3.57	VMP	3.51	VMP	4	4	0.49
4. Follows the training standards for in-service training (INSET)	3.50	P	3.55	VMP	3.71	VMP	3.59	VMP	2	4	0.41
5. Has adequate and well-utilized budget	2.90	P	2.82	P	3.00	P	2.91	P	16	4	1.09
6. Cultivates a climate of professional sharing	3.30	P	3.23	P	3.43	P	3.32	P	6	4	0.68
7. Seeks local and international scholarships, fellowships, and training grants	2.70	P	2.68	P	2.86	P	2.75	P	17	4	1.25
8. Provides regular in-house seminars based on needs analysis	3.10	P	3.18	P	3.14	P	3.14	P	12.5	4	0.86
9. Conducts performance review at least once a year	3.20	P	3.09	P	3.14	P	3.14	P	12.5	4	0.86
10. Provides recognition/awards and incentives for faculty members who have shown outstanding performance	3.60	VMP	3.55	VMP	3.71	VMP	3.62	VMP	1	4	0.38
11. Supports individual initiatives	3.20	P	3.32	P	3.57	VMP	3.36	P	5	4	0.64
12. Provides financial and promotional advancements	3.00	P	2.82	P	3.14	P	2.99	P	15	4	1.01
13. Provides a social security program which includes: 13.1 retirement plans	3.10	P	3.14	P	3.43	P	3.22	P	9	4	0.78
13.2 separation pay	3.20	P	3.14	P	3.43	P	3.25	P	8	4	0.75
13.3 special awards	3.20	P	3.14	P	3.57	VMP	3.30	P	7	4	0.70
14. Includes granting of fringe benefits such as sick leave and health benefits	3.40	P	4.00	VMP	3.29	P	3.56	VMP	3	4	0.44



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Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer	3.20	P	3.05	P	3.29	P	3.18	P	11	4	0.82
Grand Mean	3.19	P	3.20	P	3.34	P	3.24	P		4	0.76

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

It can be noted in Table 26 that indicators 2.4 and 4, *maximizing its alumni network and parents to support development and partnerships and consortiums among TEIs in terms of expertise* topped the indicators with 3.25 overall weighted mean which appears to be the strengths of the area. Also noted are the lowest weighted mean of 2.95 of graduate students on PWU's *international teacher education institution partnership* and 3.00 weighted mean for *encouragement of membership in professional organizations* where both means have a significant impact on the lowest overall weighted mean of 3.13.

Interviewee D has retorted that PWU faculty and administrators are members of Philippine Association of Graduate Education (PAGE), Philippine Association for Teacher Education (PAFTE), Philippine Home Economics Association (PHEA), World Council for Curriculum and Instruction (WCCI), and ETA (English Teachers Association) however, interviewee E underscores that teachers themselves, initiate in joining professional organization.

The interviewees D and E verbalize that TEIs' networking of School of Education is with Bansomdjchaopraya Rajabhat University in Thailand in terms of student, faculty, and cultural exchange programs.



Miñoza (2004) in her study on the *Level of effectiveness of the masteral programs in education of the Mindanao State University* concludes that the best predictors of level of effectiveness of the masteral graduate programs in education are: scholarly work, awards, and membership in organizations. The recommendation of Beltran (2004) for quality assurance in private preschools stressed that joining and participating actively in professional organizations would sustain quality assurance in preschool. Considering the citations, PWU could use the predictors of level of effectiveness for benchmarking of best practices and the recommendation for reflection.

**Table 26: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Networking & Linkages of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
2.3 Networking and Linkages	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has International Teacher Education Institution (TEI) partners	3.00	P	2.95	P	3.43	P	3.13	P	7.5	4	0.87
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of: 2.1 facilities	3.00	P	3.14	P	3.57	VMP	3.24	P	3	4	0.76
2.2 research	2.90	P	3.18	P	3.43	P	3.17	P	5.5	4	0.83
2.3 instruction	2.90	P	3.18	P	3.43	P	3.17	P	5.5	4	0.83
2.4 expertise	3.10	P	3.23	P	3.43	P	3.25	P	1.5	4	0.75
2.5 funding	2.90	P	3.09	P	3.29	P	3.09	P	9	4	0.91
3. Sustains partnership across schools/institution	3.00	P	3.18	P	3.43	P	3.20	P	4	4	0.80
4. Maximizes its alumni and parents' network to support development	3.10	P	3.23	P	3.43	P	3.25	P	1.5	4	0.75
5. Encourages membership in professional organizations	3.10	P	3.00	P	3.29	P	3.13	P	7.5	4	0.87
Grand Mean	3.00	P	3.13	P	3.41	P	3.18	P		4	0.82

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

Table 27 presents the Resource Generation and Utilization status of PWU. Statistics shows that faculty/administrators' group rated indicator 3, *uses brand marketing strategy to impact enrolment* with weighted mean of 3.32. Nevertheless, interview E retorts:



“I think resource generation and utilization does not exist in school.”

On the contrary, interviewee D mentions:

“Resource generation in PWU needs a thorough planning. There must be a point person who should be empowered and supported to do this.”

Delving deeper into the figures, the identified weaknesses of this area are found on *linkages with industry, non-government, and international funding agencies* with 2.92, 2.93, and 2.96 overall weighted means respectively. The two interviewees agreed on the weak practices of School of Education saying that indeed there is a very limited networking with the enumerated funding agencies.

**Table 27: Weighted Mean on Domain 1 Instruction
Area 2 Resource Generation and Utilization of PWU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=22)		(N=7)		(N=39)				
2.4 Resource Generation and Utilization	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes	3.20	P	3.00	P	3.43	P	3.21	P	3	4	0.79
2. Has linkages with any of the following funding agencies:	2.80	P	3.09	P	3.00	P	2.96	P	6	4	1.04
2.1 International											
2.2 National Government	3.10	P	2.95	P	3.14	P	3.07	P	5	4	0.93
2.3 Local Government Units (LGUs)	3.10	P	3.14	P	3.29	P	3.17	P	4	4	0.83
2.4 Non Government Organizations (NGOs	2.70	P	3.09	P	3.00	P	2.93	P	7	4	1.07
2.5 Industry	2.80	P	3.09	P	2.86	P	2.92	P	8	4	1.08
3. Uses brand marketing strategies to impact enrolment and resource generation	3.30	P	3.09	P	3.57	VMP	3.32	P	1	4	0.68
4. Has a school-generated fund mechanisms	3.00	P	3.23	P	3.43	P	3.22	P	2	4	0.78
Grand Mean	3.00	P	3.09	P	3.21	P	3.10	P		4	0.90

Legend: 3.51- 4.00 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)



Table 28 demonstrates that sub-area indicator 10.1, *involvement of PWU faculty members on extension and community* and sub area 10.5, *development of creative and scholarly works by faculty members* tied in the first ranking with 3.78 weighted overall mean. This had been “Very Much Practised” as perceived by the respondents.

Interview E supports the identified best practices articulating that faculty members in the School of Education are textbook writers and authors of private publishing house. Incidentally, interviewee 6 is also responsible in annual research of the department.

Nevertheless, indicator 12 and its sub-area indicators show that PWU “Fairly Practised” *presentation/publication of research/articles/papers in regional, national, and international magazines and refereed journal.*

As articulated by interviewee E:

“Through some faculty members are good in editing and advising, they themselves, have not published in regional, national, and international refereed journals.”

Such pronouncement validated the 2.39 and 2.40 overall weighted means. Sundaram (2013) in his paper, research and publications should be one of the requirements for promotion. According to the author, teachers who have publications are definitely an edge above their rivals when there is competition for promotions. Moreover, by doing research, a teacher could have a personal satisfaction of contributing to science and the society, get recognition and appreciation by peers in the profession, acquire a job, get a job promotion, or even retain a job. As the recent guidelines for promotion and recruitment have given weightages to publications, there has been rise in interest among various



categories of higher education faculty as well as aspirants for jobs in higher education system in getting their manuscripts published.

Sundaram (2010) points out that the "publish or perish" coined expression exerts pressure into academia to continuously publish academic work to sustain or further one's career. Frequent publication is one of few methods at scholars' disposal to demonstrate academic talent. Successful publications bring attention to scholars and their sponsoring institutions, which can facilitate continued funding and an individual's progress through their field. In popular academic perception, scholars who publish infrequently, or who focus on activities that do not result in publications, such as instructing undergraduates, may find themselves out of debate for available tenure-track positions. The result of Sundaram's work could be considered by PWU to improve its weakest area on *regional, national, and international presentation/publication of research, articles and papers* which are "Fairly Practised" by the faculty members. On the other hand, *faculty engagement on extension and/or community and development of creative scholarly works* which both tied in 1.5 slot have to be sustained.

**Table 28: Weighted Mean on Domain 1 Instruction
Area 3 Faculty Profile and Professional Competence of PWU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=22)		(N=7)		(N=39)				
Area 3: Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.40	P	3.50	P	3.57	VMP	3.49	P	13.5	4	0.51
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.30	P	3.45	P	3.71	VMP	3.49	P	13.5	4	0.51
3. Have at least 80% of faculty members with specialization in Science, Math.	3.10	P	3.32	P	3.57	VMP	3.33	P	24.5	4	0.67



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Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=22)		(N=7)		(N=39)				
English, (Masters Level) etc.											
4. Have at least 100% of Professional Education faculty member with Masters	3.30	P	3.41	P	3.71	VMP	3.47	P	16	4	0.53
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.20	P	3.36	P	3.43	P	3.33	P	24.5	4	0.67
6 .Have at least three (3) years teaching experience in either elementary, secondary or tertiary courses	3.50	P	3.59	VMP	3.71	VMP	3.60	VMP	8	4	0.40
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.60	VMP	3.50	P	3.86	VMP	3.65	VMP	5	4	0.35
8. Are licensed professional teachers	3.60	VMP	3.59	VMP	3.86	VMP	3.68	VMP	3.5	4	0.32
9. Demonstrate professional competence in instruction	3.50	P	3.64	VMP	3.71	VMP	3.62	VMP	6.5	4	0.38
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3.70	VMP	3.77	VMP	3.86	VMP	3.78	VMP	1.5	4	0.22
10.2 production of instructional materials	3.30	P	3.27	P	3.57	VMP	3.38	P	20.5	4	0.62
10.3 consultancy	3.40	P	3.50	P	3.71	VMP	3.54	VMP	10	4	0.46
10.4. expert service (e.g., resource person and / or lecturer, thesis/dissertation advising etc.)	3.30	P	3.27	P	3.57	VMP	3.38	P	20.5	4	0.62
10.5 development of creative and scholarly works	3.70	VMP	3.77	VMP	3.86	VMP	3.78	VMP	1.5	4	0.22
11. Have shown continuing efforts in research	3.40	P	3.18	P	3.43	P	3.27	P	26	4	0.73
12. Present/publish research, articles/ papers in the following magazines/refereed journals : 12.1 regional	2.50	FP	2.23	FP	2.43	FP	2.39	FP	32.5	4	1.61
12.2 national	2.50	FP	2.27	FP	2.43	FP	2.40	FP	31	4	1.60
12.3 international	2.50	FP	2.23	FP	2.43	FP	2.39	FP	32.5	4	1.61
13. Have received academic recognition such as: 13.1 scholarships	2.80	P	2.68	P	2.86	P	2.78	P	27.5	4	1.22
13.2 fellowships	2.50	FP	2.68	P	2.86	P	2.68	P	30	4	1.32
13.3 grants	2.60	P	2.73	P	3.00	P	2.78	P	27.5	4	1.22
13.4 awards	2.50	FP	2.77	P	2.86	P	2.71	P	29	4	1.29
14. Have knowledge of the curriculum	3.50	P	3.68	VMP	3.86	VMP	3.68	VMP	3.5	4	0.32
15. Have pedagogical content knowledge	3.50	P	3.64	VMP	3.71	VMP	3.62	VMP	6.5	4	0.38
16. Design coherent learning program	3.40	P	3.36	P	3.57	VMP	3.45	P	16.5	4	0.55
17. Facilitate learning for diverse students	3.20	P	3.59	VMP	3.57	VMP	3.45	P	16.5	4	0.55
18. Use varied assessment and feedback mechanisms	3.20	P	3.50	P	3.43	P	3.38	P	20.5	4	0.62
19. Provide safe and supportive learning environment	3.40	P	3.55	VMP	3.57	VMP	3.51	VMP	12	4	0.49
20. Display inquiry skills	3.50	P	3.55	VMP	3.71	VMP	3.59	VMP	9	4	0.41
21. Exhibit professional practice	3.40	P	3.59	VMP	3.57	VMP	3.52	VMP	11	4	0.48
22. Possess professional knowledge	3.30	P	3.59	VMP	3.43	P	3.44	P	18.5	4	0.56
23. Possess professional attributes contributing to teaching	3.40	P	3.50	P	3.57	VMP	3.49	P	13.5	4	0.51
24. Employ different teaching strategies and approaches	3.30	P	3.41	P	3.43	P	3.38	P	20.5	4	0.62
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.30	P	3.59	VMP	3.43	P	3.44	P	18.5	4	1.22



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Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Grand Mean	3.20	P	3.28	P	3.42	P	3.30	P		4	0.70

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippines Women's University (PWU)

As for best quality indicators of the curriculum, Table 29 highlights that *provision for practice teaching locally* received the highest overall weighted mean of 3.70 in contrast with *practice teaching internationally* which is “Fairly Practised” in PWU.

As brought up by interviewee D:

“There is an existing partnership with the international TEIs but practice teaching abroad does not materialize due to insufficient financial resources of the students and absence of funding for such purpose by the institution.”

**Table 29: Weighted Mean on Domain 1 Instruction
Area 4 Curriculum of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)			Facult y/ Admin (N=7)	Overall (N=39)				
Area 4: Curriculum	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1.Complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004	3.50	P	3.59	VMP	3.86	VMP	3.65	VMP	2	4	0.35
2. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3.20	P	3.45	P	3.29	P	3.31	P	14	4	0.69
3. Reflects national and international standards	3.20	P	3.45	P	3.43	P	3.36	P	12	4	0.64
4. Involves participation of stakeholders in: 4.1 aligning the curriculum with the VMGO of the institution	3.50	P	3.41	P	3.57	VMP	3.49	P	5	4	0.51
4.2 defining objectives and desired outcomes	3.40	P	3.32	P	3.57	VMP	3.43	P	7.5	4	0.57
4.3 reviewing, revising, and updating the curriculum	3.50	P	3.36	P	3.57	VMP	3.48	P	6	4	0.52
5. Provides field study experience where pre-service teachers apply theory in real	3.70	VMP	3.36	P	3.71	VMP	3.59	P	3	4	0.41



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Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)			Facult y/ Admin (N=7)	Overall (N=39)				
school setting											
6. Provides apprenticeship of pre-service teacher to an experienced mentor	3.60	VMP	3.32	P	3.57	VMP	3.50	P	4	4	0.50
7. Provides practice teaching: 7. 1 locally	3.70	VMP	3.55	VMP	3.86	VMP	3.70	VMP	1	4	0.30
7. 2 internationally	2.40	FP	2.23	FP	2.43	FP	2.35	FP	15	4	1.65
8. Has effective systems of periodic self and external-evaluations of individual programs	3.50	P	3.23	P	3.57	VMP	3.43	P	7.5	4	0.57
9. Is comprehensive with lessons systematically planned	3.30	P	3.23	P	3.57	VMP	3.37	P	10.5	4	0.63
10. Emphasizes critical thinking and application of concept, knowledge, and skills	3.20	P	3.27	P	3.71	VMP	3.40	P	9	4	0.60
11. Requires research activities that provide exposures of students to scientific teacher education problem solving methods	3.30	P	3.23	P	3.57	VMP	3.37	P	10.5	4	0.63
12. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3.30	P	3.14	P	3.57	VMP	3.34	P	13	4	0.66
Grand Mean	3.35	P	3.28	P	3.52	VMP	3.38	P		4	0.62

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

It is very evident on the data shown in Table 30 that the respondents had unanimous perception of the respondents regarding the *adequacy of faculty-student ratio observed* at PWU. With verbal interpretation of “Very Much Practised” this component is the strength of the area. According to interviewee E, School of Education observes 1:20 ratio. Most of the time one teacher has 7 students because of small population. Unlike in the National University of Bangladesh (NUB), Alam (2009) notes that the number of faculty members in the NUB affiliates is insufficient and that non-optimal teacher student ratio exists. Whilst, the teacher-student ratio in the public universities is unsatisfactory, it is far worse in the colleges. Nonetheless, PWU has to improve its facilities particularly the *built-in ICT multimedia in every classroom* to facilitate learning and variety in teaching approaches.



As interviewee E puts it:

“Although there are built-in PCs in the room, it would be better if they have internet connection.”

Hooker (n.d.) specifies that ICT projects constitute large cost, however; the emphasis should be on teaching not on the technology.

**Table 30: Weighted Mean on Domain 1 Instruction
Area 5 Learning Environment of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
Area 5: Learning Environment											
1. Has adequate faculty-student ratio	3.60	VMP	3.55	VMP	3.86	VMP	3.67	VMP	1	4	0.33
2. Is conducive for teaching and learning process	3.30	P	3.27	P	3.57	VMP	3.38	P	3	4	0.62
3. Has built-in ICT multimedia facilities in every classroom	3.10	P	3.14	P	3.29	P	3.17	P	7	4	0.83
4. Considers the availability of appropriate, varied and adequate learning resources for each program offered	3.10	P	3.23	P	3.43	P	3.25	P	6	4	0.75
5. Provides for individualized learning	3.20	P	3.23	P	3.43	P	3.29	P	5	4	0.71
6. Has adequate classroom size, space, arrangements, and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3.50	P	3.18	P	3.57	VMP	3.42	P	2	4	0.58
7. Integrates technology into lesson designs	3.40	P	3.23	P	3.43	P	3.35	P	4	4	0.65
Grand Mean	3.19	P	3.24	P	3.42	P	3.28	P		4	0.72

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

Table 31 presents the weighted mean of assessment of learning of PWU. As gleaned from the data this area got the grand mean of 3.28 although evident are the three top most “Very Much Observed” practices- *published criteria and procedures which measure the achievement of the intended learning outcomes, is carried out professionally and takes into account the extensive knowledge on assessment process, and is returned to*



students after results are checked, recorded, and analyzed. With a 0.72 TQA gap, this component has to be improved.

To substantiate, interviewee E remarks:

“The teachers themselves have the freedom to construct tests, exams, performance tasks they believe are appropriate to the level of the students. We don’t have anyone who regularly checks lesson plans, and other similar types of records, though.”

**Table 31: Weighted Mean on Domain 1 Instruction
Area 6 Assessment of Learning of PWU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=22)		(N=7)		(N=39)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.40	P	3.18	P	3.57	VMP	3.38	P	1	4	0.62
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3.20	P	3.09	P	3.57	VMP	3.29	P	3	4	0.71
3. Is subject to administrative /supervisory checks	3.10	P	3.14	P	3.43	P	3.22	P	5	4	0.78
4. Is timely given to assess student's progress	3.20	P	3.09	P	3.29	P	3.19	P	6	4	0.81
5. Is reviewed periodically and revised as necessary	3.30	P	3.23	P	3.43	P	3.32	P	2	4	0.68
6. Is returned to students after results are checked, recorded, and analyzed	3.10	P	3.18	P	3.57	VMP	3.28	P	4	4	0.72
Grand Mean	3.22	P	3.15	P	3.48	P	3.28	P		4	0.72

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women’s University (PWU)

As shown in Table 32, indicator 1, while *conform with at least minimum requirements of CHED for each laboratory course* got the highest overall weighted mean of 3.51 with verbal interpretation of “Very Much Practised,” indicator 9, *has adequate facilities for student teaching* got the lowest overall weighted mean of 3.03 with verbal interpretation of “Practised.” Interviewees D and E agree with the result telling:



"We have chemistry and biology laboratories. Our computer laboratory is used for students' hands-on training. There is also one classroom allotted for practice teaching. PWU-JASMS is used as laboratory for in-house practice teaching where JASMS Way is observed. The School of Education has a stationed projector and computer for reporting and power point presentation. It has a speaker; however, there is no internet connection provided."

According to interviewee D, there is ongoing improvement of the laboratories but this is opposed by interviewee E.

The result is related to the study of Montoya (2011) on *Assessing the business administration program of the Romblon State University* when the researcher found out that laboratory and equipment are rated "satisfactory" by the respondents. As claimed by San Andres (2004) adequate instructional facilities, equipments and tools play a vital role in making learning meaningful and effective. Student teaching facilities help in the simulation activities of practise teachers as a result, inadequacy or insufficiency of these may affect the preparation of practise teachers in their field study experience.

**Table 32: Weighted Mean on Domain 1 Instruction
Area 7 Laboratory Facilities of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.40	P	3.18	P	3.57	VMP	3.38	P	1	4	0.62
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3.20	P	3.09	P	3.57	VMP	3.29	P	3	4	0.71
3. Is subject to administrative /supervisory checks	3.10	P	3.14	P	3.43	P	3.22	P	5	4	0.78
4. Is timely given to assess student's progress	3.20	P	3.09	P	3.29	P	3.19	P	6	4	0.81
5. Is reviewed periodically and revised as necessary	3.30	P	3.23	P	3.43	P	3.32	P	2	4	0.68
6. Is returned to students after results are checked, recorded, and analyzed	3.10	P	3.18	P	3.57	VMP	3.28	P	4	4	0.72
Grand Mean	3.22	P	3.15	P	3.48	P	3.28	P		4	0.72

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)



The libraries of the 21st century according to Enem (n.d.) are no longer just repositories of books but rather, they provide various services, using a multitude of media like online information services, the Internet, CD-ROMS, automated library catalogs, databases available on the local area network (LAN). In support to his view, Table 33 on page 135 has identified the strength of PWU library services which is *automated and has Wi-Fi*. However, the data indicated that *provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment* is the weakest quality indicator “Practised” in PWU with 3.11 overall weighted mean. This result is exemplified by interviewee E telling that:

“Our library has no provision for non-print, digital, and electronic resources made accesible through sufficient hardware/equipment. Not even 30% of our library collections have copyright year within five years.”

Gorman (cited by Enem n.d.), observes that libraries have always been interested in and engaged with technology, both in terms of using modern technologies to support their programs and services and in engaging with new communications technologies. It should be noted that libraries exist to provide necessary information as well as to serve everyday patrons asking answers to their inquiries, assignments, and researches but the absence or insufficiency of resource, this may not be possible.

Generally, the twelve quality indicators for ICT are observed “Practised” by the respondents with the grand mean of 3.24 and a TQA gap of 0.76. Clearly shown in Table 34 on page 136 ICT in PWU is used as *instructional support*. The faculty use ICT in the presentation and discussion of the lessons, students’ reporting, appreciative listening, and



film showing. With the onset of technology, it should be integrated in the mainstream of learning nevertheless technology should not be used as a substitute for teachers but as an aid that would facilitate continuous reflection, discussion, application, and knowledge building, through which teachers grow professionally and their students gain deeper knowledge.

**Table 33: Weighted Mean on Domain 1 Instruction
Area 8 Library Facilities and Collections of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)			Grad Stude nts (N=22)	Faculty/ Admin (N=7)		Overall (N=39)				
Area 8: Library Facilities and Collections	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree	3.30	P	3.27	P	3.57	VMP	3.38	P	5	4	0.62
2. Has a published Library Manual	3.40	P	3.14	P	3.57	VMP	3.37	P	6.5	4	0.63
3. Has adequate support staff and student assistants	3.00	P	3.23	P	3.71	VMP	3.31	P	8	4	0.69
4. Supports the VMGO of the institution and school program respectively	3.00	P	3.23	P	3.57	VMP	3.27	P	9	4	0.73
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	3.00	P	3.14	P	3.43	P	3.19	P	12.5	4	0.81
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment	3.00	P	3.05	P	3.29	P	3.11	P	14	4	0.89
7. Provides sufficient research books and materials to supplement the client’s curricular needs	3.00	P	3.18	P	3.43	P	3.20	P	11	4	0.80
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	3.30	P	3.23	P	3.57	VMP	3.37	P	6.5	4	0.63
9. Has library materials/resources which conform with the standards set for a particular academic program	3.50	P	3.36	P	3.43	P	3.43	P	3	4	0.57
10. Has at least one (1) international journal in each particular academic program	3.00	P	3.27	P	3.29	P	3.19	P	12.5	4	0.81
11. Is automated with Internet connectivity	3.50	P	3.59	VMP	3.71	VMP	3.60	VMP	1	4	0.40
12. Is a member of E-library	3.00	P	3.32	P	3.43	P	3.25	P	10	4	0.75
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications	3.30	P	3.32	P	3.57	VMP	3.40	P	4	4	0.60



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Indicators	Respondents								TQA		
	Seniors (N=10)			Grad Stude nts (N=22)	Faculty/ Admin (N=7)		Overall (N=39)				
and other books/journals											
14. Has consortia, networking, and linkages for library cooperative activities, resource-sharing, funding, and enhancement of library facilities and resources	3.50	P	3.27	P	3.71	VMP	3.50	P	2	4	0.50
Grand Mean	3.20	P	3.26	P	3.52	VMP	3.33	P		4	0.67

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

**Table 34: Weighted Mean on Domain 1 Instruction
Area 9 Information and Communications Technology (ICT) of PWU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=22)		(N=7)		(N=39)		R	I	Gap
Area 9: Information and Communications Technology (ICT)	WM	VI	WM	VI	WM	VI	WM	VI			
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3.10	P	3.36	P	3.43	P	3.30	P	4	4	0.70
2. Is Internet accessible for all staff of the University, college and/or school	3.00	P	3.23	P	3.57	VMP	3.27	P	6	4	0.73
3. Is used as instructional support	3.20	P	3.41	P	3.57	VMP	3.39	P	1	4	0.61
4. Is used to provide web-based information for all stakeholders	3.10	P	3.32	P	3.57	VMP	3.33	P	2.5	4	0.67
5. Includes training program for students and faculty	2.90	P	3.18	P	3.43	P	3.17	P	9	4	0.83
6. Has a good ratio of students to terminals and other equipment	3.00	P	3.27	P	3.43	P	3.23	P	7	4	0.77
7. Has good location for ICT resources	3.10	P	3.18	P	3.57	VMP	3.28	P	5	4	0.72
8. Has annual allocation of resources for purchasing latest hardware	2.90	P	3.23	P	3.29	P	3.14	P	10.5	4	0.86
9. Has licensed software application and licensed anti-virus	2.90	P	3.23	P	3.43	P	3.19	P	8	4	0.81
10. Has preventive maintenance	2.80	P	3.18	P	3.43	P	3.14	P	10.5	4	0.86



Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=22)		(N=7)		(N=39)				
11. In-house development of software applications / programs	2.90	P	3.05	P	3.43	P	3.12	P	12	4	0.88
12. Has Wi-Fi hot spots	3.10	P	3.45	P	3.43	P	3.33	P	2.5	4	0.67
Grand Mean	3.00	P	3.26	P	3.46	P	3.24	P		4	0.76

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

Table 35 displays the performance of PWU in the Licensure Examination for Teachers. As shown there is only a 0.01 TQA gap difference between the two quality indicators. To support the area as the best quality indicator practised by PWU, their record shows the following: March 2013: BSED – 100%; BEED – No Takers, September 2012: BSED – 100%; BEED – 100%; March 2012: BSED – 100%; BEED – No Takers, and April 2011: BSED – 100%; BEED – 80%. The overall TQA gap of 0.53 of this component suggests that this area has to be improved further to attain the desired TQA of 4.00.

**Table 35: Weighted Mean on Domain 1 Instruction
Area 10 Licensure Examinations for Teachers (LET) Performance of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)			Faculty/ Admin (N=7)	Overall (N=39)				
Area 10: Licensure Examinations for Teachers (LET) Performance	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSED for the last three (3) years	3.40	P	3.45	P	3.57	VMP	3.48	P	1	4	0.52
2. Has 100% LET passers for the last three (3) years	3.30	P	3.55	VMP	3.57	VMP	3.47	P	2	4	0.53
Grand Mean	3.35	P	3.50	P	3.57	VMP	3.47	P		4	0.53

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)



Table 36 exhibits the profile of graduates/trace program of PWU. From the table, PWU has an *updated profile of graduates for the last five (5) years* as this indicator ranked first by the respondents. Also noted is the 2.70 overall weighted mean for *good databank of the employment status of their graduates*. Though Nugroho et al. (2012) believes that employability performance indicator cannot be concluded simply from the employment rates, PWU needs to keep track of the employment status of their graduates because this is required as measure of quality indicators by accrediting agencies.

**Table 36: Weighted Mean on Domain 1 Instruction
Area 11 Profile of Graduates/Trace Program of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Area 11: Profile of Graduates / Trace Program	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has an updated profile of graduates for the last five (5) years	3.00	P	3.27	P	3.43	P	3.23	P	1	4	0.77
2. Has a good databank of the employment status of their graduates	2.90	P	2.64	P	2.57	P	2.70	P	3	4	1.30
3. Has a comprehensive records of alumni awardees for the last five (5) years	2.90	P	2.95	P	3.14	P	3.00	P	2	4	1.00
Grand Mean	2.93	P	2.95	P	3.05	P	2.98	P		4	1.02

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

Table 37 on page 139 presents the Student Support and Services provided by PWU. The three top most strengths of the area are: *regular meetings between School Officials and their public safety and officials to discuss safety, security, and emergency planning strategies* with 3.32 overall weighted mean, *provides an employment program designed to assist students secure valuable work experience in their area of specialization and adopt*



security measures for all school personnel, students, and stakeholders both with 3.29 overall mean. Among the weaknesses of the area, quality indicators *involvement of alumni* in guidance program (29.4, *follow-up* of graduates (20.3) and *students' satisfaction of their program* (8.2) are considered the weakest. As expressed by interviewee E:

"Alumni are involved during career talk but in terms of following-up the graduates, that is the job of the Guidance Office."

**Table 37: Weighted Mean on Domain 1 Instruction
Area 12 Student Support and Services of PWU**

Indicators	Respondents									TQA	
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Area 12: Student Support and Services	WM	DI	WM	DI	WM	DI	WM	DI	R	I	Gap
1. Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential	3.00	P	3.14	P	3.29	P	3.14	P	30.5	4	0.86
2. Have support programs for the advancement of intellectually- able students	3.00	P	3.14	P	3.29	P	3.14	P	30.5	4	0.86
3. Have scholarships and study grants on merit to support the most able students	3.10	P	3.23	P	3.29	P	3.20	P	17.5	4	0.80
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3.00	P	3.14	P	3.29	P	3.14	P	30.5	4	0.86
5. Have co-curricular activities which serve as models for other TEIs	3.00	P	3.14	P	3.29	P	3.14	P	30.5	4	0.86
6. Have a model physical environment for Teacher Education Institution	3.10	P	3.23	P	3.29	P	3.20	P	17.5	4	0.80
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3.00	P	3.23	P	3.43	P	3.22	P	13.5	4	0.78
8. Publish regularly up-to -date, impartial, and objective information on the following in the school's fulfillment of public accountability :	3.10	P	3.18	P	3.29	P	3.19	P	22.5	4	0.81
8.1 student progression and success rates											
8.2 student's satisfaction with their programs	2.90	P	3.18	P	3.00	P	3.03	P	41	4	0.97
8.3 profile of student population	3.00	P	3.18	P	3.29	P	3.16	P	29	4	0.84
8.4 distribution of students per program	3.00	P	3.18	P	3.14	P	3.11	P	34.5	4	0.89
8.5 retention and dropout rate	3.00	P	3.18	P	3.14	P	3.11	P	34.5	4	0.89
8.6 effectiveness of faculty members	3.10	P	3.23	P	3.43	P	3.25	P	7.5	4	0.75
8.7 awards received	3.10	P	3.23	P	3.43	P	3.25	P	7.5	4	0.75
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students	3.00	P	3.32	P	3.29	P	3.20	P	17.5	4	0.80
10. Adopt security measures for all school personnel, students, and stakeholders	3.20	P	3.23	P	3.43	P	3.29	P	2.5	4	0.71



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Indicators	Respondents									TQA	
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	3.10	P	3.32	P	3.29	P	3.23	P	11.5	4	0.77
12. Have basic security equipment and /or personnel in line with the institution's/college's safety program	3.00	P	3.23	P	3.29	P	3.17	P	26.5	4	0.83
13. Update and exercise school emergency preparedness plans	3.10	P	3.36	P	3.29	P	3.25	P	7.5	4	0.75
14. Have regular meeting between School Officials and their public safety and officials to discuss safety, security, and emergency planning strategies	3.20	P	3.32	P	3.43	P	3.32	P	1	4	0.68
15. Evaluate and refine school security measures	3.00	P	3.36	P	3.43	P	3.26	P	6	4	0.74
16. Have an adequate food service areas for the institution/college population	2.90	P	3.36	P	3.43	P	3.23	P	11.5	4	0.77
17. Have food service areas conveniently located, well-equipped, and kept sanitary	3.00	P	3.09	P	3.57	VMP	3.22	P	13.5	4	0.78
18. Have periodic health examination of food servers and periodic inspection of food being served	3.00	P	3.14	P	3.43	P	3.19	P	22.5	4	0.81
19. Provide adequately-equipped infirmary and a school clinic to meet the constituents' needs	3.00	P	3.14	P	3.43	P	3.19	P	22.5	4	0.81
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school	2.80	P	3.14	P	3.29	P	3.07	P	39	4	0.93
21. Have athletic facilities with safety features for all areas of sports activities	3.00	P	3.18	P	3.43	P	3.20	P	17.5	4	0.80
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor	3.00	P	3.18	P	3.43	P	3.20	P	17.5	4	0.80
23. Publish regularly at least one issue per semester	3.00	P	3.09	P	3.43	P	3.17	P	26.5	4	0.83
24. Evaluate regularly the performance of the Publication Unit	2.80	P	3.09	P	3.14	P	3.01	P	24	4	0.99
25. Provide foreign student's assistance	3.00	P	3.18	P	3.14	P	3.11	P	34.5	4	0.89
26. Have a systematic financial assistance program offered to deserving and needy students	3.10	P	3.14	P	3.43	P	3.22	P	13.5	4	0.78
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3.10	P	3.18	P	3.29	P	3.19	P	22.5	4	0.81
28. Disseminate information about the Assistance Program to the community and feeder schools	2.90	P	3.05	P	3.29	P	3.08	P	38	4	0.92
29. Have a formally organized Alumni Association that participates in the general school program through the following:	3.10	P	3.18	P	3.43	P	3.24	P	10	4	0.76
29.1 job placement											
29.2 spiritual assistance and religious activities	3.10	P	3.14	P	3.29	P	3.17	P	26.5	4	0.83
29.3 follow-up services	2.80	P	2.95	P	3.14	P	2.97	P	42	4	1.03
29.4 guidance (professional and personality adjustments)	2.70	P	2.95	P	3.14	P	2.93	P	43	4	1.07
29.5 policy formulation and program development	2.90	P	3.09	P	3.14	P	3.04	P	40	4	0.96
29.6 evaluation	2.80	P	3.23	P	3.29	P	3.10	P	37	4	0.90



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Indicators	Respondents									TQA	
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By-laws	3.00	P	3.27	P	3.57	VMP	3.28	P	4.5	4	0.72
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3.00	P	3.27	P	3.57	VMP	3.28	P	4.5	4	0.72
32. Include specific training in various job-seeking techniques, including self-placement	3.00	P	3.23	P	3.43	P	3.22	P	13.5	4	0.78
33. Provide an employment program designed to assist students secure valuable work experience in their area of specialization	3.20	P	3.23	P	3.43	P	3.29	P	2.5	4	0.71
Grand Mean	3.00	P	3.19	P	3.32	P	3.17	P		4	0.83

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

According to AACCUP, a distinctive feature of a reputable institution is its ability to contribute to the progress of human knowledge. Faculty and students should be equipped with the knowledge of research because excellence in any particular discipline is best demonstrated through research paper published, citations, and awards. Contrary to this, in Table 38 on page 142, PWU “Practised” *avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media* evidenced with 3.44 overall weighted mean. Weaknesses of the program include *provision of personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources, publication of research outputs in international and local refereed journal and international funding support and assistance*, which according to the interviewees D and E are very much true in PWU. The results have similarity with Dares Salaam University College of Education (DUCE) in its 2011/2012–2015/2016 *Rolling Strategic Plan* identified



weaknesses in the area of innovation, research and publications. This includes absence of research unit, inadequate equipment to facilitate research, unreliable sources of funds for research activities, absence of links and partnership with other research centers, and inadequate skills for writing fundable research proposal. To address these weaknesses, DUCE planned to pursue the following strategic objectives: 1) engage in resource mobilization activities that will provide adequate funding for research; 2) promote expanded high quality research-based local and international publications; 3) train all academic staff in research proposals writing skills regularly; and 4) establish an IPR Policy.

**Table 38: Weighted Mean on Domain 2
Research and Publications of PWU**

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Domain 2 Research and Publications	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has Research Office managed by competent Personnel	2.90	P	3.14	P	3.14	P	3.06	P	13	4	0.94
2. Has research agenda in consonance with institutional, regional, and national priorities	3.00	P	3.36	P	3.43	P	3.26	P	4	4	0.74
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	2.90	P	3.23	P	3.29	P	3.14	P	8	4	0.86
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources	2.80	P	3.00	P	3.14	P	2.98	P	17.5	4	1.02
5. Generates income from patents, licenses, and copyrights, and other research outputs	2.90	P	3.00	P	3.14	P	3.01	P	15	4	0.99
6. Has the following funding support and assistance from:	3.00	P	3.27	P	3.29	P	3.19	P	7	4	0.81
6.1 local											
6.2 national	2.90	P	3.18	P	3.00	P	3.03	P	14	4	0.97
6.3 international	3.10	P	3.18	P	2.71	P	3.00	P	16	4	1.00
7. Allocates funds for the conduct of faculty and student research activities	2.90	P	3.23	P	3.14	P	3.09	P	10	4	0.91
8. Ensures that completed and on-going research studies are periodically monitored and evaluated	3.00	P	3.18	P	3.14	P	3.11	P	9	4	0.89
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally-established format	2.90	P	3.18	P	3.14	P	3.07	P	11.5	4	0.93



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Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community	2.90	P	3.18	P	3.14	P	3.07	P	11.5	4	0.93
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	3.00	P	3.27	P	3.43	P	3.23	P	6	4	0.77
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media	3.30	P	3.45	P	3.57	VMP	3.44	P	1	4	0.56
13. Publishes research outputs in refereed journals 13.1 international and national	2.90	P	3.18	P	2.86	P	2.98	P	17.5	4	1.02
13.2 international	2.90	P	3.00	P	2.86	P	2.92	P	19	4	1.08
13.3 national	3.30	P	3.27	P	3.14	P	3.24	P	5	4	0.76
14. Has E-journal available	3.10	P	3.32	P	3.43	P	3.28	P	3	4	0.72
15. Has regular publication of research journal	3.30	P	3.27	P	3.57	VMP	3.38	P	2	4	0.62
Grand Mean	3.00	P	3.20	P	3.19	P	3.13	P		4	0.87

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

The data in Table 39 reflect indicator 4 as the most “Practised” in PWU which signifies the support of stakeholders. The participation of the stakeholders could be in the form of funds, expertise, and resources. To ensure the impact of the community extension program, respondents agreed that it should be integrated with research with 3.21 overall weighted mean and that a number of beneficiaries should be served with 3.22 overall weighted mean. The data analysis is supported by the two interviewees.

Table 39: Weighted Mean on Domain 3 Extension and Community Involvement of PWU

Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
Domain 3 Extension and Community Involvement	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3.40	P	3.32	P	3.32	P	3.35	P	3.5	4	0.65



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Indicators	Respondents								TQA		
	Seniors (N=10)		Grad Students (N=22)		Faculty/ Admin (N=7)		Overall (N=39)				
2. Has a system to make the conduct of extension projects sustainable and continuing	3.20	P	3.32	P	3.32	P	3.28	P	6	4	0.72
3. Has a distinct office or unit that oversees the implementation of the extension program	3.40	P	3.32	P	3.32	P	3.35	P	3.5	4	0.65
4. Encourages participation of the various stakeholders in extension program	3.50	P	3.45	P	3.45	P	3.47	P	1	4	0.53
5. Has sufficient funding	3.60	VMP	3.18	P	3.18	P	3.32	P	5	4	0.68
6. Has a number of beneficiaries served	3.20	P	3.23	P	3.23	P	3.22	P	8	4	0.78
7. is monitored and evaluated	3.30	P	3.23	P	3.23	P	3.25	P	7	4	0.75
8. Has evaluated the expected outcomes of the community extension programs.	3.50	PP	3.41	P	3.41	P	3.44	P	2	4	0.56
9. Integrates extension program with research	3.10	P	3.27	P	3.27	P	3.21	P	9	4	0.79
Grand Mean	3.36	P	3.30	P	3.30	P	3.32	P		4	0.68

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Women's University (PWU)

The data in Table 40 reflect the respondents' assessment on Domain 1 Instruction Area 1 Vision, Mission, Goal, and Objectives of PCU. Among the strengths of the area are: *provision for comprehensive knowledge of the subject matter the students will teach* with 3.56 overall weighted mean. The result corroborates with Ingersoll (2007) in his comparative study of teachers' preparation and qualifications when the author found out that in all systems of the professional preparation requirements of US, Hongkong, Japan, Singapore, China, and Thailand include both subject matter and pedagogical preparation emphasizing expertise in both the "what" and the "how" of teaching. As part of the VMGO of PCU, the school should exercise all means to realize this in their educational program offerings. Moreover, *demonstration and practise professional and ethical requirements of the teaching profession and acceptance by administrators and students* are the second highest rated by the respondents. Weaknesses of the area on the other hand are *review*



and revision of other stakeholders with the lowest overall weighted mean of 2.86, inclusion of the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills and strengthening of technical skills in Undergraduate Teacher Education both with 3.14 overall weighted mean with verbal interpretation of “Practised.”

As recommended by interview F:

“PCU should employ effective strategy in the review of the VMGO to encourage participation of students, alumni, and other stakeholders. The outcome of the review should be well documented and known by the school community as part of the school’s quest for measuring outcomes and monitoring system.”

**Table 40: Weighted Mean on Domain 1 Instruction
Area 1 Vision, Mission, Goal, and Objectives of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 1 : Vision, Mission, Goal and Objectives (VMGO)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Are clearly stated and understood by all stakeholders	3.30	P	3.20	P	3.67	VMP	3.39	P	11	4	0.61
2. Included the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills	3.10	P	3.00	P	3.33	P	3.14	P	20.5	4	0.86
3. Stregthen technical skills in Undergraduate Teacher Education	3.00	P	3.10	P	3.33	P	3.14	P	20.5	4	0.86
4. Provide comprehensive knowledge of the subject matter they will teach	3.50	P	3.50	P	3.67	VMP	3.56	VMP	1	4	0.44
5. Demonstrate and practice professional and ethical requirements of the teaching profession	3.50	P	3.40	P	3.67	VMP	3.52	VMP	2.5	4	0.48
6. Facilitate learning of diverse types of learners in different learning environment	3.40	P	3.40	P	3.33	P	3.38	P	12	4	0.62
7. Be reflective practitioners	3.10	P	3.30	P	3.33	P	3.24	P	16.6	4	0.76
8. Be creative and innovative in teaching approaches	3.20	P	3.10	P	3.33	P	3.21	P	18.5	4	0.79
9. Be equipped with research and extension capabilities	3.30	P	3.10	P	3.33	P	3.24	P	16.6	4	0.76
10. Be life-long learners	3.20	P	3.30	P	3.33	P	3.28	P	14.5	4	0.72
11. Have Filipino ideals and cultural values	3.40	P	3.30	P	3.67	VMP	3.46	P	6.5	4	0.54
12. Be globally competitive	3.30	P	3.00	P	3.33	P	3.21	P	18.5	4	0.79
13. Are accepted by: 13.1 administrators	3.40	P	3.50	P	3.67	VMP	3.52	VMP	2.5	4	0.48



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13.2 parent-teacher member	3.30	P	3.40	P	3.67	VMP	3.46	P	6.5	4	0.54
13.3 faculty	3.40	P	3.30	P	3.67	VMP	3.46	P	6.5	4	0.54
13.4 staff	3.10	P	3.40	P	3.33	P	3.28	P	14.5	4	0.72
13.5 students	3.50	P	3.40	P	3.67	VMP	3.52	VMP	2.5	4	0.48
14. Are reviewed and/or revised by: 14.1 administrators	3.20	P	3.40	P	3.67	VMP	3.42	P	10	4	0.58
14.2 faculty	3.30	P	3.40	P	3.67	VMP	3.46	P	6.5	4	0.54
14.3 students	3.50	P	3.30	P	3.67	VMP	3.49	P	5	4	0.51
14. 4 representatives of other stakeholders	3.00	P	2.90	P	2.67	P	2.86	P	22	4	1.14
15. Are available in catalogue and other publications	3.30	P	3.10	P	3.67	VMP	3.36	P	13	4	0.64
Grand Mean	3.29	P	3.26	P	3.48	P	3.34	P		4	0.66

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

The grand mean of 3.28 of Table 41 connotes that TQA is not achieved as it records a 0.72 difference from the desired TQA level of 4.00. The two highest rated indicators by the respondents, *ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school* and *adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year*, although perceived as “Very Much Practised”, have less impact to make the area as the best practice of PCU because most of the criteria fall between the 3.00 to 3.51 mean.

Relative to the best practice, *collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school*, this is sustained through structural feedback of stakeholders. Exit interviews particularly by 4th year Education students are given importance in the review of programs. Moreover, interview F is proud of the perfect attendance of the faculty. To quote:



“Kahit me sakit ang teacher pumapasok pa rin. Ganoon kami ka committed.”

**Table 41: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Planning, Monitoring & Implementation of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 2: Administration 2.1 Planning, Monitoring, and Implementation	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3.40	P	3.20	P	3.67	VMP	3.42	P	6	4	0.58
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution	3.50	P	3.30	P	3.67	VMP	3.49	P	3.5	4	0.51
3. Has long term plans which at least cover term of Office	3.10	P	2.90	P	3.33	P	3.11	P	12	4	0.89
4. Works on the accreditation and quality assurance of programs	3.50	P	3.30	P	3.67	VMP	3.49	P	3.5	4	0.51
5. Ensures program offerings, projects, and activities are supported by appropriate feasibility studies	2.90	P	3.00	P	3.33	P	3.08	P	13	4	0.92
6. Has mechanisms for the approval and periodic review of the school's programs and awards	3.30	P	3.20	P	3.33	P	3.28	P	7	4	0.72
7. Provides progress report of program monitoring and implementation	3.00	P	3.20	P	3.33	P	3.18	P	10	4	0.82
8. Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3.50	P	3.40	P	3.67	VMP	3.52	VMP	1.5	4	0.48
9. Coducts formal/informal dialogues between students and faculty	3.10	P	3.20	P	3.33	P	3.21	P	8.5	4	0.79
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year	3.50	P	3.40	P	3.67	VMP	3.52	VMP	1.5	4	0.48
11. Conducts supervisory visits to the classes	3.10	P	3.20	P	3.33	P	3.21	P	8.5	4	0.79
12. Conducts periodic evaluation and provides feedback on faculty performance	3.40	P	3.30	P	3.67	VMP	3.46	P	5	4	0.54
13. Conducts student consultation and advising	2.90	P	3.20	P	3.33	P	3.14	P	11	4	0.86
14. Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections	3.00	P	3.20	P	3.00	P	3.07	P	14	4	0.93
15. Oversees the strategic management of the school's area, buildings, and facilities	2.80	P	3.20	P	3.00	P	3.00	P	15	4	1.00



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Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Grand Mean	3.20	P	3.21	P	3.42	P	3.28	P		4	0.72

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

As evidenced by the data in Table 42, respondents marked item 14 as “Very Much Practised” in PCU. The impression reflects the PACUCOA Self Survey Instrument for Accrediting Education Program of BEEd (2005) which is:

The institution should have social benefits program. This includes retirement and insurance plans, leaves of absence, separation pay, and special awards (p.4).

For PAASCU (1996), fringe benefits include recognition for faculty members who have rendered long, efficient, and devoted service to the college, a system of financial and promotional advancement for the members of the faculty. However, the last inclusion in the PAASCU's coverage of fringe benefit which is *promotional advancement of faculty members* is the second lowest indicator rated by the respondents with 3.14 overall weighted mean.

Moreover, PAASCU expects that aside from sick leave, vacation leave, study leave, sabbatical leave, and service leave are observed in the institutions who want to be PAASCU accredited.

Surprisingly, the data reveal *provision for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring*



for knowledge transfer of faculty members is the weakest perceived quality indicator observed by the respondents with 2.87 overall weighted mean.

On the provision of hiring retired faculty members, interviewee F considered it not as a weakness but as a strength, saying:

“We provide temporary teaching assignment to the retired faculty particularly those with science specialization. The school considers them effective in knowledge transfer. They only leave when qualified applicants are hired.”

**Table 42: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Staff Development, Promotion,
and Retirement Plan of PCU**

Indicators	Participants								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=10)		(N=3)		(N=23)				
2.2 Staff Development, Promotion, and Retirement Plan	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has career path for teaching staff with equivalency for diverse jobs	3.20	P	3.00	P	3.33	P	3.18	P	14	4	0.82
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	3.20	P	3.40	P	3.33	P	3.31	P	9.5	4	0.69
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/orr training programs	3.20	P	3.40	P	3.33	P	3.31	P	9.5	4	0.69
4. Follows the training standards for in-service training (INSET)	3.50	P	3.60	VMP	3.67	VMP	3.59	VMP	2.5	4	0.41
5. Has adequate and well- utilized budget	3.30	P	3.00	P	3.33	P	3.21	P	13	4	0.79
6. Cultivates a climate of professional sharing	3.40	P	3.30	P	3.00	P	3.23	P	12	4	0.77
7. Seeks national and international scholarships, fellowships, and training grants	3.10	P	3.40	P	3.33	P	3.28	P	11	4	0.72
8. Provides regular in-house seminars based on needs analysis	3.20	P	3.50	P	3.33	P	3.34	P	8	4	0.66
9. Conducts performance review at least once a year	3.50	P	3.60	VMP	3.67	VMP	3.59	VMP	2.5	4	0.41
10. Provides recognition/awards and incentives for faculty members who have shown outstanding performance	3.40	P	3.50	P	3.67	VMP	3.52	VMP	3.5	4	0.48
11. Supports individual initiatives	3.20	P	3.30	P	3.00	P	3.17	P	15	4	0.83
12. Provides financial and promotional advancements	3.00	P	3.10	P	3.33	P	3.14	P	16	4	0.86
13. Provides a social security program which includes: 13. 1 retirement plans	3.20	P	3.40	P	3.67	VMP	3.42	P	6	4	0.58
13. 2 separation pay	3.40	P	3.50	P	3.67	VMP	3.52	VMP	3.5	4	0.48



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13. 3 special awards	3.20	P	3.30	P	3.67	VMP	3.39	P	7	4	0.61
14. Includes granting of fringe benefits such as sick leave and health benefits	3.70	VMP	3.80	VMP	3.67	VMP	3.72	VMP	1	4	0.28
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer	2.70	P	2.90	P	3.00	P	2.87	P	17	4	1.13
Grand Mean	3.26	P	3.35	P	3.41	P	3.34	P		4	0.66

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

Table 43 indicates that the three groups of respondents ranked indicators 3 and 5, as the highest. *Encourages membership in professional organizations by the faculty members* is synonymous with the best practice expected by the three accrediting agencies- PAASCU, PACUCOA, and AACCUP. Among the weakest indicators of this area, *has International Teacher Education Institution (TEI) partners and sustains partnership and consortiums among TEIs in terms of research* has the same rank of 8.5 with 2.67 overall weighted mean.

Interviewee F affirmed the weaknesses. Accordingly:

“PCU has no international TEI partners. Although, the school is a member of SMIIC, it does not collaborate with other member schools in research undertaking.”

This is supported by study at Dares Salaam University College of Education or DUCE (2012) in its *Five-Year Rolling Strategic Plan for 2011/2012 to 2015/16* which underscores the following advantages of external and internal research collaboration from which PCU could consider to improve its research collaborative practices:

- networks and partnerships build research culture;
- physical and human resources are optimized;



- c. research support services include provision and continuous improvement of modern management information systems and access to national and international literature and databases;
- d. dissemination of research results through regular national and international fora;
- e. inclusion of research findings/publications into accessible databases (electronic or otherwise); and
- f. publication of research findings in the national and international media.

**Table 43: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Networking & Linkages of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N= 10)		Faculty/ Admin (N=3)		Overall (N=23)				
2.3 Networking and Linkages	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has International Teacher Education Institution (TEI) partners	2.90	P	3.10	P	2.67	P	2.89	P	8.5	4	1.11
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of:	3.10	P	3.30	P	3.33	P	3.24	P	5	4	0.76
2.1 facilities											
2.2 research	3.10	P	2.90	P	2.67	P	2.89	P	8.5	4	1.11
2.3 instruction	3.50	P	3.20	P	3.67	VMP	3.46	P	3.5	4	0.54
2. 4 expertise	3.50	P	3.20	P	3.67	VMP	3.46	P	3.5	4	0.54
2. 5 funding	3.00	P	3.30	P	3.33	P	3.21	P	6	4	0.79
3. Sustains partnership across schools/institutions	3.50	P	3.40	P	3.67	VMP	3.52	VMP	1.5	4	0.48
4.Maximizes its alumni and parents' network to support development	3.10	P	3.40	P	3.00	P	3.17	P	7	4	0.83
5. Encourages membership in professional organizations	3.50	P	3.40	P	3.67	VMP	3.52	VMP	1.5	4	0.48
Grand Mean	3.24	P	3.24	P	3.30	P	3.26	P		4	0.74

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

Among the resource generation and utilization quality indicators shown in Table 44, the highest ranked indicator is item 3, *uses brand marketing strategies to impact enrolment and resource generation*. The TQA gap of 1.02 is the result of 2.71, 2.78, and 2.96 overall



weighted means of indicator 2 which is *linkages with international, national government, and non government funding agencies and organizations.*

Based from the interview data gathered, the United Christ of the Philippines and United Methodist Church finance the school. Though limited, the interviewee notices efforts of the school management in improving its financial capability.

Financial viability of an institution or school lies on the strategic financial strategy carefully planned by the institution or department head. The academic success will not be possible without funds needed in managing educational resources. Looking for linkages and partnerships for funds in the form of grants, scholarships etc., is part of the academic operational role of the institutional and department head which without, teaching, learning, and research will not be feasible.

**Table 44: Weighted Mean on Domain 1 Instruction
Area 2 Resource Generation and Utilization of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
2.4 Resource Generation and Utilization	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes	3.00	P	3.40	P	3.00	P	3.13	P	3	4	0.87
2. Has linkages with any of the following funding agencies:	2.70	P	3.10	P	2.33	FP	2.71	P	7.5	4	1.29
2.1 International											
2.2 National Government	2.80	P	3.00	P	2.33	FP	2.71	P	7.5	4	1.29
2.3 Local Government Units (LGUs)	2.90	P	3.10	P	2.33	FP	2.78	P	6	4	1.22
2.4 Non Government Organizations (NGOs)	3.00	P	3.20	P	2.67	P	2.96	P	5	4	1.04
2.5 Industry	3.20	P	3.10	P	3.00	P	3.10	P	4	4	0.90
3. Uses brand marketing strategies to impact enrolment and resource generation	3.10	P	3.40	P	3.33	P	3.28	P	1	4	0.72
4. Has a school-generated fund mechanisms	3.20	P	3.10	P	3.33	P	3.21	P	2	4	0.79
Grand Mean	2.99	P	3.18	P	2.79	P	2.98	P		4	1.02

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)



As shown in Table 45 the faculty members of PCU *have knowledge of the curriculum and provide safe and supportive learning environment* with 3.80 overall weighted mean. In addition, *they exhibit professional practice and possess professional knowledge* with 3.77 overall weighted mean aside from having *pedagogical content knowledge* which got 3.62 overall weighted mean. This is congruent to the safe and supportive learning environment emphasized by Golfo (citing McLaughlin 2005); the literature states that an important aspect of effective teaching is to create a supportive classroom environment that is warm, safe, and caring. This kind of environment influences the nature of the activities the students undertake by seriously engaging themselves in their study, regulating their behavior, and knowing the explicit criteria and high expectations of what they are to achieve.

On the other hand, Ellet, Loup, Culross, McMullen & Rugutt (1997), in their study on learning environments of the Louisiana State University, found out that student self-reports of their learning and learning efficiency were significantly related to their personal perceptions of the learning environment. Student learning is enhanced in higher education settings that address students' personal learning environment needs and in which quality teaching thrives.

Based on the study of Minor et al. (2002) that explores *Pre-service teachers' educational beliefs and their perceptions of characteristics of effective teachers* involving 134 pre-service teachers, the following 7 themes are identified and ranked as excellent characteristics of teachers: a) student-centered (55.2%); b) effective classroom and behavior manager (33.6%); c) competent instructor (33.6%); d) ethical (29.9%); e)



enthusiastic about teaching (19.4%); f) knowledgeable about subject matter; and g) professional (15.7%). Being professional is similarly identified and ranked by the three groups of respondents of PCU.

Also indicated in Table 45 are the weaknesses of the faculty members such as *presentation and publication of research/articles/papers in international journal* with 2.14 overall weighted mean with verbal interpretation of “Fairly Practised.” This is followed by *faculty members receiving academic recognition such as grants* with 2.52 overall weighted mean and *scholarships* with 2.56 overall weighted mean both with verbal interpretation of “Practised.”

Interviewee F explains:

“I certainly agree with the weak practices. Since the school does not consider research output and publication as criteria in hiring a faculty, these definitely are not observed.”

**Table 45: Weighted Mean on Domain 1 Instruction
Area 3 Faculty Profile and Professional Competence of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 3: Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.40	P	3.50	P	3.67	VMP	3.52	VMP	12.5	4	0.48
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.30	P	3.40	P	3.67	VMP	3.46	P	18.5	4	0.54
3. Have at least 80% of faculty members with specialization in Science, Math, English, (Masters Level) etc.	2.90	P	3.40	P	3.33	P	3.21	P	24	4	0.79
4. Have at least 100% of Professional Education faculty member with Masters	3.50	P	3.60	VMP	3.67	VMP	3.59	VMP	6.5	4	0.41



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Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.40	P	3.30	P	3.67	VMP	3.46	P	18.5	4	0.54
6. Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3.60	VMP	3.50	P	3.67	VMP	3.59	VMP	6.5	4	0.41
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.50	P	3.40	P	3.67	VMP	3.52	VMP	12.5	4	0.48
8. Are licensed professional teachers	3.60	VMP	3.50	P	3.67	VMP	3.59	VMP	6.5	4	0.41
9. Demonstrate professional competence in instruction	3.50	P	3.40	P	3.67	VMP	3.52	VMP	12.5	4	0.48
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3.30	P	3.10	P	3.33	P	3.24	P	23	4	0.76
10.2 production of instructional materials	3.00	P	3.20	P	3.00	P	3.07	P	27	4	0.93
10.3 consultancy	3.00	P	3.20	P	3.33	P	3.18	P	25	4	0.82
10.4. expert service (e.g., resource person and / or lecturer, thesis/dissertation advising etc.)	3.10	P	3.30	P	3.67	VMP	3.36	P	21	4	0.64
10.5 development of creative and scholarly works	3.10	P	2.90	P	3.33	P	3.11	P	26	4	0.89
11. Have shown continuing efforts in research	3.20	P	3.40	P	3.33	P	3.31	P	22	4	0.69
12. Present /publish reasearch / articles/papers in the following magazines/refereed journals: 12.1 regional	2.60	P	2.50	FP	3.00	P	2.70	P	31	4	1.30
12.2 national	2.70	P	2.90	P	2.67	P	2.76	P	30	4	1.24
12.3 international	2.00	FP	2.10	FP	2.33	FP	2.14	FP	34	4	1.86
13. Have received academic recognition such as: 13.1 scholarships	2.60	P	2.40	FP	2.67	P	2.56	P	32	4	1.44
13.2 fellowships	2.70	P	2.80	P	3.00	P	2.83	P	29	4	1.17
13.3 grants	2.40	FP	2.50	FP	2.67	P	2.52	P	33	4	1.48
13.4 awards	2.70	P	2.80	P	3.33	P	2.94	P	28	4	1.06
14. Have knowledge of the curriculum	3.80	VMP	3.60	VMP	4.00	VMP	3.80	VMP	1.5	4	0.20
15. Have pedagogical content knowledge	3.70	VMP	3.50	P	3.67	VMP	3.62	VMP	5	4	0.38
16. Design coherent learning program	3.70	VMP	3.40	P	3.67	VMP	3.59	VMP	6.5	4	0.41
17. Facilitate learning for diverse students	3.50	P	3.60	VMP	3.33	P	3.48	P	17	4	0.52
18. Use varied assessment and feedback mechanisms	3.50	P	3.40	P	3.67	VMP	3.52	VMP	12.5	4	0.48
19. Provide safe and supportive learning environment	3.60	VMP	3.80	VMP	4.00	VMP	3.80	VMP	1.5	4	0.20
20. Display inquiry skills	3.60	VMP	3.40	P	3.67	VMP	3.56	VMP	11	4	0.44
21. Exhibit professional practice	3.70	VMP	3.60	VMP	4.00	VMP	3.77	VMP	3.5	4	0.23
22. Possess professional knowledge	3.70	VMP	3.60	VMP	4.00	VMP	3.77	VMP	3.5	4	0.23
23. Possess professional attributes contributing to teaching	3.60	VMP	3.50	P	3.67	VMP	3.59	VMP	6.5	4	0.41
24. Employ different teaching strategies and approaches	3.50	P	3.30	P	3.67	VMP	3.49	P	16	4	0.51



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Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.40	P	3.20	P	3.67	VMP	3.42	P	20	4	0.58
Grand Mean	3.25	P	3.24	P	3.45	P	3.31	P		4	0.69

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

The statistics in Table 46 shows that PCU *complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004* with the highest overall mean of 3.69. The statistics further reveals that *application of theory in real school setting during the field study experience of pre-service teachers* is “Very Much Practised” with 3.66 overall weighted mean as well as *provision of apprenticeship of pre-service teacher to an experienced mentor*. Among the weaknesses perceived “Practised” by the respondents which have the same ranking of 10.5 are: *enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum, reviewing, revising, and updating the curriculum, and has effective systems of periodic self and external evaluations of individual programs*.

Relative to the weakness, interviewee F opposed the identified weak practice of not having an effective system of periodic self and external evaluations. Thus, explains:

“Our Level III accreditation status of College of Education given by. ACSCU-AAI proves that .we have an effective system of periodic self and external evaluations of individual programs.”



**Table 46: Weighted Mean on Domain 1 Instruction
Area 4 Curriculum of PCU**

Indicators	Participant								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 4: Curriculum	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004	3.80	VMP	3.60	VMP	3.67	VMP	3.69	VMP	1	4	0.31
2. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3.50	P	3.40	P	3.33	P	3.41	P	10.5	4	0.59
3. Reflects national and international standards	3.20	P	3.40	P	3.33	P	3.31	P	14	4	0.69
4. Involves participation of stakeholders in: 4.1 aligning the curriculum with the VMGO of the institution	3.40	P	3.40	P	3.67	VMP	3.49	P	9	4	0.51
4.2 defining objectives and desired outcomes	3.60	VMP	3.40	P	3.67	VMP	3.56	VMP	7	4	0.44
4.3 reviewing, revising, and updating the curriculum	3.50	P	3.40	P	3.33	P	3.41	P	10.5	4	0.59
5. Provides field study experience where pre-service teachers apply theory in real school setting	3.80	VMP	3.50	P	3.67	VMP	3.66	VMP	2.5	4	0.34
6. Provides apprenticeship of pre-service teacher to an experienced mentor	3.80	VMP	3.50	P	3.67	VMP	3.66	VMP	2.5	4	0.34
7. Provides practice teaching: 7. 1 nationally	3.70	VMP	3.50	P	3.67	VMP	3.62	VMP	4	4	0.38
7. 2 internationally	2.30	FP	2.10	FP	2.00	FP	2.13	FP	15	4	1.87
8. Has effective systems of periodic self and external evaluations of individual programs	3.50	P	3.40	P	3.33	P	3.41	P	10.5	4	0.59
9. Is comprehensive with lessons systematically planned	3.50	P	3.30	P	3.33	P	3.38	P	13	4	0.62
10. Emphasizes critical and creative thinking skills and concept, knowledge, and skills	3.70	VMP	3.40	P	3.67	VMP	3.59	VMP	5.5	4	0.41
11. Requires research activities that provide exposures of students to scientific teacher education problem solving methods	3.60	VMP	3.50	P	3.67	VMP	3.59	VMP	5.5	4	0.41
12.Is current and responsive in the relevant field of study and employment	3.50	P	3.40	P	3.67	VMP	3.52	VMP	8	4	0.48
Grand Mean	3.49	P	3.35	P	3.44	P	3.43	P		4	0.57

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

Table 47 presents the learning environment of PCU. The table shows the grand mean of 3.18 interpreted as “Practised.” A gap of 0.82 shows that this area did not attain the TQA implying that the learning environment of PCU still needs more enhancement to assure TQA.



Indicator 2, *is conducive for teaching and learning process* and indicator 1, *has adequate faculty-student ratio* topped the list with overall weighted means of 3.62 and 3.52 respectively. Nevertheless, the two indicators interpreted as “Very Much Practised” did not attain TQA.

Interviewee F supported the best practices elaborating further:

“The ratio we have in the College of Education is 1:35. For Early Childhood classes, we have 1:20. This teacher-student faculty ratio allows for strict supervision of students. Also, with our teaching strategies, we ensure that teaching-learning environment is conducive.”

Also shown in the table, *built-in ICT multimedia facilities in every classroom* is “Fairly Observed” by the respondents. Interviewee F approved the result explaining that it would be nice if all their rooms are with ICT, but given this constraint in their physical facilities and resources, their innovative teachers are not prevented from trying out other modes of teaching conducive for learning.

Based on the perception of Jiaya (2006) environments of teaching and learning include physical and psychological environment. Between the two kinds of environment, the author prefers psychological environment which the author called “school culture.”

The best school culture according to the author is the one that encourages creation, democracy, diversity of thought, diversity of student composition, and supportive climate. Teacher’s support for the success of all students, teacher’s support with one another, and student’s support to fellow student are critical to student achievement and teacher professional development. Additionally, Tan’s (2006) findings verify that various



opportunities for learning and meaningful involvement given to students are the best instructional program.

**Table 47: Weighted Mean on Domain 1 Instruction
Area 5 Learning Environment of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 5: Learning Environment	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has adequate faculty-student ratio	3.50	P	3.40	P	3.67	VMP	3.52	VMP	2	4	0.48
2. Is conducive for teaching and learning process	3.70	VMP	3.50	P	3.67	VMP	3.62	VMP	1	4	0.38
3. Has built-in ICT multimedia facilities in every classroom	2.70	P	2.20	FP	2.33	FP	2.41	FP	7	4	1.59
4. Considers the availability of appropriate, varied and adequate learning resources for each program offered	3.30	P	3.00	P	3.33	P	3.21	P	4.5	4	0.79
5. Provides for individualized learning	3.30	P	3.00	P	3.33	P	3.21	P	4.5	4	0.79
6. Has adequate classroom size, space, arrangements and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3.40	P	3.20	P	3.33	P	3.31	P	3	4	0.69
7. Integrates technology into lesson designs	3.20	P	2.80	P	3.00	P	3.00	P	6	4	1.00
Grand Mean	3.30	P	3.01	P	3.24	P	3.18	P		4	0.82

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

Generally all indicators in the area of assessment of learning in Table 48 are observed “Practised” in PCU. In the quality assurance manual Nyathi, Kadhila, & Aipanda (2011) specify that in the University of Namibia the system for assessment of student learning includes strategies, policies and arrangements for regulations and procedures related to student assessment, including, for example, the security of test and examination papers, composition and calculation of marks, supplementary/special assessment opportunities, disciplinary and appeal procedures, internal and external moderation and



examinations, etc. Among the practices observed by the university, the institution/department has an efficient system to assess student learning that is geared towards ensuring the quality of the academic outcomes and enhancing student success. Students are assessed using published criteria, regulations and procedures which are applied consistently. The aforementioned practices observed by the University of Namibia, could be explored by PCU to add their list of identified best practices which are *administrative/supervisory checks of assessment of learning areas* and *timely giving of assessment to determine the student's progress* which both ranked first in the six quality indicators of assessment of learning.

**Table 48: Weighted Mean on Domain 1 Instruction
Area 6 Assessment of Learning of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.40	P	3.10	P	3.33	P	3.28	P	6	4	0.72
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3.60	VMP	3.40	P	3.00	P	3.33	P	5	4	0.67
3. Is subject to administrative/supervisory checks	3.50	P	3.30	P	3.67	VMP	3.49	P	1.5	4	0.51
4. Is timely given to assess student's progress	3.50	P	3.30	P	3.67	VMP	3.49	P	1.5	4	0.51
5. Is reviewed periodically and revised as necessary	3.50	P	3.20	P	3.33	P	3.34	P	4	4	0.66
6. Is returned to students after results are checked, recorded, and analyzed	3.40	P	3.20	P	3.67	VMP	3.42	P	3	4	0.58
Grand Mean	3.48	P	3.25	P	3.44	P	3.39	P		4	0.61

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)



As explained in Area IX Laboratories of the AACCUP Survey Instrument of Undergraduate Teacher Education Program (2010):

Laboratories are included in the support systems for any academic program. Broadly defined, they cover science, laboratories, speech laboratories, demonstration farms, shops, and other facilities for practicum activities essential to the successful implementation of curricular programs inclusive of their use and function (p.99)

Based on the foregoing explanation, PCU is able to observe *adequate facilities for experimentation and innovations (Science laboratories)* as this indicator ranked first but with TQA gap of 0.54 in Table 49. *Adequacy of the facilities for student teaching* ranked second however, it has a TQA gap 0.64. The student teaching facilities of PCU are compensated by the facilities of practice schools where their student teachers are assigned according to interviewee F.

The suggestion that PCU should improve its laboratory facilities particularly *continuous improvement and expansion of its facilities to acquire up-to-date equipment, apparatus, material, and supply and provision for laboratory assistants or technicians in Science laboratories* are acknowledged by the interviewee.

**Table 49: Weighted Mean on Domain 1 Instruction
Area 7 Laboratory Facilities of PCU**

Indicators	Participants								TQA		
	Seniors N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 7: Laboratory Facilities	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conform with at least minimum requirements of CHED for each laboratory course	3.30	P	3.10	P	3.00	P	3.13	P	5.5	4	0.87
2. Are adequate and conducive for effective teaching and learning	3.40	P	3.00	P	3.00	P	3.13	P	5.5	4	0.87
3. Are periodically checked to ensure safety of the users	3.20	P	2.90	P	3.33	P	3.14	P	3.5	4	0.86
4. Assures of first-aid facilities for immediate use	3.10	P	3.00	P	3.33	P	3.14	P	3.5	4	0.86



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Indicators	Participants								TQA		
	Seniors N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
5. Are continuously maintained in good condition	3.10	P	2.90	P	3.33	P	3.11	P	7	4	0.89
6. Are continuously improved and expanded to acquire up-to-date equipment, apparatus, material, and supply	2.90	P	3.20	P	3.00	P	3.03	P	8.5	4	0.97
7. Are provided with laboratory assistants or technicians (Science laboratories)	2.80	P	3.30	P	3.00	P	3.03	P	8.5	4	0.97
8. Have sufficient AV equipment inside the laboratories	2.80	P	2.90	P	2.67	P	2.79	P	10	4	1.21
9. Have adequate facilities for student teaching	3.30	P	3.10	P	3.67	VMP	3.36	P	2	4	0.64
10. Have adequate facilities for experimentation and innovations	3.30	P	3.40	P	3.67	VMP	3.46	P	1	4	0.54
Grand Mean	3.12	P	3.08	P	3.20	P	3.13	P		4	0.87

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

As exhibited in the data in Table 50, a 0.99 grand TQA gap is evident which is attributed mainly to the three lowest overall means of 2.47, 2.71, and 2.82 of indicators 12 (E-Library), 13 (mailing list of agencies for exchange of publication), and 14 (library consortium) respectively. One key theme of the three lowest ranked indicators is *networking with academic libraries* which PCU has to enhance to improve its services. Strengthening consortium and developing partnerships with national, international universities, foundations, and non-profit institutes to improve its collection development, library services, and access of information should be the things to be looked into by the school. PCU College of Education should consider the pressure on financial resources, development of technology, the growth in publishing output and the demand for access to it, for more effective forms of library networking, which can be seen at international, national, regional, and national levels. As Austin (2000) points out:

“When you cannot do it alone and succeed, collaboration becomes a prerequisite to effectiveness. It is natural for institutions to come together to assemble sufficient collective



confidence, knowledge, financial resources, or political power to enable them to be effective.”

**Table 50: Weighted Mean on Domain 1 Instruction
Area 8 Library Facilities and Collections of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 8: Library Facilities and Collections	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree	3.40	P	3.50	P	3.67	VMP	3.52	VMP	1	4	0.48
2. Has a published Library Manual	2.80	P	2.90	P	3.33	P	3.01	P	7	4	0.99
3. Has adequate support staff and student assistants	2.70	P	2.90	P	3.00	P	2.87	P	11	4	1.13
4. Supports the VMGO of the institution and school program respectively	3.00	P	3.40	P	3.33	P	3.24	P	3	4	0.76
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	2.90	P	3.10	P	3.00	P	3.00	P	8.5	4	1.00
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment	3.00	P	3.20	P	3.00	P	3.07	P	5	4	0.93
7. Provides sufficient research books and materials to supplement student's and faculty's curricular needs	3.20	P	3.30	P	3.00	P	3.17	P	4	4	0.83
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	2.90	P	3.10	P	3.00	P	3.00	P	8.5	4	1.00
9. Has library materials/resources which conform with the standards set for a particular academic program	3.40	P	3.10	P	3.33	P	3.28	P	2	4	0.72
10. Has at least one (1) international journal in each particular academic program	2.80	P	2.90	P	3.00	P	2.90	P	10	4	1.10
11. Is automated with Internet connectivity	2.80	P	3.00	P	3.33	P	3.04	P	6	4	0.96
12. Is a member of E-library	2.60	P	2.80	P	2.00	FP	2.47	FP	14	4	1.53
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other books/journal	2.80	P	3.00	P	2.33	FP	2.71	P	13	4	1.29
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources	2.80	P	3.00	P	2.67	P	2.82	P	12	4	1.18
Grand Mean	2.94	P	3.09	P	3.00	P	3.01	P		4	0.99

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

As gleaned in Table 51, this area got a grand mean of 2.95. The grand mean of 2.88 and 2.91 of senior college and graduate respondents respectively made an impact on the



grand TQA gap of 1.05. Since PCU uses ICT as *an avenue for web-based dissemination of information* (3.18 overall weighted mean) and an *instructional support* (3.11 overall weighted mean), there is a *need of annual allocation for purchasing latest hardware and preventive maintenance* to keep up with the requirements of technology innovation aside from the fact that these indicators were rated the lowest in the list.

**Table 51: Weighted Mean on Domain 1 Instruction
Area 9 Information and Communications Technology (ICT) of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 9: Information and Communications Technology (ICT)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3.00	P	3.10	P	3.33	P	3.14	P	2	4	0.86
2. Is Internet accessible for all staff of the University college and/or school	2.70	P	3.20	P	2.67	P	2.86	P	10	4	1.14
3. Is used as instructional support	2.90	P	3.10	P	3.33	P	3.11	P	3	4	0.89
4. Is used to provide web-based information for all stakeholders	3.00	P	3.20	P	3.33	P	3.18	P	1	4	0.82
5. Includes training program for students and faculty	3.20	P	2.90	P	2.67	P	2.92	P	6	4	1.08
6. Has a good ratio of students to terminals and other equipment	3.10	P	2.90	P	3.00	P	3.00	P	4	4	1.00
7. Has good location for ICT resources	3.00	P	2.80	P	3.00	P	2.93	P	5	4	1.07
8. Has annual allocation of resources for purchasing latest hardware	2.70	P	2.90	P	3.00	P	2.87	P	8.5	4	1.13
9. Has licensed software application and licensed anti-virus	2.70	P	2.80	P	3.00	P	2.83	P	11	4	1.17
10. Has preventive maintenance	2.90	P	2.70	P	3.00	P	2.87	P	8.5	4	1.13
11. Has in-house development of software applications /programs	2.80	P	2.60	P	3.33	P	2.91	P	7	4	1.09
12. Has Wi-Fi hot spots	2.50	FP	2.70	P	3.00	P	2.73	P	12	4	1.27
Grand Mean	2.88	P	2.91	P	3.06	P	2.95	P		4	1.05

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

As displays in Table 52, PCU has “Very Much Practised” the two quality indicators on licensure examinations. Based on the report of the Task Force on Higher Education



(1995), the most commonly mentioned indicators of quality of higher education programs in the country are performance of graduates in licensure examinations, accreditation status of the programs, and employability of graduates. However, the perception of Biglete et al. articulated in *Strategies for quality excellence* in the book of Valisno (2000), opposes the report of the Task Force by expressing that the performance in licensure examinations is not the sole indicators of quality education. However, by virtue of CHED Memorandum Order (CMO) No. 48, Series of 1996, the HEI must exhibit a continuing quest for excellence and a commitment to reasonably high standards of instruction through the quality of its education programs, outstanding achievements of its students, and excellent performance of its graduates particularly in government examinations.

Given this, PCU should further improve this component; the grand TQA gap of 0.44 is quite near in achieving the TQA of 4.00. To achieve this, interviewee F explained:

“We are proud of the above national passing percentage of our LET takers. To sustain this, we have review classes in every subject usually done at the end of the semester. In addition, we also encourage our students to take up review classes elsewhere.”

**Table 52: Weighted Mean on Domain 1 Instruction
Area 10 Licensure Examinations for Teachers (LET) Performance of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 10: Licensure Examinations for Teachers (LET) Performance	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three years	3.40	P	3.60	VMP	3.67	VMP	3.56	VMP	1.5	4	0.44



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Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
2. Has100% LET passers for the last three (3) years	3.60	VMP	3.40	P	3.67	VMP	3.56	VMP	1.5	4	0.44
Grand Mean	3.50	P	3.50	P	3.67	VMP	3.56	VMP		4	0.44

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

Alumni aside from being a relevant population for assessment of program, can significantly contribute in the brand marketing strategy of the school particularly those who distinguished themselves in their field of endeavor. As identified by the respondents, indicator 3 in Table 53, is the strength of this area with overall weighted mean of 3.56. In support to this claim, interview F attributes this to the following activities observed by PCU:

“Education alumni are invited as resource persons during school/department recognition and guidance sponsored career talk. They are also included in the school promotional campaign and are tapped as donors. Some alumni provided the school with laptop and LCD.”

The grand mean of 3.43 however, should prompt PCU to enhance further this component to achieve the desired TQA.

**Table 53: Weighted Mean on Domain 1 Instruction
Area 11 Profile of Graduates/Trace Program of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Area 11: Profile of Graduates/Trace Program	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has an updated profile of graduates for the last five (5) years	3.50	P	3.40	P	3.33	P	3.41	P	2	4	0.59



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Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
2. Has a good databank of the employment status of their graduates	3.30	P	3.30	P	3.33	P	3.31	P	3	4	0.69
3. Has a comprehensive records of alumni awardees for the last five (5) years	3.40	P	3.60	VMP	3.67	VMP	3.56	VMP	1	4	0.44
Grand Mean	3.40	P	3.43	P	3.44	P	3.43	P		4	0.57

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

Distinguished as highest rated by seniors and faculty members in Table 54 is indicator 8 *publication of regularly up- to -date, impartial, and objective information on students' retention and dropout rate in the school's fulfillment of public accountability* with an overall weighted mean of 3.59. However, the publication of drop-out ratio of the school should not draw conclusions on the quality of the teaching of an educational institution to be inappropriate opined by Copper (cited by Henard & Ringuet 2008).

The following are the observed weaknesses of student services of PCU: *adequately-equipped infirmary and school clinic to meet the constituents' needs*, ranked 43; *financial assistance program supported by the community resources* in addition to *definite allocation in the school budget* ranked 42; and *conveniently located, well-equipped, and kept sanitary food service areas* ranked 41.

The weaknesses of this area are recognized by the interviewee which she believes, may be found in other TEIs. As for their school, these are being addressed.



**Table 54: Weighted Mean on Domain 1 Instruction
Area 12 Student Support and Services of PCU**

Indicators	Participants								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=10)		(N=3)		(N=23)				
Area 12: Student Support and Services	WM	DI	WM	DI	WM	DI	WM	DI	R	I	Gap
1. Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential	3.40	P	3.30	P	3.00	P	3.23	P	17.5	4	0.77
2. Have support programs for the advancement of intellectually-able students	3.40	P	3.30	P	3.00	P	3.23	P	17.5	4	0.77
3. Have scholarships and study grants on merit to support the most able students	3.00	P	3.30	P	3.33	P	3.21	P	19.5	4	0.79
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3.10	P	2.80	P	3.00	P	2.97	P	38	4	1.03
5. Have co -curricular activities which served as models for other TEIs	3.00	P	2.60	P	2.67	P	2.76	P	42	4	1.24
6. Have a model physical environment for Teacher Education Institution	2.90	P	2.90	P	3.33	P	3.04	P	32.5	4	0.96
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3.40	P	3.00	P	3.67	VMP	3.36	P	5.5	4	0.64
8. Publish regularly up- to -date, impartial, and objective information on the following in the school’s fulfillment of public accountability:	3.40	P	3.50	P	3.00	P	3.30	P	12	4	0.70
8. 1 student progression and success rates											
8. 2 student’s satisfaction with their programs	3.00	P	3.30	P	3.33	P	3.21	P	19.5	4	0.79
8. 3 profile of student population	3.10	P	3.20	P	3.33	P	3.21	P	19.5	4	0.79
8. 4 distribution of students per program	3.10	P	3.50	P	3.33	P	3.31	P	8.5	4	0.69
8. 5 retention and dropout rate	3.70	VMP	3.40	P	3.67	VMP	3.59	VMP	1	4	0.41
8. 6 effectiveness of faculty members	3.10	P	2.90	P	3.00	P	3.00	P	36.5	4	1.00
8. 7 awards received	3.20	P	3.00	P	3.33	P	3.18	P	24.5	4	0.82
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students	3.50	P	3.20	P	3.67	VMP	3.46	P	2.5	4	0.54
10. Adopt security measures for all school personnel, students, and stakeholders	3.30	P	3.10	P	3.33	P	3.24	P	15.5	4	0.76
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	3.40	P	3.00	P	3.67	VMP	3.36	P	5.5	4	0.64
12. Have basic security equipment and / or personnel in line with the	3.20	P	3.40	P	3.33	P	3.31	P	8.5	4	0.69



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Indicators	Participants								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=10)		(N=3)		(N=23)				
institution's/school's safety program											
13. Update and exercise school emergency preparedness plans	3.10	P	3.20	P	3.33	P	3.21	P	19.5	4	0.79
14. Have regular meeting between School Officials and their public safety officials to discuss safety, security, and emergency planning strategies	2.90	P	2.90	P	3.33	P	3.04	P	32.5	4	0.96
15. Evaluate and refine school security measures	2.90	P	3.20	P	3.00	P	3.03	P	34	4	0.97
16. Have an adequate food service areas for the institution/school population	3.00	P	2.80	P	3.00	P	2.93	P	39.5	4	1.07
17. Have food service areas conveniently located, well-equipped, and kept sanitary	2.70	P	3.00	P	3.00	P	2.90	P	41	4	1.10
18. Have periodic health examination of food servers and the periodic inspection of food being served	2.90	P	3.20	P	3.33	P	3.14	P	26.5	4	0.86
19. Provide infirmary and a school clinic for physical and dental examinations adequately equipped to serve theinstitution/school population	2.80	P	2.70	P	3.00	P	2.83	P	43	4	1.17
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school	2.90	P	2.80	P	3.33	P	3.01	P	35	4	0.99
21. Have athletic facilities with safety features for all areas of sports activities	2.90	P	3.20	P	3.67	VMP	3.26	P	14	4	0.74
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavour	3.50	P	3.20	P	3.33	P	3.34	P	7	4	0.66
23. Publish regularly at least one issue per semester	3.00	P	3.20	P	3.67	VMP	3.29	P	13	4	0.71
24. Evaluate regularly the performance of the Publication Unit	3.00	P	3.30	P	3.00	P	3.10	P	30.5	4	0.90
25. Provide foreign student's assistance	3.20	P	3.40	P	3.33	P	3.31	P	8.5	4	0.69
26. Have a systematic financial assistance program offered to deserving and needy students	3.20	P	3.40	P	3.33	P	3.31	P	8.5	4	0.69
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3.00	P	3.00	P	2.67	P	2.89	P	42	4	1.11
28. Disseminate information about the Assistance Program to the community and feeder schools	3.10	P	2.90	P	3.00	P	3.00	P	36.5	4	1.00
29. Have a formally organized Alumni Association that participates in the general school program through the following:											
29.1 job placement	3.10	P	3.20	P	3.00	P	3.10	P	30.5	4	0.90
29.2 spiritual assistance and religious Activities	3.10	P	3.30	P	3.33	P	3.24	P	15.5	4	0.76



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Indicators	Participants								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=10)		(N=3)		(N=23)				
29.3 follow-up services	3.20	P	3.40	P	3.67	VMP	3.42	P	4	4	0.58
29.4 guidance (professional and personality adjustments)	3.20	P	2.90	P	3.33	P	3.14	P	26.5	4	0.86
29.5 policy formulation and program development	3.00	P	2.80	P	3.00	P	2.93	P	39.5	4	1.07
29.6 evaluation	2.80	P	3.30	P	3.33	P	3.14	P	26.5	4	0.86
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By-laws	3.00	P	3.30	P	3.33	P	3.21	P	19.5	4	0.79
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3.50	P	3.20	P	3.67	VMP	3.46	P	2.5	4	0.54
32. Include specific training in various job-seeking techniques, including self-placement	3.00	P	3.10	P	3.33	P	3.14	P	26.5	4	0.86
33. Provides an employment program designed to assist students secure valuable work experience in their area of specialization	3.40	P	2.80	P	3.33	P	3.18	P	24.5	4	0.82
Grand Mean	3.13	P	3.12	P	3.27	P	3.17	P		4	0.83

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)

Table 55 discusses on the other hand, the weighted Mean on Domain 2 Research and Publications on page 171. The respondents highlighted the importance of *Research Office managed by competent personnel* as “Very Much Practised” in PCU School of Education. As indicated in Area V Research, AACCUP expects that the institutional leadership in research should be proactive and developmental in orientation. However, interviewee F expressed:

“The school should encourage faculty research, incentives, publication, and inclusion of research output in the hiring process to develop research culture.”



Whereas *research agenda in consonance with institutional, regional, and national priorities, utilization of research results and outputs as inputs to institutional and/or school development, improvement of instructional processes, and transfer of generated technology to the community* are the three weakest indicators occupying the 2.5 lowest rank. On the other hand, the first rated indicator mentioned above is opposed by the research findings of Campiseño (2010) in his published research on the *Status of Jose Rizal Memorial State College: Basis for a University Proposal* when the data revealed that researches conducted by the institution were “much relevant” to the institution’s research thrust and priorities geared towards the regional and national development agenda.

**Table 55: Weighted Mean on Domain 2
Research and Publications of PCU**

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Domain 2 Research and Publications	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has Research Office managed by competent Personnel	3.10	P	3.50	P	3.67	VMP	3.42	P	1	4	0.58
2. Has research agenda in consonance with institutional, regional, and national priorities	3.00	P	3.40	P	3.33	P	3.24	P	2.5	4	0.76
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	2.70	P	2.90	P	2.67	P	2.76	P	19	4	1.24
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources	2.80	P	2.60	P	3.33	P	2.91	P	13	4	1.09
5. Generates income from patents, licenses, and copyrights, and other research outputs	2.80	P	3.00	P	3.00	P	2.93	P	12	4	1.07
6. Has the following funding support and assistance from:	2.70	P	2.80	P	3.00	P	2.83	P	16	4	1.17
6.1 local	2.80	P	2.90	P	3.00	P	2.90	P	14	4	1.10
6.2 national	2.80	P	3.00	P	2.67	P	2.82	P	17	4	1.18
6.3 international	2.80	P	3.20	P	3.33	P	3.11	P	6.5	4	0.89
7. Allocates funds for the conduct of faculty and student research activities	2.80	P	3.20	P	3.33	P	3.11	P	6.5	4	0.89
8. Ensures that completed and on-going research studies are periodically monitored and evaluated	3.00	P	3.30	P	3.33	P	3.21	P	4	4	0.79



Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally-established format	2.80	P	3.20	P	3.33	P	3.11	P	6.5	4	0.89
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community	3.00	P	3.40	P	3.33	P	3.24	P	2.5	4	0.76
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	2.90	P	3.10	P	3.33	P	3.11	P	6.5	4	0.89
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media	3.00	P	3.10	P	3.33	P	3.14	P	5	4	0.86
13. Publishes research outputs in refereed journals 13.1 international and national	2.80	P	3.20	P	3.33	P	3.11	P	6.5	4	0.89
13.2 international	2.90	P	2.70	P	3.00	P	2.87	P	15	4	1.13
13.3 national	3.00	P	3.30	P	3.00	P	3.10	P	10	4	0.90
14. Has E-journal available	2.40	P	2.90	P	3.00	P	2.77	P	18	4	1.23
15. Has regular publication of research journal	2.80	P	3.10	P	3.00	P	2.97	P	11	4	1.03
Grand Mean	2.85	P	3.08	P	3.16	P	3.03	P		4	0.97

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA), Philippine Christian University (PCU)

Engagement with people and organizational constituencies outside the university are the principal means by which the universities can fulfill their unique mission. Accomplishments in extension and engagement represent an ongoing two-way interchange of knowledge, information, understanding, and services between the university and the state, nation, and world. With this view, community and extension services should *encourage participation of all stakeholders* of the school in order to carry on its activities. As shown in Table 56, indicator 4 ranked first on the list but indicator 5, *has adequate funding* ranked last. To ensure the sustainability of the community extension program, funds as well as material and service inputs from the institution or from other agencies are



needed in the implementation of a viable program. This weakness is confirmed by interviewee F telling that PCU's only source of funding comes from the university.

Contrary to the results of the present study, Jose Rizal Memorial State College (JRMSC) according to Campiseño (2010) has foreign funding of 3.8 million pesos excluding the LGU counterpart on the labor component. The experience of JRMSC can be replicated by PCU. The department should initiate community engagement feasibility studies and improve its local and international networking and linkages for funding support by extolling success and/or impact of previous or existing community extension activities.

Table 56: Weighted Mean on Domain 3 Extension and Community Involvement of PCU

Indicators	Participants								TQA		
	Seniors (N=10)		Grad Students (N=10)		Faculty/ Admin (N=3)		Overall (N=23)				
Domain 3 Extension and Community Involvement	WM	V	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3.10	P	3.30	P	3.00	P	3.13	P	5.5	4	0.87
2. Has a system to make the conduct of extension projects sustainable and continuing	3.30	P	3.10	P	3.00	P	3.13	P	5.5	4	0.87
3.Has a distinct office or unit that oversees the implementation of the extension program	2.90	P	3.20	P	3.00	P	3.03	P	8	4	0.97
4. Encourages participation of the various stakeholders in extension program	3.30	P	3.20	P	3.67	VMP	3.39	P	1	4	0.61
5.Has adequate funding	2.90	P	3.00	P	2.67	P	2.86	P	9	4	1.14
6.Has a sufficient number of beneficiaries served	3.30	P	3.00	P	3.33	P	3.21	P	2	4	0.79
7.Is monitored and documented	3.10	P	3.10	P	3.33	P	3.18	P	3.5	4	0.82
8. Has evaluated the expected outcomes of the community extension programs	3.20	P	3.00	P	3.33	P	3.18	P	3.5	4	0.82
9. Integrates extension program with research	3.20	P	3.00	P	3.00	P	3.07	P	7	4	0.93
Grand Mean	3.14	P	3.10	P	3.15	P	3.13	P		4	0.87

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Christian University (PCU)



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Table 57 focuses on Domain 1 Instruction Area 1 Vision, Mission, Goal, and Objectives of SPU. Very evident is the 3.61 overall weighted mean of indicator 1 (clear statement of the VMGO) followed by 3.53 overall weighted mean of indicator 6 (facilitate diverse type of learners), and 3.51 overall weighted mean of indicator 3 (technical skill in teacher education).

Interviewee G recognized the best practices describing that:

“A clearly stated VMGO helps in maintaining appropriate linkages among the different operational programs of the department which makes the flow of work systematic and effective in our school.”

The data also reveal the following weaknesses: *be equipped with research and extension capabilities* with 2.87 overall weighted mean, and *review/revision of VMGO by representatives of other stakeholders and students* with 3.06 and 3.09 overall weighted means respectively.

Interviewee G reacted on the identified weak practice elaborating that:

“Research is part of of our school’s policy. As a result, it is integrated in the curriculum, learning activities, and institutional programs. Education students are exposed in doing projects and activities that utilize research method. Students are further exposed in research in their 3rd and 4th year. With these, students’ research competency is strengthened.”

Corollary to this, Tan (2006) in her study *Stakeholders’ assessment of a regional science high school: basis for a quality strategic action plan*, found out that students are



required to do and defend his/her research work as teachers were in close coordination with the students. Likewise, recognition was given to the best research work.

**Table 57: Weighted Mean on Domain 1 Instruction
Area 1 Vision, Mission, Goal, and Objectives of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 1 : Vision, Mission, Goal and Objectives (VMGO)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Are clearly stated and understood by all stakeholders	3.50	P	3.67	VMP	3.67	VMP	3.61	VMP	1	4	0.39
2. Include the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills	3.25	P	3.33	P	3.67	VMP	3.42	P	8	4	0.58
3. Strengthen technical skills in Undergraduate Teacher Education	3.13	P	3.33	P	3.33	P	3.26	P	15	4	0.74
4. Provide comprehensive knowledge of the subject matter they will teach	3.31	P	3.17	P	3.33	P	3.27	P	14	4	0.73
5. Demonstrate and practice professional and ethical requirements of the teaching profession	3.25	P	3.50	P	3.33	P	3.36	P	10.5	4	0.64
6. Facilitate learning of diverse types of learners in different learning environment	3.44	P	3.50	P	3.67	VMP	3.53	VMP	2	4	0.47
7. Be reflective practitioners	3.38	P	3.17	P	3.33	P	3.29	P	12	4	0.71
8. Be creative and innovative in teaching approaches	3.38	P	3.50	P	3.67	VMP	3.51	VMP	3	4	0.49
9. Be equipped with research and extension capabilities	2.94	P	2.67	P	3.00	P	2.87	P	22	4	1.13
10. Be life-long learners	3.25	P	3.50	P	3.33	P	3.36	P	10.5	4	0.64
11. Have Filipino ideals and cultural values	3.06	P	3.33	P	3.33	P	3.24	P	16	4	0.76
12. Be globally competitive	3.19	P	3.50	P	3.67	VMP	3.45	P	7	4	0.70
13. Are accepted by:	2.94	P	3.17	P	3.33	P	3.15	P	19	4	0.55
13.1 administrators											
13.2 parent-teacher member	3.19	P	3.33	P	3.67	VMP	3.40	P	9	4	0.85
13.3 faculty	3.13	P	3.17	P	3.33	P	3.21	P	17	4	0.60
13.4 staff	3.06	P	3.17	P	3.33	P	3.19	P	18	4	0.79
13.5 students	3.25	P	3.50	P	3.67	VMP	3.47	P	4	4	0.81
14. Are reviewed and/or revised by:	3.38	P	3.33	P	3.67	VMP	3.46	P	5.5	4	0.53
14.1 administrators											
14.2 faculty	3.38	P	3.33	P	3.67	VMP	3.46	P	5.5	4	0.54
14.3 students	2.94	P	3.00	P	3.33	P	3.09	P	20	4	0.91
14. 4 representatives of other stakeholders	3.00	P	3.17	P	3.00	P	3.06	P	21	4	0.94
15. Are available in catalogue and other publications	3.19	P	3.33	P	3.33	P	3.28	P	13	4	0.72
Grand Mean	3.19	P	3.31	P	3.42	P	3.31	P		4	0.69

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)



Outstanding indicator in Table 58 is *the provision of progress report of program monitoring and implementation by SPU department head* with 3.53 overall weighted mean. Interview data reveal that progress report is implemented during the curriculum visit being practised by SPU. This is a collaborative exercise which is done with Quality Assurance Office of the school.

Another strength of SPU is *periodic evaluation and provision for feedback on faculty performance* with 3.49 overall weighted mean.

This finding is supported by interview G pronouncing that:

“We have a semestral computerized evaluation on faculty performance. Immediate feedbacking is observed. From this evaluation, we get the top ten rated faculty for recognition.”

In the study of Godon (2008), the author emphasizes that faculty evaluation should be part of teacher’s professional life. Accordingly, the promotion or tenure of the faculty members often depends partly on the supervisors, peers, and students’ evaluation of their teaching ability. Academic institutions need evaluation for faculty members to maintain quality. They need to regularly examine the performance of their faculty members not only to ensure that the students are getting the best in their quest for learning through changed behavior but also to achieve and maintain the school’s desired quality of education for prestige and recognition.

The findings of the study, involving 870 respondents from Pamantasan ng Lungsod ng Valenzuela reveal that faculty evaluation is just one step toward education improvement. It holds a greater promise than any other approach in providing educators and



administrators with significant and relevant information that need to help improve the educational practice. On the other hand, *mechanisms for the approval and periodic review of the school's programs and awards* ranked third on the list of quality indicators with 3.42 overall weighted mean. Also shown on the table are indicators 14, 11, and 9 for improvement.

**Table 58: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Planning, Monitoring & Implementation of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 2: Administration 2.1 Planning, Monitoring, and Implementation	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3.13	P	3.33	P	3.00	P	3.15	P	9	4	0.85
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution	3.06	P	3.17	P	3.33	P	3.19	P	7	4	0.81
3. Has long term plans which at least cover term of Office	3.31	P	3.17	P	3.33	P	3.27	P	5	4	0.73
4. Works on the accreditation and quality assurance of programs	3.19	P	3.33	P	3.00	P	3.17	P	8	4	0.83
5. Ensures program offerings, projects, and activities are supported by appropriate feasibility studies	2.94	P	3.00	P	3.33	P	3.09	P	11	4	0.91
6. Has mechanisms for the approval and periodic review of the school's programs and awards	3.25	P	3.33	P	3.67	VMP	3.42	P	3	4	0.58
7. Provides progress report of program monitoring and implementation	3.44	P	3.50	P	3.67	VMP	3.53	VMP	1	4	0.47
8. Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3.50	P	3.33	P	3.33	P	3.39	P	4	4	0.61
9. Conducts formal/informal dialogues between students and faculty	3.00	P	3.17	P	3.00	P	3.06	P	13	4	0.94
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year	3.38	P	3.00	P	3.33	P	3.24	P	6	4	0.76
11. Conducts supervisory visits to the classes	2.88	P	2.83	P	3.33	P	3.01	P	14	4	0.99
12. Conducts periodic evaluation and provides feedback on faculty performance	3.31	P	3.50	P	3.67	VMP	3.49	P	2	4	0.51
13. Conducts student consultation and advising	3.06	P	3.00	P	3.33	P	3.13	P	10	4	0.87
14. Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections	3.13	P	3.00	P	2.67	P	2.93	P	15	4	1.07
15. Oversees the strategic management of the school's area, buildings, and facilities	2.88	P	3.33	P	3.00	P	3.07	P	12	4	0.93
Grand Mean	3.16	P	3.20	P	3.27	P	3.21	P		4	0.79

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)



As reflected in Table 59 data, the highest ranked indicator of SPU is *granting of fringe benefits and provision of special awards*. Interviewee G remarked that these best practices are very much observed in thier school. Relative to the weaknesses- *follow standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs*, interviewee G has articulated disagreement with the findings expressing that:

“Our staff development is synchronized human resource staff development for teaching and non-teaching personnel. The HR staff development is a well-plan calendar of activities which includes training for new and ‘old’ faculty members. There is training orientation program for new faculty and refresher course for the old ones. There are also training designs for both new and old faculty members. Since there are no overlapping of activities, everyone has the chance to attend. Usually, Monday is devoted for faculty development.”

**Table 59: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Staff Development, Promotion,
& Retirement Plan of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
2.2 Staff Development, Promotion, and Retirement Plan	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has career path for teaching staff with equivalency for diverse jobs	3.13	P	3.33	P	3.67	VMP	3.38	P	5	4	0.63
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	3.06	P	3.00	P	3.33	P	3.13	P	14	4	0.87
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs	2.88	P	3.00	P	3.33	P	3.07	P	16	4	0.93
4. Follows the training standards for in-service training (INSET)	3.13	P	3.17	P	3.33	P	3.21	P	9.5	4	0.79
5. Has adequate and well-utilized budget	3.13	P	3.17	P	3.33	P	3.21	P	9.5	4	0.79
6. Cultivates a climate of professional sharing	3.38	P	3.33	P	3.33	P	3.35	P	6.5	4	0.65
7. Seeks national and international scholarships, fellowships, and training grants	3.00	P	3.17	P	3.33	P	3.17	P	12	4	0.83
8. Provides regular in-house seminars based	3.44	P	3.00	P	3.33	P	3.26	P	8	4	0.74



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Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
on needs analysis											
9. Conducts performance review at least once a year	3.56	VMP	3.33	P	3.67	VMP	3.52	VMP	2.5	4	0.48
10. Provides recognition/awards and incentives for faculty members who have shown outstanding performance	3.25	P	3.00	P	3.33	P	3.19	P	11	4	0.81
11. Supports individual initiatives	3.00	P	3.17	P	3.00	P	3.06	P	17	4	0.94
12. Provides financial and promotional advancements	3.13	P	3.00	P	3.33	P	3.15	P	13	4	0.85
13. Provides a social security program which includes: 13. 1 retirement plans	3.38	P	3.00	P	3.67	VMP	3.35	P	6.5	4	0.65
13. 2 separation pay	3.50	P	3.67	VMP	3.33	P	3.50	P	4	4	0.50
13. 3 special awards	3.56	VMP	3.33	P	3.67	VMP	3.52	VMP	2.5	4	0.48
14. Includes granting of fringe benefits such as sick leave and health benefits	3.56	VMP	3.67	VMP	3.67	VMP	3.63	VMP	1	4	0.37
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer	2.94	P	3.00	P	3.33	P	3.09	P	15	4	0.91
Grand Mean	3.24	P	3.20	P	3.41	P	3.28	P		4	0.72

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

The overall perception on the quality indicators of networking and linkages of SPU in Table 60, is “Practised” garnered a grand TQA gap of 0.79 which can be concluded that this area does not achieve the desired TQA of 4.00. The outcome of the data is explained by the overall weighted means between 3.09 to 3.34. Topping from the list is *partnership and consortium with other TEIs in terms of facilities* while *funding* ranked 9th, *research and maximizing SPU’s alumni network and parents for support development* both tied at 7.5 slot.

Interviewee G justifies that SPU has built partnerships with parents, alumni, and other stakeholders to support students’ learning and well-being. They are considered partners in the realization of the VMGO.



**Table 60: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Networking & Linkages of SPU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=10)		(N=6)		(N=6)		(N=25)				
2.3 Networking and Linkages	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has International Teacher Education Institution (TEI) partners	3.00	P	3.33	P	3.33	P	3.22	P	4	4	0.78
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of:	3.19	P	3.50	P	3.33	P	3.34	P	1	4	0.66
2.1 facilities											
2.2 research	3.00	P	3.17	P	3.33	P	3.17	P	7.5	4	0.83
2.3 instruction	3.06	P	3.33	P	3.33	P	3.24	P	3	4	0.76
2. 4 expertise	3.06	P	3.17	P	3.33	P	3.19	P	5.5	4	0.81
2. 5 funding	2.94	P	3.00	P	3.33	P	3.09	P	9	4	0.91
3. Sustains partnership across schools/institution	3.06	P	3.17	P	3.33	P	3.19	P	5.5	4	0.81
4. Maximizes its alumni and parents' network to support development	3.19	P	3.33	P	3.00	P	3.17	P	7.5	4	0.83
5. Encourages membership in professional organizations	3.13	P	3.17	P	3.67	VMP	3.32	P	2	4	0.68
Grand Mean	3.07	P	3.24	P	3.33	P	3.21	P		4	0.79

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

The Table 61 on page 181 presents SPU has *school-generated fund mechanisms supported* by the highest overall mean of 3.42. The result is contrary to the recommendation of Jiayi (2006) when the researcher mentions that in other for North Carolina State University to be competitive, there is a need to expand its private fundraising to supplement the public sources of revenue for the University. Relative to this, SPU should ensure that *optimal, efficient, and effective use of resources* must be in placed to achieve the school's desired outcomes as this indicator ranked last in the list. Contrary to this in interviewee G's opinion specifying that quality programs and services, good facilities,



human and financial resources of SPU are attributed to strategic planning and collaborative efforts of the Sisters of the Paul of Chartres.

**Table 61: Weighted Mean on Domain 1 Instruction
Area 2 Resource Generation and Utilization of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
2.4 Resource Generation and Utilization	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes	2.94	P	3.17	P	3.00	P	3.03	P	8	4	0.97
2. Has linkages with any of the following funding agencies:	3.19	P	3.33	P	3.00	P	3.17	P	5.5	4	0.83
2.1 International											
2.2 National Government	3.00	P	3.17	P	3.33	P	3.17	P	5.5	4	0.83
2.3 Local Government Units (LGUs)	3.06	P	3.17	P	3.33	P	3.19	P	4	4	0.81
2.4 Non Government Organizations (NGOs)	3.00	P	3.17	P	3.33	P	3.17	P	5.5	4	0.83
2.5 Industry	3.38	P	3.17	P	3.33	P	3.29	P	3	4	0.71
3. Uses brand marketing strategies to impact enrolment and resource generation	3.25	P	3.50	P	3.33	P	3.36	P	2	4	0.64
4. Has a school-generated fund mechanisms	3.44	P	3.50	P	3.33	P	3.42	P	1	4	0.58
Grand Mean	3.11	P	3.25	P	3.30	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

Table 62 displays the weighted mean of Area 3 Faculty Profile and Professional Competence of SPU. Enumerated are the highest overall weighted means from 3.52 to 3.61 with “Very Much Practised” verbal interpretation: *possess professional knowledge, display inquiry skills, and possess professional attributes contributing to teaching and have at least 100% faculty members with Masters Degree on their field of specialization.*

As deduced from the interview data, SPU College of Education faculty members are competent and effective. Based on the pronouncement of interviewee G:



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“Our teachers are our selling point. Aside from professional competence, the camaraderie between and among our faculty and their commitment to our mission make them effective.”

The last strength of SPU in paragraph one, is supported by Vagelos (2006) that teachers with strong content knowledge, either through a Bachelors or Masters program, who also have strong pedagogy skills and access to ongoing skills updates can be truly effective in encouraging students to enter science, mathematics, and technology fields which according to him, is the problem of 8th grade American students since 1999.

These findings also concede with Tan (2006) when the perceived strengths of the instructional competencies of teachers were found to be on the 1) preparation of lessons through stating instructional objectives in behavioral terms; 2) preparation of instructional materials that could match the objectives of the lesson, and the abilities of the students that could be used for group discussion; 3) organization and management of student work/activity through smooth transition from small group to frontal interaction; 4) art of questioning by asking a series of easier questions that would lead toward the answer to the original questions; 5) handling student responses through asking further questions to students who failed to give the correct answer and correcting any part of an incorrect answer by throwing the question to the class; 6) display of communication skills through attentive listening to students' response; and 7) display of classroom management skills by evaluating students' performance based on the day's lesson.

On the other hand, weaknesses of the area are manifested in *academic recognition of faculty members such as receiving of grants* (ranked 34) and *fellowship* (ranked 33),



and presentation/publication of research/articles/papers in international refereed journals (ranked 32).

In relation to these weaknesses, interviewee G expressed adverse reaction saying that:

“Part of our school’s faculty development and recognition is provision of scholarship for faculty members who wish to enrol in the graduate school. This effort of the school supports the individual initiative for academic advancement. Likewise, faculty members are sent as scholars in other univesity or college. In connection with fellowships and grants, these are administrative prerogative which are correlated with research in place. Usually one or two are the recipients.”

**Table 62: Weighted Mean on Domain 1 Instruction
Area 3 Faculty Profile and Professional Competence of SPU**

Indicators	Respondents								TQA		
	Seniors (N= 16)		Grad Students (N= 6)		Faculty/ Admin (N= 3)		Overall (N= 25)				
Area 3: Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.56	VMP	3.33	P	3.67	VMP	3.52	VMP	4	4	0.48
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.31	P	3.33	P	3.67	VMP	3.44	P	8.5	4	0.56
3. Have at least 80% of faculty members with specialization in Science, Math, English, (Masters Level) etc.	3.25	P	3.50	P	3.33	P	3.36	P	13	4	0.64
4. Have at least 100% of Professional Education faculty member with Masters	3.13	P	3.17	P	3.33	P	3.21	P	21.5	4	0.79
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.19	P	3.00	P	3.33	P	3.17	P	23.5	4	0.83
6. Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3.13	P	3.00	P	3.33	P	3.15	P	29.5	4	0.85
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.50	P	3.33	P	3.67	VMP	3.50	P	5.5	4	0.50
8. Are licensed professional teachers	3.50	P	3.33	P	3.67	VMP	3.50	P	5.5	4	0.50
9. Demonstrate professional competence in instruction	3.13	P	3.33	P	3.33	P	3.26	P	17	4	0.74
10. Are engaged in any of the following:	3.31	P	3.17	P	3.33	P	3.27	P	15.5	4	0.73



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Indicators	Respondents								TQA		
	Seniors (N= 16)		Grad Students (N= 6)		Faculty/ Admin (N= 3)		Overall (N= 25)				
10.1 extension and/or community involvement											
10.2 production of instructional materials	3.19	P	3.00	P	3.33	P	3.17	P	23.5	4	0.83
10. 3 consultancy	3.25	P	3.17	P	3.33	P	3.25	P	18.5	4	0.75
10.4 expert service (e.g., resource person and/or lecturer, thesis/ dissertation advising etc.)	3.31	P	3.17	P	3.33	P	3.27	P	15.5	4	0.73
10.5 development of creative and scholarly works	3.25	P	3.17	P	3.33	P	3.25	P	18.5	4	0.75
11. Have shown continuing efforts in research	3.00	P	3.17	P	3.33	P	3.17	P	23.5	4	0.83
12. Present/publish research/articles/papers in the following magazines/refereed journals : 12. 1 regional	3.00	P	3.17	P	3.33	P	3.17	P	23.5	4	0.83
12. 2 national	3.06	P	3.00	P	3.67	VMP	3.24	P	20	4	0.76
12. 3 international	3.06	P	3.33	P	3.00	P	3.13	P	32	4	0.87
13. Have received academic recognition such as: 13.1 scholarships	3.00	P	3.17	P	3.33	P	3.17	P	23.5	4	0.83
13.2 fellowships	3.13	P	2.83	P	3.00	P	2.99	P	33	4	1.01
13.3 grants	2.94	P	2.83	P	3.00	P	2.92	P	34	4	1.08
13.4 awards	3.13	P	3.00	P	3.33	P	3.15	P	29.5	4	0.85
14. Have knowledge of the curriculum	3.50	P	3.50	P	3.33	P	3.44	P	8.5	4	0.56
15. Have pedagogical content knowledge	3.19	P	3.50	P	3.33	P	3.34	P	14	4	0.66
16. Design coherent learning program	2.94	P	3.17	P	3.33	P	3.15	P	29.5	4	0.85
17. Facilitate learning for diverse students	3.19	P	3.00	P	3.33	P	3.17	P	23.5	4	0.83
18. Use varied assessment and feedback mechanisms	3.31	P	3.50	P	3.33	P	3.38	P	10.5	4	0.62
19. Provide safe and supportive learning environment	3.31	P	3.50	P	3.67	VMP	3.49	P	7	4	0.51
20. Display inquiry skills	3.44	P	3.50	P	3.67	VMP	3.53	VMP	2.5	4	0.47
21. Exhibit professional practice	3.31	P	3.50	P	3.33	P	3.38	P	10.5	4	0.62
22. Possess professional knowledge	3.50	P	3.67	VMP	3.67	VMP	3.61	VMP	1	4	0.39
23. Possess professional attributes contributing to teaching	3.44	P	3.50	P	3.67	VMP	3.53	VMP	2.5	4	0.47
24. Employ different teaching strategies and approaches	3.31	P	3.50	P	3.33	P	3.38	P	10.5	4	0.62
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.13	P	3.17	P	3.33	P	3.21	P	21.5	4	0.79
Grand Mean	3.23	P	3.25	P	3.39	P	3.29	P		4	0.71

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)



As maintained in *Anthology of best practices in teacher education*, Lakshmi, Rama, & Hendrikz (2007) supported by the National Assessment and Accreditation Council (NAAC) India and the Commonwealth of Learning (COL) Canada consider the following quality aspects of Transaction of Practical Experiences of Key Area II Curriculum Transaction and Evaluation:

Quality Indicator 18: Adequate preparation for practice of teaching is provided through various in-house hands on experiences including simulated practice.

Quality Indicator 19: The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also the other roles and functions of the teacher (p.16).

The statement of the authors validate the following strengths of SPU: *provision for practice teaching locally, provision for field study experience where pre-service teachers apply theory in real school setting, and curriculum is comprehensive with lessons systematically planned* in Table 63.

Relative to SPU's weakness of provision for international practice teaching, interviewee G answered that the school considers the safety of their students as primordial therefore; this has not been observed.

**Table 63: Weighted Mean on Domain 1 Instruction
Area 4 Curriculum of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 4: Curriculum	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004	3.38	P	3.17	P	3.67	VMP	3.40	P	5	4	0.60



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Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
2. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3.25	P	3.50	P	3.33	P	3.36	P	7	4	0.66
3. Reflects national and international standards	3.19	P	3.50	P	3.33	P	3.34	P	8	4	0.66
4. Involves participation of stakeholders in: 4.1 aligning the curriculum with the VMGO of the institution	3.13	P	3.33	P	3.33	P	3.26	P	12	4	0.74
4.2 defining objectives and desired outcomes	3.31	P	3.17	P	3.33	P	3.27	P	10.5	4	0.73
4.3 reviewing, revising, and updating the curriculum	3.31	P	3.17	P	3.67	VMP	3.38	P	6	4	0.62
5. Provides field study experience where pre-service teachers apply theory in real school setting	3.56	VMP	3.33	P	3.67	VMP	3.52	VMP	2	4	0.48
6. Provides apprenticeship of pre-service teacher to an experienced mentor	3.31	P	3.00	P	3.67	VMP	3.33	P	9	4	0.67
7. Provides practice teaching: 7. 1 locally	3.63	VMP	3.33	P	4.00	VMP	3.65	VMP	1	4	0.35
7. 2 internationally	2.75	P	2.67	P	3.33	P	2.92	P	15	4	1.08
8. Has effective systems of periodic self and external evaluations of individual programs	3.38	P	3.00	P	3.33	P	3.24	P	13	4	0.76
9. Is comprehensive with lessons systematically planned	3.50	P	3.33	P	3.67	VMP	3.50	P	3.5	4	0.50
10. Emphasizes critical and creative thinking skills and application of concept, knowledge, and skills	3.50	P	3.33	P	3.67	VMP	3.50	P	3.5	4	0.50
11. Requires research activities that provide exposures of students to scientific teacher education problem solving methods	3.06	P	3.33	P	3.00	P	3.13	P	14	4	0.87
12. Is current and responsive to the relevant field of study and employment	3.31	P	3.17	P	3.33	P	3.27	P	10.5	4	0.73
Grand Mean	3.30	P	3.22	P	3.49	P	3.34	P		4	0.66

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

The data in Table 64 show that the 7 quality indicators are generally “Practised” as observed by the respondents. Though the faculty and administrators perceived indicators 5 (provision of individual differences), 6 (adequate classroom size and space), and 7 (integrates technology) as “Very Much Practised,” they have little significance in achieving TQA of 4.00. Although *adequate classroom size, space, arrangements and furnishings allow for students to learn alone, in pairs, in small groups, and in large groups* ranked



second, this does not confirm that teaching and learning process in SPU is conducive evidenced by 3.19 overall weighted mean

The above analysis is disapproved by interviewee G, emphasizing that their physical resources and competent teachers complement in providing good learning environment. Moreover, SPU observes a four-day strict instructional development where Friday is devoted to student activities.

**Table 64: Weighted Mean on Domain 1 Instruction
Area 5 Learning Environment of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 5: Learning Environment	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has adequate faculty-student ratio	3.13	P	3.33	P	3.33	P	3.26	P	6	4	0.74
2. Is conducive for teaching and learning process	3.25	P	3.00	P	3.33	P	3.19	P	7	4	0.81
3. Has built-in ICT multimedia facilities in every classroom	3.38	P	3.50	P	3.00	P	3.29	P	5	4	0.71
4. Considers the availability of appropriate, varied, and adequate learning resources for each program offered	3.31	P	3.50	P	3.33	P	3.38	P	3	4	0.62
5. Provides for individualized learning	3.31	P	3.00	P	3.67	VMP	3.33	P	4	4	0.67
6. Has adequate classroom size, space, arrangements and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3.56	VMP	3.17	P	3.67	VMP	3.47	P	2	4	0.53
7. Integrates technology into lesson designs	3.31	P	3.50	P	3.67	VMP	3.49	P	1	4	0.51
Grand Mean	3.19	P	3.31	P	3.42	P	3.31	P		4	0.69

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

Emerged as “Very Much Practised” quality indicator on assessment of learning in Table 65 is indicator 4, *timely giving of assessment to assess students’ progress* while the rest are perceived to be “Practised” with overall weighted means between 3.19 to 3.50.



Interviewee G sets aside the weakness explaining that:

“Our assessment policies are well articulated in the handbook and are explained to the students. In view of the timely giving of assesment results, students can access their grades from the computer. Since, we are Wi-Fi ready, it is faster.”

**Table 65: Weighted Mean on Domain 1 Instruction
Area 6 Assessment of Learning of SPU**

Indicators	Respondents								TQA		
	Seniors (N= 16)		Grad Students (N= 6)		Faculty/ Admin (N= 3)		Overall (N= 25)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.25	P	3.00	P	3.33	P	3.19	P	5.5	4	0.81
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3.19	P	3.33	P	3.33	P	3.28	P	2	4	0.72
3. Is subject to administrative/supervisory checks	3.06	P	3.17	P	3.33	P	3.19	P	5.5	4	0.81
4. Is timely given to assess student's progress	3.56	VMP	3.33	P	3.67	VMP	3.52	VMP	1	4	0.48
5. Is reviewed periodically and revised as necessary	3.13	P	3.17	P	3.33	P	3.21	P	4	4	0.79
6. Is returned to students after results are checked, recorded, and analyzed	3.13	P	3.33	P	3.33	P	3.26	P	3	4	0.74
Grand Mean	3.22	P	3.32	P	3.39	P	3.28	P		4	0.72

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

As presented in Table 66, the three groups of respondents unanimously agreed on these two quality indicators: *continuous improvement, expansion, and acquisition of up-to-date equipment, apparatus, material, and supply and adequate facilities for experimentation and innovations* with 3.69 and 3.63 overall weighted mean respectively. Interviewee F attributed these best practices to the school management. Nonetheless, these strengths of



SPU are contrary to the study of Alam (2009) on *Quality assurance at the affiliated institutions of higher education of the National University of Bangladesh*, when the researcher found out that laboratories for science students are poorly equipped. They lacked sufficient quantities of modern apparatus. Old and obsolete apparatus is retained to fulfil the purpose. The operating laboratories in the affiliate institutions also fail to provide adequate facilities for scientific testing and experiment.

However, indicator 9 could have been viewed “Very Much Practised” if not of the graduate students’ rating of 3.50. As a result, indicator 9 ranked third highest indicator. The lowest indicators rated by the respondents which is *continue maintaining the laboratory facilities in good condition and to provide more with laboratory assistants or technicians in Science laboratories* surprise interviewee G because in her observation, these facilities are well-kept and supervised.

**Table 66: Weighted Mean on Domain 1 Instruction
Area 7 Laboratory Facilities of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 7: Laboratory Facilities	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conform with at least minimum requirements of CHED for each laboratory course	3.25	P	3.33	P	3.67	VMP	3.42	P	5	4	0.58
2. Are adequate and conducive for effective teaching and learning	3.31	P	3.33	P	3.67	VMP	3.44	P	4	4	0.56
3. Are periodically checked to ensure safety of the users	3.38	P	3.50	P	3.33	P	3.40	P	6	4	0.60
4. Assures of first-aid facilities for immediate use	3.19	P	3.50	P	3.33	P	3.34	P	8	4	0.66
5. Are continuously maintained in good condition	3.13	P	3.33	P	3.33	P	3.26	P	9.5	4	0.74
6. Are continuously improved and expanded to acquire up-to-date equipment, apparatus, material, and supply	3.56	VMP	3.83	VMP	3.67	VMP	3.69	VMP	1	4	0.31
7. Are provided with laboratory assistants or technicians (Science laboratories)	3.13	P	3.33	P	3.33	P	3.26	P	9.5	4	0.74
8. Have sufficient AV equipment inside the laboratories	3.25	P	3.50	P	3.33	P	3.36	P	7	4	0.64
9. Have adequate facilities for student teaching	3.63	VMP	3.50	P	3.67	VMP	3.60	VMP	3	4	0.40



Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
10. Have adequate facilities for experimentation and innovations	3.56	VMP	3.67	VMP	3.67	VMP	3.63	VMP	2	4	0.37
Grand Mean	3.34	P	3.48	P	3.50	P	3.44	P		4	0.56

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

The library facilities and collections of SPU on Table 67 *support the VMGO of the institution and school program respectively and provide sufficient research books and materials to supplement the client's curricular needs* marked as “Very Much Practised”.

The above best practices are supported by interviewee G describing their library as:

“A learning system equipped with gadgets”

The results however contradict the study of Alam (2009) when the author discovers that there are no libraries in the National University of Bangladesh (NUB) affiliates with appropriate reading materials - textbooks, current journals, and periodicals which are available elsewhere. The researcher found out that in the rural regions, seven colleges, have no space allocated for a library, consequently no books are kept. However, all colleges in the rural areas have a librarian who receives a salary from the government funds. Even some government colleges with good reputations affiliated with NUB have no standard books in their libraries. Books of a low notebook type standard are sometimes placed in the libraries for use by teachers and students, but these are of very limited use in the context of modern teaching techniques. The quantity of text and reference books are so limited that demand can barely be met. In addition, the latest journals and periodicals,



critical reading for Honors, and Masters courses, are unavailable in almost all libraries of the NUB affiliates.

Due to the lack of sufficient reading material, quality teaching in NUB affiliates is seriously hampered: the students are deprived of good source material for their courses, and lack internationally-based material, with respect to their future position in the global work market.

Among the weaknesses of the present study are indicators 12 (E-library), 13 (mailing list of other publications), and 11 (automated with internet connectivity), and 5 (30% of library collection with 5 years copyright). These weaknesses are denied by interviewee G expressing that:

“In the advent of E-publishing SPU uses ProQuest, an innovative, user-centered technology, which offers a global content of historical newspapers, dissertations, and uniquely relevant resources for researchers accessible because the school has Wi-Fi .Though ProQuest is expensive, the vast E-resources information it provides in meeting the academic needs of everyone, it is worth the investment.”

**Table 67: Weighted Mean on Domain 1 Instruction
Area 8 Library Facilities and Collections of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 8: Library Facilities and Collections	WM	VI	W	VI	WM	VI	WM	VI	R	I	Gap
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree	3.25	P	3.50	P	3.67	VMP	3.47	P	4.5	4	0.53
2. Has a published Library Manual	3.13	P	3.50	P	3.33	P	3.32	P	8	4	0.68
3. Has adequate support staff and student assistants	3.50	P	3.33	P	3.33	P	3.39	P	7	4	0.61



4. Supports the VMGO of the institution and school program respectively	3.44	P	3.50	P	3.67	VMP	3.53	VMP	1	4	0.47
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	3.06	P	3.33	P	3.33	P	3.24	P	11.5	4	0.76
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment	3.13	P	3.50	P	3.67	VMP	3.43	P	6	4	0.57
7. Provides sufficient research books and materials to supplement student's and faculty's curricular needs	3.56	VMP	3.33	P	3.67	VMP	3.52	VMP	2	4	0.48
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	3.00	P	3.50	P	3.33	P	3.28	P	10	4	0.72
9. Has library materials/ resources which conform with the standards set for a particular academic program	3.31	P	3.50	P	3.67	VMP	3.49	P	3	4	0.51
10. Has at least one (1) international journal in each particular academic program	3.06	P	3.50	P	3.33	P	3.30	P	9	4	0.70
11. Is automated with Internet connectivity	3.38	P	3.00	P	3.33	P	3.24	P	11.5	4	0.76
12. Is a member of E-library	3.00	P	3.17	P	3.00	P	3.06	P	14	4	0.94
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other books/journal	3.00	P	3.33	P	3.00	P	3.11	P	13	4	0.89
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources	3.25	P	3.50	P	3.67	VMP	3.47	P	4.5	4	0.53
Grand Mean	3.22	P	3.39	P	3.43	P	3.35	P		4	0.65

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

Table 68 provides the data on information and technology communications of SPU. As indicated, the respondents rated the highest indicators 10, 4, and 7 in that order. Considered weak areas for improvement are *annual allocation of resources for purchasing latest hardware* which ranked last and *in-house development of software applications/programs* and *ICT training program of students and faculty* which tied in 10.5 position. Interviewee G negated the findings explaining that the school invests much on ICT infrastructure including computer access and network connectivity. The school also



encourages teachers and students to use ICT as instructional support. To concretize this, training is in placed

The findings of this study are related to the study of Siddiqui & Islamia (2008) on *The best practices of the intel teach pre-service program in India*. Findings of some best practices include good infrastructure is available to the faculty and student teachers of the college, teachers transact many of their lessons using technology, and train students in technology skills and how to integrate these in teaching/learning, and giving of assignments.

**Table 68: Weighted Mean on Domain 1 Instruction
Area 9 Information and Communications Technology (ICT) of SPU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=16)		(N=6)		(N=3)		(N= 25)		R	I	Gap
Area 9:Information and Communications Technology (ICT)	WM	VI	WM	VI	WM	VI	WM	VI			
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3.19	P	3.50	P	3.00	P	3.23	P	9	4	0.77
2. Is Internet accessiblefor all staff of the University, college and/or school	3.25	P	3.50	P	3.00	P	3.25	P	8	4	0.75
3. Is used as instructional support	3.19	P	3.50	P	3.33	P	3.34	P	4.5	4	0.66
4. Is used to provide web-based information for all stakeholders	3.31	P	3.50	P	3.33	P	3.38	P	2	4	0.62
5. Includes training program for students and faculty	3.06	P	3.17	P	3.33	P	3.19	P	10.5	4	0.81
6. Has a good ratio of students to terminals and other equipment	3.38	P	3.17	P	3.33	P	3.29	P	6	4	0.71
7. Has good location for ICT resources	3.25	P	3.50	P	3.33	P	3.36	P	3	4	0.64
8. Has annual allocation of resources for purchasing latest hardware	3.06	P	3.33	P	3.00	P	3.13	P	12	4	0.87
9. Has licensed software application and licensed anti-virus	3.13	P	3.33	P	3.33	P	3.26	P	7	4	0.74
10. Has preventive maintenance	3.44	P	3.50	P	3.67	VMP	3.53	VMP	1	4	0.47
11. Has in-house development of software applications/programs	3.25	P	3.33	P	3.00	P	3.19	P	10.5	4	0.81



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Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N= 25)				
12. Has Wi-Fi hot spots	3.19	P	3.50	P	3.33	P	3.34	P	4.5	4	0.66
Grand Mean	3.22	P	3.40	P	3.25	P	3.29	P		4	0.71

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

As shown in Table 69, while the two indicators are “Very Much Practised” in SPU College of Education, the grand TQA gap of 0.66 is also evident.

Interviewee G explains:

“Our good performance in LET is attributed to our good, effective, and qualified teachers. The teachers review the students as part of the faculty’s community service with no remuneration, concretizing the two Cs of SPU- charity and commitment to mission.”

**Table 69: Weighted Mean on Domain 1 Instruction
Area 10 Licensure Examinations for Teachers (LET) Performance of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 10: Licensure Examinations for Teachers (LET) Performance	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three years	3.38	P	3.50	P	3.67	VMP	3.51	VMP	2	4	0.49
2. Has 100% LET passers for the last three (3) years	3.44	P	3.50	P	3.67	VMP	3.53	VMP	1	4	0.47
Grand Mean	3.25	P	3.33	P	3.44	P	3.34	P		4	0.66

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)



Presented in Table 70 is Area 11 Profile of Graduates/Trace Program of SPU. Generally all indicators are observed “Practised” by the respondents with the grand mean of 3.34. The grand TQA gap of 0.66 implies that this component has to be enhanced. As explained in the article, *Principles of practice for alumni relations professionals at educational institutions*, alumni relations professionals perform increasingly strategic and complex roles serving their institutions and alumni including: championing the institution's mission, encouraging and fostering alumni involvement with their institutions, building long-term relationships with alumni and other constituencies, and collaborating with the advancement team to maximize efforts on behalf of the institution and its alumni. Interviewee G added in the analysis that SPU needs to continuously track their graduates for linkages and partnership.

**Table 70: Weighted Mean on Domain 1 Instruction
Area 11 Profile of Graduates/Trace Program of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 11: Profile of Graduates/Trace Program	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has an updated profile of graduates for the last five (5) years	3.25	P	3.50	P	3.67	VMP	3.47	P	1	4	0.53
2. Has a good databank of the employment status of their graduates	3.25	P	3.50	P	3.33	P	3.36	P	2	4	0.64
3. Has a comprehensive records of alumni awardees for the last five (5) years	3.25	P	3.00	P	3.33	P	3.19	P	3	4	0.81
Grand Mean	3.25	P	3.33	P	3.44	P	3.34	P		4	0.66

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)



The statistics in Table 71 points out the following strengths of the student services: *provide an employment program designed to assist students secure valuable work experience in their area of specialization, include specific training in various job-seeking techniques, including self-placement, adopt security measures for all school personnel, students, and stakeholders* with 3.62, 3.60, and 3.52 overall weighted means. Among the security measures of SPU, the school has CCTV cameras in the classroom and implemented biometric system for school personnel and students in the school premises.

On the other hand, the weakest areas are the following: *have a formally organized Alumni Association that participates in the general school program through evaluation and follow-up services, publication of regularly up-to-date, impartial, and objective information on retention and dropout rate in the school's fulfillment of public accountability and regular evaluation of the performance of the publication unit* with 44, 43, and 41.5 rankings. Accordingly, there is an active alumni association in SPU which is responsible for strategic turn around program and marketing activities. The alumni linkage is made stronger in SPU through expression of sympathy during wakes of alumni, parents, and relatives.

The grand mean of 3.36 suggests TQA is not achieved; thus, further enhancement is required for this component. “

**Table 71: Weighted Mean on Domain 1 Instruction
Area 12 Student Support and Services of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Area 12: Student Support and Services	WM	DI	WM	DI	WM	DI	WM	DI	R	I	Gap
1. Provide specialists, adaptive equipment, and learning resources to help regular students and	3.13	P	3.50	P	3.32	P	3.32	P	29.5	4	0.68



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Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=16)		(N=6)		(N=3)		(N=25)				
students with special needs to reach their potential											
2. Have support programs for the advancement of intellectually-able students	3.38	P	3.17	P	3.33	P	3.29	P	32.5	4	0.71
3. Have scholarships and study grants on merit to support the most able students	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3.00	P	3.50	P	3.33	P	3.28	P	34.5	4	0.72
5. Have co-curricular activities which serve as models for other TEIs	3.25	P	3.33	P	3.67	VMP	3.42	P	11	4	0.58
6. Have a model physical environment for Teacher Education Institution	3.31	P	3.50	P	3.33	P	3.38	P	14.5	4	0.62
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3.38	p	3.33	P	3.67	VMP	3.46	P	7.5	4	0.54
8. Publish regularly up- to- date, impartial, and objective information on the following in the school's fulfilment of public accountability : 8.1 student progression and success rates	3.13	P	3.50	P	3.33	P	3.32	P	29.5	4	0.68
8.2 student's satisfaction with their programs	3.13	P	3.33	P	3.33	P	3.26	P	37.5	4	0.74
8.3 profile of student population	3.38	P	3.33	P	3.67	VMP	3.46	P	7.5	4	0.54
8.4 distribution of students per program	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
8.5 retention and dropout rate	3.13	P	3.17	P	3.33	P	3.21	P	41.5	4	0.79
8.6 effectiveness of faculty members	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
8.7 awards received	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students	3.31	P	3.67	VMP	3.33	P	3.44	P	10	4	0.56
10. Adopt security measures for all school personnel, students, and stakeholders	3.56	VMP	3.33	P	3.67	VMP	3.52	VM P	3	4	0.48
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
12. Have basic security equipment and/or personnel in line with the institution's/school'ssafety program	3.00	P	3.50	P	3.67	VMP	3.39	P	13	4	0.61
13. Update and exercise school emergency preparedness plans	3.19	P	3.50	P	3.33	P	3.34	P	27.5	4	0.66
14. Have regular meeting between School Officials and their public safety officials to discuss safety, security, and emergency planning strategies	3.00	P	3.50	P	3.33	P	3.28	P	34.5	4	0.72
15. Evaluate and refine school security measures	3.25	P	3.50	P	3.00	P	3.25	P	39.5	4	0.75
16. Have an adequate food service areas for the institution/school population	3.38	P	3.17	P	3.33	P	3.29	P	32.5	4	0.71
17. Have food service areas conveniently located, well-equipped, and kept sanitary	3.13	P	3.50	P	3.33	P	3.32	P	29.5	4	0.68
18. Have periodic health examination of food servers and the periodic inspection of food being served	3.50	P	3.67	VMP	3.33	P	3.50	P	4.5	4	0.50
19. Provide adequately-equipped infirmary and a school clinic to meet the constituents' needs	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school	3.50	P	3.33	P	3.67	VMP	3.50	P	4.5	4	0.50
21. Have athletic facilities with safety features for all	3.06	P	3.50	P	3.67	VMP	3.41	P	12	4	0.59



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Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
areas of sports activities											
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor	3.31	P	3.50	P	3.33	P	3.38	P	14.5	4	0.62
23. Publish regularly at least one issue per semester	3.31	P	3.50	P	3.33	P	3.38	P	14.5	4	0.62
24. Evaluate regularly the performance of the Publication Unit	3.13	P	3.17	P	3.33	P	3.21	P	41.5	4	0.79
25. Provide foreign student's assistance	3.38	P	3.67	VMP	3.33	P	3.46	P	7.5	4	0.54
26. Have a systematic financial assistance program offered to deserving and needy students	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3.00	P	3.50	P	3.33	P	3.28	P	34.5	4	0.72
28. Disseminate information about the Assistance Program to the community and feeder schools	3.13	P	3.33	P	3.33	P	3.26	P	37.5	4	0.74
29. Have a formally organized Alumni Association that participates in the general school program through the following:	3.19	P	3.50	P	3.33	P	3.34	P	27.5	4	0.66
29.1 job placement											
29.2 spiritual assistance and religious activities	3.56	VMP	3.17	P	3.33	P	3.35	P	26	4	0.65
29.3 follow-up services	3.13	P	3.33	P	3.00	P	3.15	P	43	4	0.85
29.4 guidance (professional and personality adjustments)	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
29.5 policy formulation and program development	3.25	P	3.50	P	3.33	P	3.36	P	17.5	4	0.64
29.6 evaluation	3.06	P	3.33	P	3.00	P	3.13	P	44	4	0.87
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By-laws	3.25	P	3.50	P	3.00	P	3.25	P	39.5	4	0.75
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3.50	P	3.67	VMP	3.33	P	3.50	P	4.5	4	0.50
32. Include specific training in various job-seeking techniques, including self- placement	3.63	VMP	3.50	P	3.67	VMP	3.60	VM P	2	4	0.40
33. Provide an employment program designed to assist students secure valuable work experience in their area of specialization	3.69	VMP	3.50	P	3.67	VMP	3.62	VM P	1	4	0.38
Grand Mean	3.26	P	3.44	P	3.37	P	3.36	P		4	0.64

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

The verbal interpretation “Very Much Practised” in Table 72 is attributed to observance of *IPR laws in research outputs and research ethics of the SPU faculty members and students*. In addition, the two other highest rated indicators are “Practised” in *SPU: research agenda in consonance with institutional, regional, and national priorities and*



manuscripts which are well-edited, and written in proper style and in an institutionally-established format .SPU hopes to create its own research niche through different research directions of its colleges, as articulated by interviewee G. The best practices identified are well explained in the reseach manual.

On the other hand, identified weaknesses are availability of *E-journal*, *publication of research outputs in international and national* refereed journal (31.1) and *in one international* (13.2). These weaknesses however, are not accepted by interviewee G. As mentioned, SPU has ProQuest E-journal. On the otherhand, SPU published its refereed journal in CNE. As explained by interviewee G, if the journal gets 200 or more views in CNE, SPU gets a certain amount.

**Table 72: Weighted Mean on Domain 2
Research and Publications of SPU**

Indicators	Respondents								TQA		
	Seniors (N=16)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Domain 2 Research and Publications	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has Research Office managed by competent Personnel	3.06	P	3.33	P	3.33	P	3.24	P	10.5	4	0.76
2. Has research agenda in consonance with institutional, regional, and national priorities	3.13	P	3.50	P	3.67	VMP	3.43	P	2	4	0.57
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	3.19	P	3.33	P	3.33	P	3.28	P	4.5	4	0.72
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources	3.00	P	3.50	P	3.33	P	3.28	P	4.5	4	0.72
5. Generates income from patents, licenses, and copyrights, and other research outputs	3.06	P	3.33	P	3.33	P	3.24	P	10.5	4	0.76
6. Has the following funding support and assistance from:											
6.1 local	3.13	P	3.33	P	3.33	P	3.26	P	8.5	4	0.74
6.2 national	3.13	P	3.33	P	3.33	P	3.26	P	8.5	4	0.74
6.3 international	2.94	P	3.33	P	3.33	P	3.20	P	13	4	0.80
7. Allocates funds for the conduct of faculty and student research activities	2.88	P	3.33	P	3.00	P	3.07	P	16	4	0.93
8. Ensures that completed and on-going	2.94	P	3.33	P	3.00	P	3.09	P	15	4	0.91



research studies are periodically monitored and evaluated											
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally-established format	3.19	P	3.50	P	3.33	P	3.34	P	3	4	0.66
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community	3.00	P	3.33	P	3.33	P	3.22	P	12	4	0.78
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	3.44	P	3.50	P	3.67	VMP	3.54	VMP	1	4	0.46
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media	3.31	P	3.50	P	3.00	P	3.27	P	7	4	0.73
13. Publishes research outputs in refereed journals	2.94	P	3.17	P	3.00	P	3.03	P	18	4	0.97
13.1 international and national											
13.2 international	3.00	P	3.17	P	3.00	P	3.06	P	17	4	0.94
13.3 national	3.19	P	3.33	P	3.33	P	3.28	P	4.5	4	0.72
14. Has E-journal available	2.88	P	3.17	P	3.00	P	3.01	P	19	4	0.99
15. Has regular publication of research journal	3.06	P	3.33	P	3.00	P	3.13	P	14	4	0.87
Grand Mean	3.08	P	3.35	P	3.25	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)

As exhibited in Table 73 all indicators are observed “Practised” by the respondents except for indicator 4, *encourages participation of the various stakeholders in extension program* which is “Very Much Practised.” This best practice according to interviewee G is associated to the internalization of the 5Cs of SPU- community service, charity, Christ centeredness, charism, and commitment to mission. Their well-structured community development and sustainable programs have encouraged active participation of the school community and other stakeholders. Moreover, the integration of internal and external community service in the curriculum increased social responsibility in every Paulinian. The built-in schedule for feeding program and taking care of the older people facilitate concern



for the needy people. As remarked by interviewee G, their feeding program connotes feeding of the humanity.

Observed “Practised,” though in this area are *integration of extension program with research* is the lowest indicator of this domain, followed by *evaluation of the expected outcomes of the community extension programs*, and *has a number of beneficiaries served*. These weaknesses are categorically not accepted by interviewee G because SPU has effective community engagements relevant to the priorities set by the institution and the college and have made good results on the served communities.

Table 73: Weighted Mean on Domain 3 Extension and Community Involvement of SPU

Indicators	Respondents								TQA		
	Seniors (N=160)		Grad Students (N=6)		Faculty/ Admin (N=3)		Overall (N=25)				
Domain 3 Extension and Community Involvement	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3.50	P	3.33	P	3.67	VMP	3.50	P	2	4	0.50
2. Has a system to make the conduct of extension projects sustainable and continuing	3.50	P	3.33	P	3.33	P	3.39	P	5	4	0.61
3. Has a distinct office or unit that oversees the implementation of the extension program	3.25	P	3.50	P	3.33	P	3.36	P	6	4	0.64
4. Encourages participation of the various stakeholders in extension program	3.56	VMP	3.33	P	3.67	VMP	3.52	VMP	1	4	0.48
5. Has adequate funding	3.31	P	3.50	P	3.67	VMP	3.49	P	3	4	0.51
6.Has a sufficient number of beneficiaries served	3.63	VMP	3.33	P	3.00	P	3.32	P	7	4	0.68
7. Is monitored and documented	3.38	P	3.50	P	3.33	P	3.40	P	4	4	0.60
8. Has evaluated the expected outcomes of the community extension programs	2.94	P	3.50	P	3.00	P	3.15	P	8	4	0.85
9. Integrates extension program with research	2.75	P	3.50	P	3.00	P	3.08	P	9	4	0.92
Grand Mean	3.31	P	3.43	P	3.33	P	3.36	P		4	0.64

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Saint Paul University (SPU)



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Table 74 shows the weighted mean on Domain 1 Instruction Area 1 Vision, Mission, Goal, and Objectives of EAC. Based on the statistics, *demonstrate and practice professional and ethical requirements of the teaching profession* is the strength of the area with 3.63 overall weighted mean followed by *be creative and innovative in teaching approaches* with overall weighted mean of 3.54, both with verbal interpretation of “Very Much Practised.” The weaknesses identified on the other hand are, *review and revision of representatives of other stakeholders, include the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills, and are available in catalogue and other publications* with 22, 21, and 20 rankings in succession.

According to interviewee H, the best practices identified somehow reflect part of the vision and mission of the Teacher Education Program:

“To produce teachers who are effective synthesizers of organized knowledge with analytical and critical thinking abilities, and efficient facilitators of learning and are sufficiently equipped with pedagogical content knowledge and skills.”

The *competency standard of innovative teaching approaches* as EAC’s strength, interviewee H expressed:

“Opportunities for Education students to be creative and innovative are supported through participation in-house and outside seminars and workshops.”

In connection with the weak practice *availability of VMGO in catalogue and other publications*, interviewee I disapproved this because the school’s VMGO and that of the College of Education are found in EAC’s brochures, flyers, and website.



In line with the weak practice of *reviewing VMGO by representatives of stakeholders*, interviewee I states:

“Only when opportunities or situations call for it that VMGO are reviewed and revised.”

**Table 74: Weighted Mean on Domain 1 Instruction
Area 1 Vision, Mission, Goal, and Objectives of EAC**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=4)		(N=4)		(N=8)		(N=16)		R	I	Gap
Area 1 : Vision, Mission, Goal and Objectives (VMGO	WM	VI	WM	VI	WM	VI	WM	VI			
1. Are clearly stated and understood by all stakeholders	3.25	P	3.00	P	3.38	P	3.21	P	13.5	4	0.79
2. Included the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills	3.00	P	2.75	P	3.38	P	3.04	P	21	4	0.96
3. Stregthen technical skills in Undergraduate Teacher Education	3.50	P	3.00	P	3.25	P	3.25	P	8.5	4	0.75
4. Provide comprehensive knowledge of the subject matter they will teach	3.00	P	3.25	P	3.50	P	3.25	P	8.5	4	0.75
5. Demonstrate and practice professional and ethical requirements of the teaching profession	3.75	VMP	3.50	P	3.63	VMP	3.63	VMP	1	4	0.38
6. Facilitate learning of diverse types of learners in different learning environment	3.25	P	3.00	P	3.50	P	3.25	P	8.5	4	0.75
7. Be reflective practitioners	3.50	P	3.25	P	3.38	P	3.38	P	4.5	4	0.63
8. Be creative and innovative in teaching approaches	3.50	P	3.50	P	3.63	VMP	3.54	VMP	2	4	0.46
9. Be equipped with research and extension capabilities	3.00	P	3.25	P	3.00	P	3.08	P	18.5	4	0.92
10. Be life-long learners	3.00	P	3.00	P	3.38	P	3.13	P	16.5	4	0.88
11. Have Filipino ideals and cultural values	3.50	P	3.25	P	3.50	P	3.42	P	3	4	0.58
12. Be globally competitive	3.25	P	3.25	P	3.63	VMP	3.38	P	4.5	4	0.63
13. Are accepted by:	3.25	P	3.25	P	3.63	VMP	3.38	P	4.5	4	0.63
13.1 administrators	3.25	P	3.00	P	3.38	P	3.21	P	13.5	4	0.79
13.2 parent-teacher member	3.00	P	3.00	P	3.63	VMP	3.21	P	13.5	4	0.79
13.3 faculty	3.25	P	3.00	P	3.50	P	3.25	P	8.5	4	0.75
13.4 staff	3.25	P	3.00	P	3.50	P	3.25	P	8.5	4	0.75
13.5 students	3.25	P	3.00	P	3.50	P	3.25	P	8.5	4	0.75
14. Are reviewed and/or revised by:	3.25	P	3.50	P	3.25	P	3.33	P	7	4	0.67
14.1 administrators	2.75	P	3.25	P	3.25	P	3.08	P	18.5	4	0.92
14.2 faculty	3.00	P	3.25	P	3.13	P	3.13	P	16.5	4	0.88
14.3 students	2.50	P	3.25	P	3.13	P	2.96	P	22	4	1.04
14.4 representatives of other stakeholders											
15. Are available in catalogue and other publications	3.00	P	3.25	P	3.00	P	3.08	P	18.5	4	0.92



Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=4)		(N=4)		(N=8)		(N=16)				
Grand Mean	3.18	P	3.17	P	3.39	P	3.25	P		4	0.75

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

Table 75 presents Weighted Mean on Domain 1 Instruction Area 2 Administration: Planning, Monitoring and Implementation of EAC. As shown, the following strengths tied for the first ranking: *has long term plans which at least cover term of Office, has mechanisms for the approval and periodic review of the school's programs and awards, ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school, and conducts formal/informal dialogues between students and faculty.* Subsequently, *conducts supervisory visits to the classes* is the weakest indicator rated by the respondents with overall weighted mean of 3.00.

As gathered in the interview, once in a semester the Dean or the Department Chair does supervisory visit of classes. For interviewee I, eventhough their faculty members are competent, they should be monitored to ensure that they live up to the expectation of delivering quality instructions to their students.

The weakest rated indicator validates the report of Ezekwensili (2007) as cited in the *Study of principal supervisory strategies and secondary school discipline* conducted by Ugboko & Adediwura (2012). According to Ezekwensili (2007), this lack of supervision in the past has been the bane of failed educational policies. A system not supervised and evaluated is in dire need of collapse which leads to the idea that monitoring and reviewing the teaching and learning processes are imperative in the HEIs.



**Table 75: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Planning, Monitoring & Implementation of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Student s (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 2: Administration 2.1 Planning, Monitoring, and Implementation	WM	VI	WM	V I	WM	VI	WM	VI	R	I	Gap
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3.00	P	3.25	P	3.63	VMP	3.29	P	7.5	4	0.71
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution	3.50	P	3.25	P	3.25	P	3.33	P	6	4	0.67
3. Has long term plans which at least cover term of Office	3.50	P	3.25	P	3.63	VMP	3.46	P	1.5	4	0.54
4. Works on the accreditation and quality assurance of programs	3.00	P	3.25	P	3.38	P	3.21	P	11.5	4	0.79
5. Ensures program offerings, projects, and activities are supported by appropriate feasibility studies	3.25	P	3.00	P	3.50	P	3.25	P	10	4	0.75
6. Has mechanisms for the approval and periodic review of the school's programs and awards	3.75	VMP	3.25	P	3.38	P	3.46	P	1.5	4	0.54
7. Provides progress report of program monitoring and implementation	2.75	P	3.50	P	3.63	VMP	3.29	P	7.5	4	0.71
8. Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3.50	P	3.25	P	3.63	VMP	3.46	P	1.5	4	0.54
9. Conducts formal/informal dialogues between students and faculty	3.50	P	3.25	P	3.63	VMP	3.46	P	1.5	4	0.54
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year	3.00	P	3.25	P	3.63	VMP	3.29	P	7.5	4	0.71
11. Conducts supervisory visits to the classes	2.75	P	3.00	P	3.25	P	3.00	P	15	4	1.00
12. Conducts periodic evaluation and provides feedback on faculty performance	3.25	P	3.00	P	3.38	P	3.21	P	11.5	4	0.79
13. Conducts student consultation and advising	3.50	P	3.25	P	3.38	P	3.38	P	5	4	0.63
14.Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections	2.75	P	3.25	P	3.38	P	3.13	P	14	4	0.88
15. Oversees the strategic management of the school's area, buildings, and facilities	3.25	P	3.00	P	3.38	P	3.21	P	11.5	4	0.79
Grand Mean	3.22	P	3.20	P	3.47	P	3.29	P	11.5		0.62

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

Displayed in Table 76 are the data on staff development, promotion, and retirement of EAC. Evidently rated the highest by the respondents is indicator 15, *provides for retirement education program which includes temporary assignments, consultation,*



contractual work, formal training, mentoring for knowledge transfer with verbal interpretation of “Very Much Practised.” This best practice is supported by the statement of interviewee I that there were cases in EAC where retired employees are rehired as consultants. The lowest rated indicator provides financial and promotional advancements falls on the 17th place, as described by interviewee I:

“Access to the financial support for advancement is stiff in EAC.”

On the otherhand, the following tied at 13.5 ranking: supports individual initiatives, seeks national and international scholarships, fellowships, and training grants, has adequate and well-utilized budget, and provides continuing educational opportunities for the teaching staff both group process and in-job related skills.

As mentioned by interviewees H and I, the budget for in-house and outside seminars, training, workshops, and conferences attended by administrators and teaching staff are limited. This may be the answer why the respondents considered this as weak practice. Although observed limited, there are educational opportunities for faculty when they are invited as resource speakers and trainers in the K to 12 Training of Trainors (TOTs) and Mass Training of Teachers.

**Table 76: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Staff Development, Promotion,
& Retirement Plan of EAC**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=4)		(N=4)		(N=8)		(N=16)				
2.2 Staff Development, Promotion, and Retirement Plan	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has career path for teaching staff with equivalency for diverse jobs	3.25	P	2.75	P	3.13	P	3.04	P	11.5	4	0.96



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Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	2.75	P	3.00	P	3.25	P	3.00	P	13.5	4	1.00
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs	3.25	P	3.00	P	3.63	VMP	3.29	P	6	4	0.71
4. Follows the training standards for in-service training (INSET)	3.25	P	3.00	P	3.25	P	3.17	P	10	4	0.83
5. Has adequate and wel-utilized budget	3.25	P	2.75	P	3.00	P	3.00	P	13.5	4	1.00
6. Cultivates a climate of professional sharing	3.00	P	2.75	P	3.38	P	3.04	P	11.5	4	0.96
7. Seeks national and international scholarships, fellowships, and training grants	2.75	P	3.00	P	3.25	P	3.00	P	13.5	4	1.00
8. Provides regular in-house seminars based on needs analysis	3.25	P	3.00	P	3.38	P	3.21	P	7.5	4	0.79
9. Conducts performance review at least once a year	3.50	P	3.25	P	3.63	VMP	3.46	P	2.5	4	0.54
10. Provides recognition/awards and incentives for faculty members who have shown outstanding performance	3.50	P	3.00	P	3.63	VMP	3.38	P	5	4	0.63
11. Supports individual initiatives	3.00	P	2.75	P	3.25	P	3.00	P	13.5	4	1.00
12. Provides financial and promotional advancements	2.75	P	2.50	P	3.00	P	2.75	P	17	4	1.25
13. Provides a social security program which includes:	3.25	P	3.00	P	3.38	P	3.21	P	7.5	4	0.79
13.1 retirement plans											
13.2 separation pay	3.25	P	3.00	P	3.38	P	3.21	P	7.5	4	0.79
13.3 special awards	3.25	P	3.50	P	3.50	P	3.42	P	4	4	0.58
14. Includes granting of fringe benefits such as sick leave and health benefits	3.25	P	3.50	P	3.63	VMP	3.46	P	2.5	4	0.54
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer	3.25	P	3.75	VMP	3.63	VMP	3.54	VMP	1	4	0.46
Grand Mean	3.16	P	3.03	P	3.37	P	3.19	P		4	0.81

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

The area on networking and linkages of EAC in Table 77 presents an overall impression that all indicators are “Practised” with grand mean of 3.14 and a TQA gap of 0.86. The evident aspect which ranked first is *sustained partnership and consortium among TEIs in terms of instruction*, followed by *expertise* which ranked second, and *research and partnership with international TEIs* tied at 3.5 rank:



Interviewee H shares:

“My ten year leadership experience in various professional associations has forged strong linkages and partnerships for EAC with TEIs and other universities and colleges. This leads to collaboration and sharing of best people and best practices.”

Considering the TQA gap, EAC needs to improve this area. As an SMIC member, EAC has to remain active with the consortium to further strengthen its capacity in teacher education through collaborative development of innovative educational programs, research, pedagogical practices, resources, and scholarships.

**Table 77: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Networking & Linkages of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
2.3 Networking and Linkages	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has International Teacher Education Institution (TEI) partners	3.25	P	3.50	P	2.88	P	3.21	P	3.5	4	0.79
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of: 2.1 facilities	3.00	P	3.50	P	3.00	P	3.17	P	5	4	0.83
2.2 research	3.50	P	3.25	P	2.88	P	3.21	P	3.5	4	0.79
2.3 instruction	3.25	P	3.50	P	3.50	P	3.42	P	1	4	0.58
2.4 expertise	3.50	P	3.00	P	3.25	P	3.25	P	2	4	0.75
2.5 funding	3.00	P	3.25	P	3.00	P	3.08	P	6	4	0.92
3. Sustains partnership across schools/institution	2.75	P	3.25	P	3.13	P	3.04	P	7	4	0.96
4 .Maximizes its alumni and parents' network to support development	2.75	P	3.25	P	2.75	P	2.92	P	9	4	1.08
5. Encourages membership in professional organizations	2.75	P	3.25	P	3.00	P	3.00	P	8	4	1.00
Grand Mean	3.08	P	3.31	P	3.04	P	3.14	P		4	0.86

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)



Table 78 reflects the data on resource generation of EAC. This area got the grand mean of 3.11. Particularly identified by the respondents as strengths are *linkages with industry* and *Non Government Organizations (NGOs) funding agencies*. The identified strength of the present study echoes the findings of Ssebuwufu, Ludwick, & Beland (2012) on *Strengthening university-industry linkages in Africa*. The study confirms relations with industry is beneficial through commissioned research, investments in laboratories and equipment, student scholarships, and funding for graduate research. The importance of leadership, both in terms of policy and personnel, is noted as an important enabling factor for promoting linkages.

Aside from this linkage with the industry, EAC has made its income sustainable using this approach as described by interviewee H:”

“First, create a niche in your program. Our school is selected as Center of Training for Teachers in Grades 7, 8, and 9 MAPEH and Science for three years. This experience has made a lot of impact on education students who would like to specialize in MAPEH and Science. Second, build good facilities. Our school has PE facilities which are at par with international standards making it the venue for ASEAN Games for five years. The school’s niche-specific program and good facilities are tangible assets that impact our enrolment of local and foreign students. These I think our marketing strategies that display honesty and integrity that become our financial sources.”



**Table 78: Weighted Mean on Domain 1 Instruction
Area 2 Resource Generation and Utilization of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
2.4 Resource Generation and Utilization	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes	2.75	P	3.00	P	2.88	P	2.88	P	6.5	4	1.13
2. Has linkages with any of the following funding agencies:	2.75	P	3.25	P	3.13	P	3.04	P	4	4	0.96
2.1 International											
2.2 National Government	2.50	P	3.25	P	3.13	P	2.96	P	5	4	1.04
2.3 Local Government Units (LGUs)	2.75	P	2.50	FP	3.00	P	2.75	P	8	4	1.25
2.4 Non Government Organizations (NGOs)	3.50	P	3.25	P	3.13	P	3.29	P	2	4	0.71
2.5 Industry	3.50	P	3.00	P	3.63	VMP	3.38	P	1	4	0.63
3. Uses brand marketing strategies to impact enrolment and resource generation	3.00	P	3.25	P	3.13	P	3.13	P	3	4	0.88
4. Has a school-generated fund mechanisms	2.75	P	3.00	P	2.88	P	2.88	P	6.5	4	1.13
Grand Mean	2.94	P	3.06	P	3.11	P	3.04	P		4	0.96

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

Table 79 displays the statistics on Faculty Profile and Professional Competence of EAC. As shown, the top three quality indicators rated by the respondents are *at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses, at least 45-50% of Professional Education faculty members with PhD/EdD, and at least 100% of Professional Education faculty member with Masters* with overall weighted mean of 3.54, 3.50, and 3.46 respectively.

Interviewee I is proud in saying that all their faculty members have doctoral degree and their OJT or Practicum Teacher has more than 10 years teaching experience.



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The results and the statement give the impression that the faculty members of EAC possess educational qualifications and have necessary experience to teach education subjects and supervise Field Study students. Further, the results affirm AACCUP standards that the measurement of the quality of an institution or program is based on the qualifications of its faculty composed of competent members in terms of qualifications, experience, and professional expertise. In addition, they should manifest desirable personal qualities and high level of professionalism. Magno (2002) confirms the above statements that for schools to be accredited, there should be a competent faculty line-up with masters or doctorate degrees in line with specialization. This pronouncement is further affirmed by Sarmiento (2006) that the quality of higher education in any institution depends on the quality of faculty.

The findings of the present study support the conclusion of Greenwald, Hedges, & Laine (1996) that in a review of 60 empirical studies on the effects of teacher education, the authors conclude that teachers' degree levels consistently showed very strong relations with student. As Rivera & Verceles (2010) comment, the college teacher is the key factor in the educative areas of tertiary education. Their dedication and competence spell out the standard of college teaching. The faculty determines the quality of the output in which educational institutions produce. In other words, the quality of instruction depends to a large extent on the capability, strength, and excellence of the faculty. As a matter of fact, the faculty resource of an educational institution is the most crucial factor that affects the quality of education.



**Table 79: Weighted Mean on Domain 1 Instruction
Area 3 Faculty Profile and Professional Competence of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 3: Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.00	P	3.25	P	3.50	P	3.25	P	13.5	4	0.75
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.25	P	3.25	P	3.38	P	3.29	P	8.5	4	0.71
3. Have at least 80% of faculty members with specialization in Science, Math, English, (Masters Level) etc.	3.00	P	3.25	P	3.38	P	3.21	P	17.5	4	0.79
4. Have at least 100% of Professional Education faculty member with Masters	3.50	P	3.25	P	3.63	VMP	3.46	P	3	4	0.54
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.75	VMP	3.25	P	3.50	P	3.50	P	2	4	0.50
6. Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3.00	P	3.25	P	3.38	P	3.21	P	17.5	4	0.79
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.50	P	3.50	P	3.63	VMP	3.54	VMP	1	4	0.46
8. Are licensed professional teachers	3.50	P	3.25	P	3.50	P	3.42	P	4.5	4	0.58
9. Demonstrate professional competence in instruction	3.00	P	3.25	P	3.63	VMP	3.29	P	8.5	4	0.71
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3.00	P	3.25	P	3.38	P	3.21	P	17.5	4	0.79
10.2 production of instructional materials	3.25	P	3.00	P	3.50	P	3.25	P	13.5	4	0.75
10.3 consultancy	3.00	P	3.25	P	3.50	P	3.25	P	13.5	4	0.75
10.4.expert service (e.g., resource person and/or lecturer, thesis/ dissertation advising etc.)	3.25	P	3.25	P	3.38	P	3.29	P	8.5	4	0.71
10.5 development of creative and scholarly works	3.25	P	3.25	P	3.38	P	3.29	P	8.5	4	0.71
11. Have shown continuing efforts in research	3.00	P	3.00	P	3.38	P	3.13	P	27.5	4	0.88
12. Present/publish research/articles/papers in the following magazines/refereed journals: 12.1 regional	3.00	P	3.25	P	3.13	P	3.13	P	27.5	4	0.88
12.2 national	3.25	P	3.00	P	3.38	P	3.21	P	17.5	4	0.79
12.3 international	2.50	P	2.25	P	2.75	P	2.50	FP	33	4	1.50
13. Have received academic recognition such as: 13.1 scholarships	3.25	P	3.25	P	3.38	P	3.29	P	8.5	4	0.71
13.2 fellowships	3.00	P	3.25	P	3.38	P	3.21	P	17.5	4	0.79
13.3 grants	3.25	P	3.25	P	3.50	P	3.33	P	6.5	4	0.67
13.4 awards	3.00	P	3.25	P	3.50	P	3.25	P	13.5	4	0.75
14. Have knowledge of the curriculum	3.25	P	3.50	P	3.50	P	3.42	P	4.5	4	0.58
15. Have pedagogical content knowledge	3.25	P	3.00	P	3.38	P	3.21	P	17.5	4	0.79
16. Design coherent learning program	3.25	P	3.25	P	3.50	P	3.33	P	6.5	4	0.67



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Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
17. Facilitate learning for diverse students	3.25	P	3.00	P	3.38	P	3.21	P	17.5	4	0.79
18. Use varied assessment and feedback mechanisms	2.75	P	3.00	P	3.50	P	3.08	P	29	4	0.92
19. Provide safe and supportive learning environment	3.25	P	3.00	P	3.38	P	3.21	P	17.5	4	0.79
20. Display inquiry skills	3.00	P	3.25	P	3.50	P	3.25	P	13.5	4	0.75
21. Exhibit professional practice	3.25	P	3.00	P	3.25	P	3.17	P	26	4	0.83
22. Possess professional knowledge	3.00	P	2.75	P	3.25	P	3.00	P	31	4	1.00
23. Possess professional attributes contributing to teaching	3.25	P	2.75	P	3.13	P	3.04	P	30	4	0.96
24. Employ different teaching strategies and approaches	3.00	P	3.25	P	3.38	P	3.21	P	17.5	4	0.79
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.00	P	2.75	P	3.13	P	2.96	P	32	4	1.04
Grand Mean	3.15	P	3.13	P	3.39	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

The statistics in Area 4, Table 80 exposes EAC's *curriculum to be in compliance with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004 and participation of stakeholders in aligning the curriculum with the VMGO of the institution.* Aside from these indicators, the author of the present study asserts that an effective curriculum must have an adequate and appropriate interfacing various curricular components including the goals and objectives through active deliberations. It must have clear modalities, policies, and regulations for implementation. There should be no mismatch between the visualized curriculum inputs and the envisaged duration of the program. It is operational with adequate flexibility with practical inputs appropriately dovetailed to provide comprehensive understanding. Alam (2009) also remarks that a syllabus should be updated to include contemporary change and provide the opportunity to



focus on different subject areas to make the students competitive in the employment market, both at home and abroad.

**Table 80: Weighted Mean on Domain 1 Instruction
Area 4 Curriculum of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 4: Curriculum	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004	3.50	P	3.25	P	3.63	VMP	3.46	P	1.5	4	0.54
2. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3.25	P	3.25	P	3.38	P	3.29	P	4.5	4	0.71
3. Reflects national and international standards	3.00	P	3.25	P	3.50	P	3.25	P	6.5	4	0.75
4. Involves participation of stakeholders in: 4.1 aligning the curriculum with the VMGO of the institution	3.50	P	3.25	P	3.63	VMP	3.46	P	1.5	4	0.54
4.2 defining objectives and desired outcomes	3.25	P	3.00	P	3.38	P	3.21	P	9.5	4	0.79
4.3 reviewing, revising, and updating the curriculum	3.25	P	3.00	P	3.50	P	3.25	P	6.5	4	0.75
5. Provides field study experience where pre-service teachers apply theory in real school setting	3.50	P	3.25	P	3.50	P	3.42	P	3	4	0.58
6. Provides apprenticeship of pre-service teacher to an experienced mentor	3.25	P	3.00	P	3.38	P	3.21	P	9.5	4	0.79
7. Provides practice teaching: 7.1 locally	3.00	P	3.25	P	3.50	P	3.25	P	6.5	4	0.75
7.2 internationally	2.50	FP	2.75	P	2.88	P	2.71	P	15	4	1.29
8. Has effective systems of periodic self and external evaluations of individual programs	3.50	P	3.00	P	3.13	P	3.21	P	9.5	4	0.79
9. Is comprehensive with lessons systematically planned	3.50	P	3.00	P	3.38	P	3.29	P	4.5	4	0.71
10. Emphasizes critical and creative thinking skills and concept, knowledge, and skills	3.50	P	3.00	P	3.13	P	3.21	P	9.5	4	0.79
11. Requires research activities that provide exposures of students to scientific teacher education problem solving methods	3.50	P	3.00	P	3.13	P	3.21	P	9.5	4	0.79
12.Is current and responsive to the relevant field of study and employment	3.25	P	3.00	P	3.13	P	3.13	P	14	4	0.88
Grand Mean	3.28	P	3.08	P	3.34	P	3.24	P		4	0.76

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)



On the other hand, the weakest indicator, *provision for practice teaching internationally* contributes to the grand TQA gap of 0.76. Consequently, EAC has to exhaust all means to improve this area by exploring international linkages for practice teaching abroad for their education students compete globally. Nonetheless, as expressed by interviewee I, there is no clear program for international practice teaching.

All indicators listed in Table 81 on page 216 are perceived “Practised” by the respondents with the overall mean between 3.21 and 3.50. *Has adequate classroom size, space, arrangements and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups and integrates technology into lesson designs by teaching* are pinpointed strengths of this area with 3.50 and 3.42 overall weighted means.

According to interviewee H:

“EAC teachers use reinforcement theory in individualized instruction. We have E-learning program for one hour and 2 hour classroom teaching.”

The statement of interviewee H highlights the importance of integrating ICT in instruction. The findings of Bingimlas (2009) indicate that teachers had a strong desire to integrate ICT into education; but that, they encountered many barriers such lack of confidence, lack of competence, and lack of access to resources. The author’s last barrier is related to EAC’s weakest indicator in learning environment which is *built-in multimedia facilities in every classroom* supported by interviewee I. It is evident, as Yelland (2001) argues, that traditional educational environments do not seem to be suitable for preparing earners to function or be productive in the workplace of today’s society. Wong et al. (2006)



point out that technology can play a part in supporting face-to-face teaching and learning in the classroom. The lack or inadequacy of built-in multimedia facilities in EAC may not help students and teachers develop the competencies needed for the 21st century, enhance their pedagogical practices, and assist teaching and learning. As a result, EAC should improve the learning environment of College of Education in relation to infrastructure of built-in multimedia facilities for better accessibility and easy facilitation of teaching and learning.

**Table 81: Weighted Mean on Domain 1 Instruction
Area 5 Learning Environment of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 5: Learning Environment	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has adequate faculty-student ratio	3.50	P	3.25	P	3.38	P	3.38	P	3.5	4	0.63
2. Is conducive for teaching and learning process	3.50	P	3.25	P	3.38	P	3.38	P	3.5	4	0.63
3. Has built-in ICT multimedia facilities in every classroom	3.50	P	3.00	P	3.13	P	3.21	P	7	4	0.79
4. Considers the availability of appropriate, varied and adequate learning resources for each program offered	3.50	P	3.00	P	3.38	P	3.29	P	6	4	0.71
5. Provides for individualized learning	3.50	P	3.25	P	3.38	P	3.38	P	3.5	4	0.63
6. Has adequate classroom size, space, arrangements and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3.75	VMP	3.25	P	3.50	P	3.50	P	1	4	0.50
7. Integrates technology into lesson designs by teaching	3.75	VMP	3.25	P	3.25	P	3.42	P	2	4	0.58
Grand Mean	3.57	VMP	3.18	P	3.34	P	3.36	P		4	0.64

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

Listed in Table 82 is the assessment practices observed at EAC. As shown by the data, *use of published criteria and procedures which measure the achievement of the intended learning outcomes and assessments subject to administrative and supervisory*



checks, are the two highest rated indicators. However, returning the results of the assessment after they are checked, recorded, and analyzed is the weakest indicator.

The weak observed practice identified by the respondents is supported by the statement of interviewee I narrating that:

“Only few teachers practice returning evaluation/assessment results to the students.”

As mentioned by Spiller (2009) it is widely recognized that feedback is an important part of the learning cycle, but both students and teachers frequently express disappointment and frustration in relation to the conduct of the feedback process. In fact, students complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralizing. Additionally, students sometimes report that they are not given guidance as to how to use feedback to improve subsequent performance. Even worse, students sometimes note that the feedback is provided too late to be of any use or relevance at all. The last statement in the view of Spiller (2009) validates the weakest quality indicator observed in this area by EAC respondents. To utilize effectively the assessment feedback, the author of the present study suggests that in all TEIs, timely return of assessment data must be given to the students to help them assess and validate their performance in order for them to improve academic standing and excel in their studies.



**Table 82: Weighted Mean on Domain 1 Instruction
Area 6 Assessment of Learning of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.50	P	3.25	P	3.25	P	3.33	P	1.5	4	0.67
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3.50	P	3.00	P	3.13	P	3.21	P	3	4	0.79
3. Is subject to administrative/supervisory checks	3.50	P	3.25	P	3.25	P	3.33	P	1.5	4	0.67
4. Is timely given to assess student's progress	3.25	P	3.00	P	3.25	P	3.17	P	4.5	4	0.83
5. Is reviewed periodically and revised as necessary	3.00	P	3.25	P	3.25	P	3.17	P	4.5	4	0.83
6. Is returned to students after results are checked, recorded, and analyzed	3.00	P	3.00	P	3.38	P	3.13	P	6	4	0.88
Grand Mean	3.29	P	3.13	P	3.25	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.5 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA) Emilio Aguinaldo College (EAC)

Safety in the laboratory is one of the main concerns of EAC evidenced by *periodic checking of laboratory facilities* with the highest overall weighted mean of 3.42. To ensure safety of these laboratory facilities, they should be *continuously maintained in good condition*. EAC's laboratory facilities as shown in Table 83 on page 219 conform *with at least minimum requirements of CHED for each laboratory course*. However, the weakest indicator *has sufficient AV equipment inside the laboratories* with overall mean of 2.75 is validated by the weakness of limited built-in multimedia in the classroom. As interviewee I narrates, EAC's AV equipments are shared with other departments.

As observed from the data, this area obtained a grand mean gap of 0.77 implying that EAC needs to improve this component.



**Table 83: Weighted Mean on Domain 1 Instruction
Area 7 Laboratory Facilities of EAC**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=4)		(N=4)		(N=8)		(N=16)				
Area 7: Laboratory Facilities	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conform with at least minimum requirements of CHED for each laboratory course	3.25	P	3.25	P	3.50	P	3.33	P	3.5	4	0.67
2. Are adequate and conducive for effective teaching and learning	3.50	P	3.00	P	3.50	P	3.33	P	3.5	4	0.67
3. Are periodically checked to ensure safety of the users	3.50	P	3.25	P	3.50	P	3.42	P	1	4	0.58
4. Assures of first-aid facilities for immediate use	3.50	P	3.00	P	3.25	P	3.25	P	7	4	0.75
5. Are continuously maintained in good condition	3.50	P	3.25	P	3.38	P	3.38	P	2	4	0.63
6. Are continuously improved and expanded to acquire up-to-date equipment, apparatus, material, and supply	3.25	P	3.25	P	3.38	P	3.29	P	5.5	4	0.71
7. Are provided with laboratory assistants or technicians (Science laboratories)	3.25	P	3.00	P	3.38	P	3.21	P	8	4	0.79
8. Have sufficient AV equipment inside the laboratories	2.75	P	2.50	FP	3.00	P	2.75	P	10	4	1.25
9. Have adequate facilities for student teaching	2.75	P	3.00	P	3.25	P	3.00	P	9	4	1.00
10. Have adequate facilities for experimentation and innovations	3.50	P	3.00	P	3.38	P	3.29	P	5.5	4	0.71
Grand Mean	3.28	P	3.05	P	3.35	P	3.23	P		4	0.77

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

The top three best indicators ranked by the respondents in Table 84 on page 218, are *administered and supervised by licensed, full time Librarian with MS Library Science Degree* with overall mean of 3.50, *has a published Library Manual* with 3.46 overall weighted mean, and *has adequate support staff and student assistants* with overall weighted mean of 3.33. Enem (n.d.) believes that library personnel and staff are indispensable figures in the organization of any learning resource center or library;



therefore, they should be trained in organizing and managing the total operations and services of the library. They should provide assistance to library users who come to the library for instruction, research, and leisure reading. The lowest ranked indicator highlighted from the data is indicator 8 or *has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program.*

As explained by interviewee I, the number of textbooks in EAC library considers the ratio with the number of students.

This weakness could be related with the comments made by Evans (cited in Enem n.d.) unpublished doctoral dissertation entitled, *Towards a proposed collaboration system of selected learning resource centers in the education and training units of the AFP-DND* that collection development is influenced in a number of ways by factors both within and outside the library. Among these factors are the library's structure and organization, the production and distribution of the information materials, and the presence of other libraries in the area. Irrespective of such factors, EAC should augment the professional titles per course to effectively improve its library services. As Cacho (n.d.) says, libraries in SUCs in Region VI have different modes of collection development, maintenance, and promotion as best practices. EAC could explore these possibilities to make its library collection as indispensable asset. The researcher opines that EAC should understand the needs of the library users for the evaluation of library services, collections, and programs to determine what changes are needed to provide the best quality services and collections EAC library can offer to the students.



**Table 84: Weighted Mean on Domain 1 Instruction
Area 8 Library Facilities and Collections of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 8: Library Facilities and Collections	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree	3.75	VMP	3.25	P	3.50	P	3.50	P	1	4	0.50
2. Has a published Library Manual	3.50	P	3.25	P	3.63	VMP	3.46	P	2	4	0.54
3. Has adequate support staff and student assistants	3.25	P	3.25	P	3.50	P	3.33	P	3	4	0.67
4. Supports the VMGO of the institution and school program respectively	3.25	P	3.00	P	3.50	P	3.25	P	5.5	4	0.75
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	3.25	P	3.00	P	3.00	P	3.08	P	10.5	4	0.92
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment	3.25	P	3.00	P	3.25	P	3.17	P	8	4	0.83
7. Provides sufficient research books and materials to supplement client's curricular needs	3.25	P	2.75	P	3.25	P	3.08	P	10.5	4	0.92
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	3.00	P	2.75	P	3.00	P	2.92	P	14	4	1.08
9. Has library materials/resources which conform with the standards set for a particular academic program	3.00	P	2.75	P	3.13	P	2.96	P	13	4	1.04
10. Has at least one (1) international journal in each particular academic program	3.25	P	3.00	P	3.13	P	3.13	P	9	4	0.88
11. Is automated with Internet connectivity	3.50	P	3.00	P	3.25	P	3.25	P	5.5	4	0.75
12. Is a member of E-library	3.50	P	3.00	P	3.25	P	3.25	P	5.7	4	0.75
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other books/journals	3.25	P	3.00	P	3.00	P	3.08	P	10.5	4	0.92
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources	3.50	P	3.25	P	3.13	P	3.29	P	4	4	0.71
Grand Mean	3.32	P	3.02	P	3.25	P	3.20	P		4	0.80

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

Table 85 displays the ICT data of EAC which provide an overall impression that all listed indicators are “Practised” but with TQA grand gap of 0.82. For ICT to withstand usage, *preventive maintenance* has to be provided and this is significantly observed in EAC. Licensed software and product are expensive therefore; ICT personnel must have the



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technical skill and capacity for in-house development which respondents believed “Practised” in the College of Education. *Availability of Internet to all staff of the different offices of the school/department* is a common problem in ICT and rated the lowest among the indicators. This weakness is verified by the statement of interviewee I telling that

“There are only identified places where internet service is accessible.”

ICT has become an essential part of learning and development in education; thus, today it is no longer an option to learn the basic skills of ICT but a prerequisite for academic qualifications as pointed out by Auerswald & Magambo (n.d.). Consequently, *ICT training program for students and faculty* of EAC, which ranked 12th on the list, needs to be improved. Providing some insights into the issue of teacher preparedness to use ICTs for learning and teaching, Swarts (cited by Hooker 2008) notes the need for teachers to be adequately and appropriately trained through pre-service and in-service teacher education program. Swarts (2008) considers that access to ongoing and appropriate ICT professional development is a prerequisite for all teachers, if they are to improve their confidence and competence in using ICT to meet the needs of all their students.

Granger, Morbey, Owston, & Wideman (2002) explain that the relationship between teachers’ ICT skills and successful implementation is complex. The results of their study of schools suggest that there are a range of contributing issues including teacher attitudes, philosophies, communication, and access to skills training, in addition to having the necessary equipment, support, and education. The above findings correlate with the study of Goktas, Yildirim, & Yidirim (2009) who investigate the main barriers and possible



enablers for integrating information and communication technologies (ICTs) in Turkey's pre-service teacher education programs. The findings indicate that the majority of the stakeholders believe that lack of in-service training, lack of appropriate software and materials, and lack of hardware are the main barriers for integrating ICTs in pre-service teacher education programs.

With the aforementioned studies, EAC needs to have a technology plan to enhance successful ICT integration in the College of Education paying close attention to SWOT analysis of student and faculty needs for capacity building.

**Table 85: Weighted Mean on Domain 1 Instruction
Area 9 Information and Communications Technology (ICT) of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
Area 9: Information and Communications Technology (ICT)											
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3.00	P	3.25	P	3.38	P	3.21	P	4.5	4	0.79
2. Is Internet accessible for all staff of the University, college and/or school	3.00	P	3.25	P	3.13	P	3.13	P	10.5	4	0.88
3. Is used as instructional support	3.00	P	3.50	P	3.00	P	3.17	P	8.5	4	0.83
4. Is used to provide web-based information for all stakeholders	3.00	P	3.25	P	3.13	P	3.13	P	10.5	4	0.88
5. Includes training program for students and faculty	3.00	P	2.75	P	3.00	P	2.92	P	12	4	1.08
6. Has a good ratio of students to terminals and other equipment	3.00	P	3.50	P	3.13	P	3.21	P	4.5	4	0.79
7. Has good location for ICT resources	3.00	P	3.50	P	3.00	P	3.17	P	8.5	4	0.83
8. Has annual allocation of resources for purchasing latest hardware	3.00	P	3.50	P	3.13	P	3.21	P	4.5	4	0.79
9. Has licensed software application and licensed anti-virus	3.00	P	3.50	P	3.13	P	3.21	P	4.5	4	0.79
10. Has preventive maintenance	3.25	P	3.50	P	3.13	P	3.29	P	1.5	4	0.71
11. Has in-house development of software applications/programs	3.25	P	3.50	P	3.13	P	3.29	P	1.5	4	0.71
12. Has Wi-Fi hot spots	3.25	P	3.50	P	3.00	P	3.25	P	3	4	0.75
Grand Mean	3.06	P	3.38	P	3.10	P	3.18	P		4	0.82

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)



Noted in Table 86 is the fact that EAC has *consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three years* perceived to be “Very Much Practised” compared with perceived “Practised” of 100% LET passers for the last three (3) years. According to interviewee H, EAC’s LET results have been over and above the required national passing percentage for first takers. EAC’s success in LET are also attributed in the 4th year review of the students and the pre-LET review before graduation.

This strength is similar to Cacho’s (n.d.) claims that students of the State Universities and Colleges in Region VI have potential records of having a passing percentage higher than the national passing percentage. Evident also are the high employment rates and record of excellent outputs or performance in both academic and extra-curricular activities of the SUCs students. Though the senior college respondents of the present study rated both indicators the highest, this area warrants some improvement because of grand TQA gap of 0.62 between the grand mean of 3.38 and the perfect rating of 4.00.

**Table 86: Weighted Mean on Domain 1 Instruction
Area 10 Licensure Examinations for Teachers (LET) Performance of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Student (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 10: Licensure Examinations for Teachers (LET) Performance	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Ga[
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three years	3.50	P	3.50	P	3.63	VMP	3.54	VMP	1	4	0.46
2. Has 100% LET passers for the last three (3) years	3.50	P	3.25	P	3.38	P	3.38	P	2	4	0.63
Grand Mean	3.50	P	3.25	P	3.38	P	3.38	P		4	0.62

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)



Table 87 exhibits the Weighted Mean on Domain 1 Instruction Area 11 Profile of Graduates/Trace Program of EAC. Among the quality indicators, *has an updated profile of graduates for the last five (5) years* implies that EAC's Registrar has a good recording system. However, it would be best if EAC can *update record of alumni awardees* which is considered effective marketing strategies to attract more student-enrolees.

Table 87: Weighted Mean on Domain 1 Instruction Area 11 Profile of Graduates/Trace Program of EAC

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 11: Profile of Graduates/TraceProgram	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has an updated profile of graduates for the last five (5) years	3.25	P	2.75	P	3.25	P	3.08	P	1	4	0.92
2. Has a good databank of the employment status of their graduates	3.00	P	3.25	P	2.50	P	2.92	P	3	4	1.08
3. Has a comprehensive records of alumni awardees for the last five (5) years	3.13	P	3.13	P	2.88	P	3.04	P	2	4	0.96
Grand Mean	3.13	P	3.04	P	2.88	P	3.01	P		4	0.99

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

Table 88 on student services on page 227, indicates that the three top most indicators are *provision for adequately-equipped infirmary and a school clinic to meet the constituents' needs* with overall weighted mean of 3.46, while *adoption of security measures for all school personnel, students, and stakeholders*, and *evaluation and refinement of school security measures* both obtained an overall weighted mean of 3.38. Effective teaching and learning can only take place in a safe, secure and supportive school environment in which students and staff members work collaboratively for the well-being of



all members of the school community. The efforts of administrators, faculty, school safety agents, and all other school staff in implementing safety and security procedures are integral to establishing and maintaining a safe and orderly school environment which is observed by EAC.

Security is often equated with equipment such as metal detectors, surveillance cameras, police and security officers, and other physical, tangible measures which EAC and other TEIs have. Nevertheless, when security equipment is used in schools, it must be viewed as a supplement to, but not a substitute for a more comprehensive school safety program. A brief sample of basic school security measures includes cost-free and lower cost measures such as, but not limited to, reducing the number of open doors, having functional communications systems, keeping trees and shrubs trimmed to promote natural visibility, and establishing procedures for accurately and timely reporting of school crimes. If these are observed, safety and security measures would be strengthened further. On the other hand *provision for specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential and provision for an employment program designed to assist students secure valuable work experience in their area of specialization*, are top most weaknesses tied at 43.5 ranking with 2.92 overall weighted mean, while *financial assistance program supported by the community resources in addition to definite allocation in the school budget and dissemination of information about the Assistance Program to the community and feeder schools*, tied at 40.5 ranking with overall weighted mean of 2.96.



As summarized by interviewee I:

“Our school has no outside financial assistance program. There is limited information about the assistanceship program to the community. In order to assist students secure valuable work experience, there must be a strong program partnership with the industries.”

**Table 88: Weighted Mean on Domain 1 Instruction
Area 12 Student Support and Services of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
Area 12: Student Support and Services	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential	2.75	P	3.00	P	3.00	P	2.92	P	43.5	4	1.08
2. Have support programs for the advancement of intellectually-able students	3.00	P	3.25	P	3.13	P	3.13	P	20.5	4	0.88
3. Have scholarships and study grants on merit to support the most able students	3.25	P	2.75	P	3.13	P	3.04	P	28.5	4	0.96
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3.00	P	3.25	P	3.38	P	3.21	P	8.5	4	0.79
5. Have co-curricular activities which serve as models for other TEIs	3.00	P	3.00	P	3.13	P	3.04	P	28.5	4	0.96
6. Have a model physical environment for Teacher Education Institution	3.25	P	3.00	P	3.13	P	3.13	P	20.5	4	0.88
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3.25	P	2.75	P	3.13	P	3.04	P	28.5	4	0.96
8. Publish regularly up-to-date, impartial, and objective information on the following in the school's fulfillment of public accountability : 8.1 student progression and success rates	3.00	P	3.00	P	3.25	P	3.08	P	25.5	4	0.92
8.2 student's satisfaction with their programs	3.25	P	2.75	P	3.13	P	3.04	P	28.5	4	0.96
8.3 profile of student population	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
8.4 distribution of students per program	3.25	P	3.00	P	3.25	P	3.17	P	18.5	4	0.83
8.5 retention and dropout rate	3.25	P	2.75	P	3.00	P	3.00	P	37.5	4	1.00
8.6 effectiveness of faculty members	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
8.7 awards received	3.25	P	3.00	P	3.50	P	3.25	P	5.5	4	0.75
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
10. Adopt security measures for all school personnel, students, and stakeholders	3.50	P	3.00	P	3.63	VMP	3.38	P	2.5	4	0.63



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Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	3.25	P	3.25	P	3.13	P	3.21	P	8.5	4	0.79
12. Have basic security equipment and/or personnel in line with the institution's/school's safety program	3.25	P	3.00	P	3.00	P	3.08	P	25.5	4	0.92
13. Update and exercise school emergency preparedness plans	3.25	P	3.50	P	3.13	P	3.29	P	4	4	0.71
14. Have regular meeting between School Officials and their public safety officials to discuss safety, security, and emergency planning strategies	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
15. Evaluate and refine school security measures	3.25	P	3.50	P	3.38	P	3.38	P	2.5	4	0.63
16. Have an adequate food service areas for the institution/school population	3.25	P	3.50	P	3.00	P	3.25	P	5.5	4	0.75
17. Have food service areas conveniently located, well-equipped, and kept sanitary	3.25	P	2.75	P	3.00	P	3.00	P	37.5	4	1.00
18. Have periodic health examination of food servers and periodic inspection of food being served	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
19. Provide adequately-equipped infirmary and a school clinic to meet the constituents' needs	3.50	P	3.25	P	3.63	VMP	3.46	P	1	4	0.54
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school	3.50	P	3.25	P	3.00	P	3.25	P	5.5	4	0.75
21. Have athletic facilities with safety features for all areas of sports activities	3.25	P	3.00	P	3.13	P	3.13	P	20.5	4	0.88
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor	3.25	P	3.00	P	2.88	P	3.04	P	28.5	4	0.96
23. Publish regularly at least one issue per semester	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
24. Evaluate regularly the performance of the Publication Unit	3.25	P	2.75	P	3.25	P	3.08	P	25.5	4	0.92
25. Provide foreign student's assistance	3.25	P	3.00	P	3.25	P	3.17	P	18.5	4	0.83
26. Have a systematic financial assistance program offered to deserving and needystudents	3.25	P	3.00	P	2.88	P	3.04	P	28.5	4	0.96
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3.25	P	2.75	P	2.88	P	2.96	P	40.5	4	1.04
28. Disseminate information about the Assistance Program to the community and feeder schools	3.25	P	2.75	P	2.88	P	2.96	P	40.5	4	1.04
29. Have a formally organized Alumni Association that participates in the general school program through the following:	3.25	P	2.75	P	3.00	P	3.00	P	37.5	4	1.00
29.1 job placement											
29.2 spiritual assistance and religious activities	3.00	P	3.25	P	2.88	P	3.04	P	28.5	4	0.96
29.3 follow-up services	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
29.4 guidance (professional and personality adjustments)	3.00	P	3.25	P	3.13	P	3.13	P	20.5	4	0.88
29.5 policy formulation and program development	3.25	P	3.00	P	3.38	P	3.21	P	8.5	4	0.79
29.6 evaluation	2.75	P	3.00	P	3.38	P	3.04	P	28.5	4	0.96



Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)		Faculty/ Admin (N=8)		Overall (N=16)				
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By-laws	3.25	P	2.75	P	3.13	P	3.04	P	28.5	4	0.96
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3.25	P	2.75	P	3.00	P	3.00	P	37.5	4	1.00
32. Include specific training in various job-seeking techniques, including self- placement	3.25	P	3.00	P	3.13	P	3.13	P	20.5	4	0.88
33. Provide an employment program designed to assist students secure valuable work experience in their area of specialization	3.00	P	3.00	P	2.75	P	2.92	P	43.5	4	1.08
Grand Mean	3.20	P	3.01	P	3.17	P	3.13	P		4	0.87

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)

Table 89 focuses on Weighted Mean on Domain 2 Research and Publications of EAC. The data reveal that the following highest rated indicators are “Practised” in EAC: *publication of research outputs in national refereed journal obtained, research agenda in consonance with institutional, regional, and national priorities, and Research Office managed by competent personnel* with 3.38, 3.29, and 3.25 overall weighted means.

Talens (2009) opines that faculty members of the HEIs should establish a good track record based on previous researches conducted and published in national and international journals. This is confirmed by Arcilla (2002) that excellent outcomes in faculty researches are seen in scope and impact of scholarly publications in refereed national and international journals. Further, Colasito (2001) explains that HEIs show proof of publication in national and international journals in the specified discipline which according to Magno (2002) is an external prestige for the institution. As disclosed in the interview, EAC’s research outputs



are published in *EAC Research Bulletin* twice a year. As an incentive for research publication, interviewee H explained that:

“Research incentives are given to faculty members in the form of unit equivalent, 3 units x rate per hour.”

On the other hand, four of the listed quality indicators tied at 16.5 slots with 2.96 overall weighted means. These are *availability of E-journal, allocation of funds for the conduct of faculty and student research activities, international funding support, generation of income from patents, licenses, and copyrights, and other research outputs.*

As explained by interviewee I:

“We don’t have international funding support but we do have E-journal. Unfortunately, few students access it.”

Lastly, as evident in Table 89 there is a good overall impression since all nine (9) indicators are “Practised.” The grand mean obtained is 3.24 with grand TQA gap of 0.76 which implies that this area has to be enhanced.

**Table 89: Weighted Mean on Domain 2
Research and Publications of EAC**

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)			Faculty/ Admin (N=8)	Overall (N=16)				
Domain 2 Research and Publications	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has Research Office managed by competent personnel	3.00	P	3.25	P	3.50	P	3.25	P	3	4	0.75
2. Has research agenda in consonance with institutional, regional, and national priorities	3.00	P	3.50	P	3.38	P	3.29	P	2	4	0.71



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Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)			Faculty/ Admin (N=8)	Overall (N=16)				
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	3.25	P	3.00	P	3.38	P	3.21	P	4.5	4	0.79
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources	3.25	P	3.00	P	3.13	P	3.13	P	7.5	4	0.88
5. Generates income from patents, licenses, and copyrights, and other research outputs	3.00	P	2.75	P	3.13	P	2.96	P	16.5	4	1.04
6. Has the following funding support and assistance from:	3.00	P	2.75	P	3.38	P	3.04	P	13.5	4	0.96
6.1local											
6.2 national	2.75	P	3.25	P	3.25	P	3.08	P	12	4	0.92
6.3 international	2.75	P	3.00	P	3.13	P	2.96	P	16.5	4	1.04
7. Allocates funds for the conduct of faculty and student research activities	3.00	P	2.75	P	3.13	P	2.96	P	16.5	4	1.04
8. Ensures that completed and on-going research studies are periodically monitored and evaluated	2.75	P	3.50	P	3.25	P	3.17	P	6	4	0.83
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally-established format	3.25	P	3.25	P	3.13	P	3.21	P	4.5	4	0.79
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community	3.00	P	3.00	P	3.38	P	3.13	P	7.5	4	0.88
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	3.25	P	3.00	P	3.13	P	3.13	P	7.5	4	0.88
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media	3.25	P	2.75	P	3.13	P	3.04	P	13.5	4	0.96
13. Publishes research outputs in any of the following refereed journals:	3.00	P	3.00	P	3.13	P	3.04	P	13.5	4	0.96
13.1 international and national											
13.2 international	3.25	P	2.75	P	3.38	P	3.13	P	7.5	4	0.88
13.3 national	3.25	P	3.50	P	3.38	P	3.38	P	1	4	0.63
14. Has E-journal available	3.25	P	2.75	P	2.88	P	2.96	P	16.5	4	1.04
15. Has regular publication of research journal	3.25	P	3.00	P	3.13	P	3.13	P	7.5	4	0.88
Grand Mean	3.08	P	3.04	P	3.22	P	3.11	P		4	0.89

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)



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Among the indicators for enhancement in Table 90, although got the highest rating from the respondents, are *has a distinct office or unit that oversees the implementation of the extension program* with 3.38 overall weighted mean, *serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs* with 3.33 overall weighted mean, while *encourages participation of the various stakeholders in extension program, is monitored and documented and has evaluated the expected outcomes of the community extension programs*, all three indicators with 3.29 overall weighted mean.

These best practices are confirmed by interviewee H narrating that:

“We have adopted barangay in Pasay under MOA for 3 years. Ours is ‘Magbasa Kita Program’, done every Saturday. This community extension is school-funded. The reading level of the pupils is assessed at the end of the semester. The results indicate the effectiveness of the community extension. We also have culminating activity attended by school personnel and the people in the barangay organized by the Community Outreach Coordinator of EAC.”

The author of the present study expresses that strength of EAC where community engagement serves as an avenue for *teachers to hone their skills as teacher aides in the community* makes students work on real problem-solving circumstances thereby making academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development. The author’s view of the present study is strengthened by Narrsavage & Lindell’s (2001) citation of *The research agenda for combining service and learning in the 1990s* that education must be



linked to social responsibility and that the most effective learning is active and connected to experience in some way. As a result, service, combined with learning, adds value to each and transforms both.

Clearly indicated in the table is the *integration of extension program with research* with the lowest overall weighted mean of 3.00 which is affirmed by interviewee I. The author of the present study opines that it is much better if the outcome of the evaluation is integrated with research to know if the positive impact of community engagement of EAC does on students, families, and communities it serves. Documenting the effects of these efforts and publishing the result will be helpful in the decision making.

Table 90: Weighted Mean on Domain 3 Extension and Community Involvement of EAC

Indicators	Respondents								TQA		
	Seniors (N=4)		Grad Students (N=4)			Faculty/ Admin (N=8)		Overall (N=16)			
Domain 3 Extension and Community Involvement	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3.50	P	3.25	P	3.25	P	3.33	P	2	4	0.67
2. Has a system to make the conduct of extension projects sustainable and continuing	3.25	P	3.00	P	3.38	P	3.21	P	7	4	0.79
3. Has a distinct office or unit that oversees the implementation of the extension program	3.50	P	3.25	P	3.38	P	3.38	P	1	4	0.63
4. Encourages participation of the various stakeholders in extension program	3.25	P	3.25	P	3.38	P	3.29	P	3.5	4	0.71
5. Has adequate funding	3.00	P	3.25	P	3.13	P	3.13	P	8	4	0.88
6. Has a sufficient number of beneficiaries served	3.50	P	3.25	P	3.00	P	3.25	P	6	4	0.75
7. Is monitored and documented	3.25	P	3.25	P	3.38	P	3.29	P	3.5	4	0.71
8. Has evaluated the expected outcomes of the community extension programs	3.25	P	3.25	P	3.38	P	3.29	P	3.5	4	0.71
9. Integrates extension program with research	3.25	P	2.75	P	3.00	P	3.00	P	9	4	1.00
Grand Mean	3.31	P	3.17	P	3.25	P	3.24	P		4	0.76

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Emilio Aguinaldo College (EAC)



The area of purposes and objectives is the most fundamental of all the eight areas to be surveyed as stated in PAASCU 1996 Revised Survey Form Section I. As explained, while one accredited school may be better than another, both schools are granted accreditation because their actual educational practices are in basic agreement with their professed purposes and objectives. As presented in Table 91, the following specific goals of the AdU School of Education are attained and “Practised” - *be reflective practitioners and provide comprehensive knowledge of the subject matter they will teach* both with overall weighted mean of 3.50 and *VMGO is clearly stated and understood by all stakeholders and creates life-long learners*, both with 3.47 overall mean.

It is a cliché in education that you can’t give what you don’t have. The analogy of the expression is particularly related with the faculty members’ knowledge of the subject matter. Teaching principle dictates that faculty members must understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the general education, professional education, and specialization and content courses. Such in-depth knowledge of the subject matter they plan to teach will better prepare pre and in-service education students. It is just fitting that AdU education students recognize a commitment to ongoing professional learning as integral to effective practice and to student learning. Professional practice and self-directed learning on the other hand must be informed by experience, research, collaboration, and knowledge. Silabong, Srisa-ard, & Sirisuthi (2009) assert that one of the important factors of internal education quality assurance is the characteristics of graduates. It is in congruence with the concept of Phromchui (2001) that education quality assurance is an operation of activities which are



geared towards students to have desirable characteristics which meet the established education standards in order for the people to have confidence in sending their children study at educational institution with quality standards needed.

The characteristics of graduates are molded and imbedded in the VMGO. The product outcome is the final criteria in which AdU and other TEIs will be judged and therefore, create reputation for the school and beneficial things for the society. Such reputation is a collaborative effort of all stakeholders. If AdU capitalizes on the *involvement of representatives of other stakeholders in the review and revision of the VMGO and have the VMGO available in catalogues and other publications*, this will lead to better *acceptance of parents and teachers*.

There might be limited involvement of stakeholders in the review and revision of the VMGO, nonetheless; AdU assures that the VMGO is available in print and digital form, opined by interviewee J.

**Table 91: Weighted Mean on Domain 1 Instruction
Area 1 Vision, Mission, Goal, and Objectives of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 1 : Vision, Mission, Goal and Objectives (VMGO)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Are clearly stated and understood by all stakeholders	3.42	P	3.40	P	3.60	VMP	3.47	P	3.5	4	0.53
2. Include the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills	3.25	P	3.20	P	3.40	P	3.28	P	9	4	0.72
3. Strengthen technical skills in Undergraduate Teacher Education	3.00	P	3.00	P	3.20	P	3.07	P	22	4	0.93
4. Provide comprehensive knowledge of the subject matter they will teach	3.50	P	3.40	P	3.60	VMP	3.50	P	1.5	4	0.50



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Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=12)		(N=5)		(N=5)		(N=22)				
5. Demonstrate and practice professional and ethical requirements of the teaching profession	3.33	P	3.40	P	3.20	P	3.31	P	6.5	4	0.69
6. Facilitate learning of diverse types of learners in different learning environment	3.25	P	3.20	P	3.20	P	3.22	P	15.5	4	0.78
7. Be reflective practitioners	3.50	P	3.40	P	3.60	VMP	3.50	P	1.5	4	0.50
8. Be creative and innovative in teaching approaches	3.33	P	3.20	P	3.40	P	3.31	P	6.5	4	0.69
9. Be equipped with research and extension capabilities	3.33	P	3.00	P	3.20	P	3.18	P	17	4	0.82
10. Be life-long learners	3.42	P	3.40	P	3.60	VMP	3.47	P	3.5	4	0.53
11. Have Filipino ideals and cultural values	3.33	P	3.00	P	3.60	VMP	3.31	P	6.5	4	0.69
12. Be globally competitive	3.17	P	3.00	P	3.60	VMP	3.26	P	10.5	4	0.74
13. Are accepted by: 13.1 administrators	3.17	P	3.00	P	3.60	VMP	3.26	P	10.5	4	0.74
13.2 parent-teacher member	3.00	P	3.00	P	3.40	P	3.13	P	19.5	4	0.87
13.3 faculty	3.42	P	3.00	P	3.60	VMP	3.34	P	5	4	0.66
13.4 staff	3.25	P	3.00	P	3.40	P	3.22	P	15.5	4	0.78
13.5 students	3.17	P	3.00	P	3.60	VMP	3.26	P	10.5	4	0.74
14. Are reviewed and/or revised by: 14.1 administrators	3.08	P	3.00	P	3.40	P	3.16	P	18	4	0.84
14.2 faculty	3.17	P	3.20	P	3.40	P	3.26	P	10.5	4	0.74
14.3 students	3.08	P	3.20	P	3.40	P	3.23	P	14	4	0.77
14. 4 representatives of other stakeholders	3.00	P	3.00	P	3.40	P	3.13	P	19.5	4	0.87
15. Are available in catalogue and other publications	3.00	P	3.00	P	3.40	P	3.13	P	19.5	4	0.87
Grand Mean	3.23	P	3.14	P	3.45	P	3.27	P		4	0.73

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Santos (2006) concludes that accreditation as practised by AACUP, no doubt, is an indispensable vehicle of ensuring the quality of programs of State Universities and Colleges (SUCs). This view of Santos (2006) validates the strength of AdU College of Education Head's initiative in *working on accreditation and quality assurance of programs* supported by "Very Much Practised" rate particularly by the faculty and administrators but got an overall impression of "Practised" attributed mainly to 3.40 overall weighted mean of the college senior respondents.



Table 92 on page 238 also reveals the second highest rated indicator namely *program offerings, projects, and activities are supported by appropriate feasibility studies* receiving “Very Much Practised” impression from graduate students and faculty and administrators but obtained an overall weighted mean of 3.48 primarily from the lowest overall weighted mean of 3.25 result of the college seniors. Further disclosed is *periodic evaluation and feedback on faculty performance* with obtained overall weighted mean of 3.38 is approved by interviewee J. The periodic evaluation and feedback is amplified by the comments of Taylor & Tyler (2012) when the authors express that well-designed evaluation might fill that knowledge gap in several ways. First, teachers could gain information through the formal scoring and feedback routines of an evaluation program. Second, evaluation could encourage teachers to be generally more self-reflective, regardless of the evaluative criteria. Third, the evaluation process could create more opportunities for conversations with other teachers and administrators about effective practices. In congruence with the result of the present study, the National Center for Education and Regional Assistance through the Race to the Top and Teacher Incentive Fund grant programs, as well as its proposal for the reauthorization of the Elementary and Secondary Education Act, emphasize the policy of evaluating educator effectiveness and providing educators useful and timely feedback needed to improve practice and, ultimately, student achievement.

The aforecited studies and comments could assist AdU improve this component and have them included in the strategic plan of the institution and/or of the college head to ensure that *collaborative efforts of all stakeholders to maintain academic reputation and recognition of the school*, is addressed.



Table 92: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Planning, Monitoring & Implementation of AdU

Indicators	Respondents								TQA		
	Seniors (N= 12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 2: Administration 2.1 Planning, Monitoring, and Implementation	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3.17	P	3.00	P	3.20	P	3.12	P	13.5	4	0.88
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution	3.25	P	3.20	P	3.60	VMP	3.35	P	4	4	0.65
3. Has long term plans which at least cover term of Office	3.17	P	3.00	P	3.60	VMP	3.26	P	7	4	0.74
4. Works on the accreditation and quality assurance of programs	3.50	P	3.40	P	3.60	VMP	3.50	P	1	4	0.50
5. Ensures program offerings, projects, and activities are supported by appropriate feasibility studies	3.25	P	3.60	VMP	3.60	VMP	3.48	P	2	4	0.52
6. Has mechanisms for the approval and periodic review of the school's programs and awards	3.25	P	3.00	P	3.40	P	3.22	P	9.5	4	0.78
7. Provides progress report of program monitoring and implementation	3.25	P	3.00	P	3.40	P	3.22	P	9.5	4	0.78
8. Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3.17	P	3.00	P	3.20	P	3.12	P	13.5	4	0.88
9. Conducts formal/informal dialogues between students and faculty	3.25	P	3.00	P	3.40	P	3.22	P	9.5	4	0.78
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year	3.00	P	3.40	P	3.60	VMP	3.33	P	5	4	0.67
11. Conducts supervisory visits to the classes	3.08	P	3.00	P	3.40	P	3.16	P	12	4	0.84
12. Conducts periodic evaluation and provides feedback on faculty performance	3.33	P	3.20	P	3.60	VMP	3.38	P	3	4	0.62
13. Conducts student consultation and advising	3.17	P	3.40	P	3.40	P	3.32	P	6	4	0.68
14. Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections	3.08	P	3.20	P	3.40	P	3.23	P	8	4	0.77
15. Oversees the strategic management of the school's area, buildings, and facilities	3.17	P	3.00	P	3.20	P	3.12	P	13.5	4	0.88
Grand Mean	3.21	P	3.16	P	3.44	P	3.27			4	0.73

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)



Unanimously agreed by the three groups of respondents to be “Very Much Practised” in AdU is *provision for a social security program which includes retirement plans*. It is assumed that this highest rated indicator is more on financial consideration to be received by the teaching staff which to some extent, may *involve provision for retirement education program including temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer of the retirees* as this indicator ranked last among the list of “Practised” quality indicators listed in Table 93 on page 240.

The experience of Adama University in professional development programs is a foreseeable strategy to survive in the current changing demands and accountability. Because professional development is a vital element to the survival and growth of HEIs, institutions must carefully plan and implement professional development programs to muddle through these different pressures. To have a careful plan of the professional development, *regular in-house seminars must be based on needs analysis* which is “Very Much Practised” in AdU.

On the other hand, the findings of Seyoum (2012) uncover the fact that though continuous professional development has been perceived as the most useful avenue of teachers’ continuous and lifelong learning, for the most part, it is relegated to adhoc committees or interested group or institutional units in the system of university education/training. Associated with this is the finding of the present study for the adhoc committees for education/training to consider the *selection and attendance of faculty to capacity-enhancing seminars/conference and/or training and programs be based on set*



standards so that all teaching personnel are given equal opportunity for professional growth.

This view of Seyoum is exemplified in AdU when 3rd and 4th year students are invited during their faculty development activity. This practice results in the collaborative learning of mentors and mentees as expressed by interviewee J.

In addition to these pronouncements, Garret et al. (2001) articulate that a professional development activity is more likely to be effective in improving teachers' knowledge and skills if it forms a coherent part of a wider set of opportunities for teacher learning and development. In their assessment, the coherence of a teacher's professional development can be determined in three ways: the extent to which it builds on what teachers have already learned; emphasizes content and pedagogy aligned with national, state, and local standards, frameworks, and assessments; and supports teachers in developing sustained, ongoing professional communication with other teachers who are trying to change their teaching in similar ways. The implication of these findings is for AdU to improve further its identified strong areas and review its practices to make all indicators as best practices of staff development and promotion.

To recognize exemplary faculty members, AdU gives "Outstanding Teacher Award" during institutional and "Gawad Yeso at Pisara" during the departmental recognitions.

**Table 93: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Staff Development, Promotion, &
Retirement Plan of AdU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=12)		(N=5)		(N=5)		(N=22)				
2.2 Staff Development, Promotion, and Retirement Plan	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has career path for teaching staff	3.42	P	3.40	P	3.60	VMP	3.47	P	5.5	4	0.53



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Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
with equivalency for diverse jobs											
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	3.25	P	3.20	P	3.40	P	3.28	P	11	4	0.72
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs	3.50	P	3.40	P	3.60	VMP	3.50	P	3.5	4	0.50
4. Follows the training standards for in-service training (INSET)	3.17	P	3.20	P	3.20	P	3.19	P	12.5	4	0.81
5. Has adequate and well-utilized budget	3.33	P	3.40	P	3.60	VMP	3.44	P	7	4	0.56
6. Cultivates a climate of professional sharing	2.75	P	2.80	P	2.80	P	2.78	P	17	4	1.22
7. Seeks national and international scholarships, fellowships, and training grants	3.08	P	3.20	P	3.60	VMP	3.29	P	10	4	0.71
8. Provides regular in-house seminars based on needs analysis	3.75	VMP	3.60	VMP	3.60	VMP	3.65	VMP	2	4	0.35
9. Conducts performance review at least once a year	2.92	P	3.00	P	3.20	P	3.04	P	16	4	0.96
10. Provides recognition/ awards and incentives for faculty members who have shown outstanding performance	3.17	P	3.00	P	3.20	P	3.12	P	14.5	4	0.88
11. Supports individual initiatives	3.42	P	3.40	P	3.40	P	3.41	P	8	4	0.59
12. Provides financial and promotional advancements	3.17	P	3.20	P	3.20	P	3.19	P	12.5	4	0.81
13. Provides a social security program which includes:											
13. 1 retirement plans	3.67	VMP	3.60	VMP	4.00	VMP	3.76	VMP	1	4	0.24
13. 2 separation pay	3.42	P	3.40	P	3.60	VMP	3.47	P	5.5	4	0.53
13. 3 special awards	3.50	P	3.40	P	3.60	VMP	3.50	P	3.5	4	0.50
14. Includes granting of fringe benefits such as sick leave and health benefits	3.00	P	3.40	P	3.60	VMP	3.33	P	9	4	0.67
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer	3.17	P	3.20	P	3.00	P	3.12	P	14.5	4	0.88
Grand Mean	3.27	P	3.28	P	3.44	P	3.33	P		4	0.67

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Table 94 on page 243 displays the weighted mean on Domain 1 Instruction Area 2 Administration: Networking and Linkages of AdU. The table presents that *membership in professional organizations* is the first highest rated indicator with 3.47 overall weighted mean followed by *partnership with across schools/institution* with overall weighted mean of



3.31, and *partnership and consortium among TEIs in terms of facilities and research* both with 3.26 overall weighted mean. These strengths are manifested in AdU's membership in University Belt Consortium which strengthens its curricular and co-curricular activities particularly during Demo Festival.

Gilmore (2002) emphasizes that membership in discipline-based and multi-disciplinary organizations is a responsibility that professionals accept because it is one method of fulfilling their commitment to society. Furthermore, the researcher of the present study believes that membership in a professional associations helps the faculty members in their long-term career development by 1) being updated on professional trends; 2) exchanging information in their field interest through attendance in national, regional, and international conferences; 3) publishing creative and scholarly works; 4) being mentored; and 5) getting scholarships.

On the other hand, aside from inter schools and TEI consortium partnerships "Practised" by AdU, Cacho (n.d.) reiterates in the study that administration of SUCs in Region VI should communicate with other agencies to avail equipment needed for instruction and research. Moreover, the head of office/department should apply cost saving measures for the acquisition of additional facilities by seeking donations from organizations like alumni. In addition, CHED Strategic Plan for 2011-2016 in coordination with the Department of Foreign Affairs strengthens international cooperation by joining international and regional bodies/networks, negotiating and facilitating bilateral/multilateral agreements on academic cooperation and linkages of local HEIs with their counterparts in other countries as well as with international organizations.



AdU needs to involve other stakeholders, capitalize on the consortium's resources and expertise, and explore CHED's international and regional networks, to enhance this quality indicator.

**Table 94: Weighted Mean on Domain 1 Instruction
Area 2 Administration: Networking & Linkages of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
2.3 Networking and Linkages	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has International Teacher Education Institution (TEI) partners	2.83	P	3.00	P	2.80	P	2.88	P	9	4	1.12
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of:											
2.1 facilities	3.17	P	3.20	P	3.40	P	3.26	P	3.5	4	0.74
2.2 research	3.17	P	3.20	P	3.40	P	3.26	P	3.5	4	0.74
2.3 instruction	3.08	P	3.20	P	3.40	P	3.23	P	5	4	0.77
2.4 expertise	2.83	P	3.20	P	3.40	P	3.14	P	8	4	0.86
2.5 funding	3.00	P	3.20	P	3.40	P	3.20	P	7	4	0.80
3. Sustains partnership across schools/institution	3.33	P	3.20	P	3.40	P	3.31	P	2	4	0.69
4. Maximizes its alumni and parents' network to support development	3.25	P	3.00	P	3.40	P	3.22	P	6	4	0.78
5. Encourages membership in professional organizations	3.42	P	3.40	P	3.60	VMP	3.47	P	1	4	0.53
Grand Mean	3.12	P	3.18	P	3.36	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Specifically, Table 95 identified the two top ranked indicators both with obtained overall weighted mean of 3.09: indicator 2.5, *funding linkages with the industry*; and indicator 3 *use brand marketing strategies to impact enrolment and resource generation*. On the other hand, the two least indicators: indicator 1, *optimal, efficient, and effective use of resources to achieve the school's desired outcomes*; and *funding linkages with national government*, may be regarded as AdU's weaknesses.



AdU is a self-sustaining sectarian institution which is contradictory to the first identified weakest indicator discussed in the preceding paragraph

**Table 95: Weighted Mean on Domain 1 Instruction
Area 2 Resource Generation and Utilization of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
2.4 Resource Generation and Utilization	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes	3.17	P	2.80	P	3.00	P	2.99	P	8	4	1.01
2. Has linkages with any of the following funding agencies:	3.00	P	3.00	P	3.20	P	3.07	P	3	4	0.93
2.1 International											
2.2 National Government	3.00	P	2.80	P	3.20	P	3.00	P	7	4	1.00
2.3 Local Government Units (LGUs)	2.92	P	3.00	P	3.20	P	3.04	P	5	4	0.96
2.4 Non Government Organizations (NGOs)	3.08	P	2.80	P	3.20	P	3.03	P	6	4	0.97
2.5 Industry	3.08	P	3.00	P	3.20	P	3.09	P	1.5	4	0.91
3. Uses brand marketing strategies to impact enrolment and resource generation	3.08	P	3.00	P	3.20	P	3.09	P	1.5	4	0.91
4. Has a school-generated fund mechanisms	3.17	P	3.00	P	3.00	P	3.06	P	4	4	0.94
Grand Mean	3.06	P	2.93	P	3.15	P	3.05	P		4	0.95

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

On the extent of Faculty Profile and Professional Competence of AdU, Table 96 indicates a general assessment described as “Practised” evidenced by a grand mean of 3.39 with indicator 1, *possess professional knowledge*, at the top rank followed by indicators 8 and 23, *are licensed professional teachers and possess professional attributes contributing to teaching*. Occupying the three least ranked are indicators 16, 17, and 18, *design coherent learning program, facilitate learning for diverse students, and use varied*



assessment and feedback mechanisms. However, in consideration of TQA scale, a gap of 0.61 exists which implies that there is still a need to further enhance this area.

As stated in the CHED Memorandum, Order No. 40 s. 2008, one of the four objectives of the HEIs included in the Manual of Regulations for Private Higher Education of 2008 is:

To train the nation's human resources in the required skills for national development, and to instill and foster the appropriate and relevant attitudes, skills and knowledge to enable each individual to become a useful, productive, globally competitive, and gainfully employed member of the society (p.13)

This objective is achieved if teachers are effectively and efficiently trained under the New Teacher Education Curriculum (NTEC) and professionally and/or academically qualified. With the data revealed in Table 96, it is presumed that AdU faculty members possess professional knowledge with in-depth content-based knowledge thus, are capable of achieving the HEIs objective. However, AdU should improve on facilitating learning for diverse types of learners because it is the third most important domain in the National Competency-Based Teacher Standards (NCBTS).

Based from the interview gathered, interviewee J negates this. Accordingly, their education students are equipped with competency standards as stipulated in CHED CMO 30 s. 2004. Their teacher education program emphasizes facilitation of learning with respect to individual differences ensuring that their education students are able to design learning activities for diverse type of learners.



**Table 96: Weighted Mean on Domain 1 Instruction
Area 3 Faculty Profile and Professional Competence of AdU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=12)		(N=5)		(N=5)		(N=22)		R	I	Gap
Area 3: Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI			
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.33	P	3.20	P	3.80	VMP	3.44	P	16.5	4	0.56
2.Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.42	P	3.00	P	3.60	VMP	3.34	P	20.5	4	0.66
3. Have at least 80% of faculty members with specialization in Science, Math, English, (Masters Level) etc.	3.17	P	3.20	P	3.80	VMP	3.39	P	19	4	0.61
4. Have at least 100% of Professional Education faculty member with Masters	3.17	P	3.20	P	3.60	VMP	3.32	P	23.5	4	0.68
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.25	P	3.20	P	3.40	P	3.28	P	25.5	4	0.72
6. Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3.42	P	3.20	P	3.80	VMP	3.47	P	8.5	4	0.53
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.50	P	3.40	P	3.80	VMP	3.57	VMP	4.5	4	0.43
8. Are licensed professional teachers	3.58	VMP	3.40	P	4.00	VMP	3.66	VMP	2.5	4	0.34
9. Demonstrate professional competence in instruction	3.33	P	3.20	P	3.80	VMP	3.44	P	16.5	4	0.56
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3.58	VMP	3.40	P	3.60	VMP	3.53	VMP	6	4	0.47
10.2 production of instructional materials	3.42	P	3.40	P	3.60	VMP	3.47	P	8.5	4	0.53
10.3 consultancy	3.42	P	3.20	P	3.40	P	3.34	P	20.5	4	0.66
10.4 expert service (e.g., resource person and/or lecturer, thesis/ dissertation, advising etc.)	3.42	P	3.20	P	3.40	P	3.34	P	20.5	4	0.66
10.5 development of creative and scholarly works	3.42	P	3.40	P	3.60	VMP	3.47	P	8.5	4	0.53
11. Have shown continuing efforts in research	3.08	P	3.20	P	3.40	P	3.23	P	27.5	4	0.77
12. Present/publish research/articles/papers in the following magazines/refereed journals : 12.1 regional	3.42	P	3.40	P	3.60	VMP	3.47	P	8.5	4	0.53
12.2 national	3.33	P	3.40	P	3.60	VMP	3.44	P	16.5	4	0.56
12.3 international	3.08	P	3.20	P	3.40	P	3.23	P	27.5	4	0.77
13. Have received academic recognition such as: 13.1 scholarships	3.42	P	3.40	P	3.60	VMP	3.47	P	8.5	4	0.53
13.2 fellowships	3.08	P	3.00	P	3.20	P	3.09	P	34	4	0.91
13.3 grants	3.08	P	3.20	P	3.20	P	3.16	P	32	4	0.84
13.4 awards	3.42	P	3.40	P	3.60	VMP	3.47	P	8.5	4	0.53
14. Have knowledge of the curriculum	3.33	P	3.40	P	3.80	VMP	3.51	VMP	7	4	0.49
15. Have pedagogical content knowledge	3.50	P	3.40	P	3.80	VMP	3.57	VMP	4.5	4	0.43
16. Design coherent learning program	3.00	P	3.20	P	3.40	P	3.20	P	29	4	0.80



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Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=12)		(N=5)		(N=5)		(N=22)				
17. Facilitate learning for diverse students	3.17	P	3.00	P	3.40	P	3.19	P	30.5	4	0.81
18. Use varied assessment and feedback mechanisms	3.17	P	3.00	P	3.40	P	3.19	P	30.5	4	0.81
19. Provide safe and supportive learning environment	3.17	P	3.00	P	3.20	P	3.12	P	33	4	0.88
20. Display inquiry skills	3.25	P	3.20	P	3.40	P	3.28	P	25.5	4	0.72
21. Exhibit professional practice	3.42	P	3.40	P	3.60	VMP	3.47	P	8.5	4	0.53
22. Possess professional knowledge	3.50	P	3.80	VMP	3.80	VMP	3.70	VMP	1	4	0.30
23. Possess professional attributes contributing to teaching	3.58	VMP	3.60	VMP	3.80	VMP	3.66	VMP	2.5	4	0.34
24. Employ different teaching strategies and approaches	3.42	P	3.40	P	3.60	VMP	3.47	P	8.5	4	0.53
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.17	P	3.40	P	3.40	P	3.32	P	23.5	4	0.68
Grand Mean	3.32	P	3.28	P	3.57	VMP	3.39	P		4	0.61

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

The data shown in Table 97 point out *the provision for practice teaching locally, provides field study experience where pre-service teachers apply theory in real school setting, and provides apprenticeship of pre-service teacher to an experienced mentor as the three top most indicators with verbal interpretation of “Very Much Practised.”* These strengths are attributed to AdU’s intensive in-house pre-service training at their School Laboratory in Basic Education and close supervision of practice teachers.

Appearing to be the lowest rated is indicator 8, *has effective systems of periodic self and external evaluations of individual program* with the obtained mean of 2.62. This weakness, however; contradicts the result in Area 4 where the department head unit *works on the accreditation of program* as the highest rated indicator and also the Level II accreditation status of the College of Education.



**Table 97: Weighted Mean on Domain 1 Instruction
Area 4 Curriculum of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 4: Curriculum	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004	3.50	P	3.20	P	3.60	VMP	3.43	P	5.5	4	0.57
2. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3.25	P	3.40	P	3.20	P	3.28	P	12	4	0.72
3. Reflects national and international standards	3.50	P	3.40	P	3.60	VMP	3.50	P	4	4	0.50
4. Involves participation of stakeholders in:											
4.1 aligning the curriculum with the VMGO of the institution	3.08	P	3.00	P	3.20	P	3.09	P	13	4	0.91
4.2 defining objectives and desired outcomes	3.33	P	3.20	P	3.40	P	3.31	P	10.5	4	0.69
4.3 reviewing, revising, and updating the curriculum	3.50	P	3.20	P	3.60	VMP	3.43	P	5.5	4	0.57
5. Provides field study experience where pre-service teachers apply theory in real school setting	3.50	P	3.40	P	3.80	VMP	3.57	VMP	2	4	0.43
6. Provides apprenticeship of pre-service teacher to an experienced mentor	3.58	VMP	3.40	P	3.60	VMP	3.53	VMP	3	4	0.47
7. Provides practice teaching:											
7.1 locally	3.67	VMP	3.60	VMP	3.80	VMP	3.69	VMP	1	4	0.31
7.2 internationally	2.67	P	2.40	FP	2.80	P	2.62	P	14.5	4	1.38
8. Has effective systems of periodic self and external evaluations of individual programs	2.67	P	2.40	FP	2.80	P	2.62	P	14.5	4	1.38
9. Is comprehensive with lessons systematically planned	3.33	P	3.20	P	3.40	P	3.31	P	10.5	4	0.69
10. Emphasizes critical and creative thinking skills and concept, knowledge, and skills	3.25	P	3.40	P	3.60	VMP	3.42	P	7	4	0.58
11. Requires research activities that provide exposures of students to scientific teacher education problem solving methods	3.42	P	3.20	P	3.60	VMP	3.41	P	8	4	0.59
12.Is current and responsive to the relevant field of study and employment	3.33	P	3.20	P	3.60	VMP	3.38	P	9	4	0.62
Grand Mean	3.31	P	3.17	P	3.44	P	3.31	P		4	0.69

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Table 98 shows AdU has *adequate faculty-student ratio and conducive learning environment for teaching and learning process* both with the highest overall mean of 3.47



while *built-in ICT media facilities in every classroom* is found to be inadequate with 2.85 overall weighted mean.

The average teacher-student ratio in AdU is 1:20, thus; respondents considered it as a strength. To substantiate the result, Azim Premji Foundation (2010) in the three year research on *The criticality of pupil teacher ratio found out that* schools will turn in good performances if their Pupil Teacher Ratio (PTR) is less than 30:1. At the same time, schools with PTR of more than 40 have very little chance of demonstrating that a majority of their children achieve the learning outcomes for their age or grade. In addition, Diaz et al. (citing the work of Achilles 1996) confirm that smaller class size facilitates teachers work by reducing the smaller disruptions and increasing the level of attention and participation per student. On the contrary, according to the authors citing the work of Fullan & Stiegelbauer (1991) while class size is a factor, sometimes reducing class size does not significantly change the quality of classroom environment. Individual attitudes and motivation need to be considered because even talented people need stimulating and rewarding workplaces. With AdU's faculty-student ratio, faculty members have more time building their pedagogic capability and implementing effective classroom management.

**Table 98: Weighted Mean on Domain 1 Instruction
Area 5 Learning Environment of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 5: Learning Environment	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has adequate faculty-student ratio	3.42	P	3.40	P	3.60	VMP	3.47	P	1.5	4	0.53
2.Is conducive for teaching and learning process	3.42	P	3.40	P	3.60	VMP	3.47	P	1.5	4	0.53



Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
3. Has built-in ICT multimedia facilities in every classroom	2.75	P	3.00	P	2.80	P	2.85	P	7	4	1.15
4. Considers the availability of appropriate, varied, and adequate learning resources for each program offered	3.17	P	3.00	P	3.40	P	3.19	P	5	4	0.81
5. Provides for individualized learning	3.17	P	2.80	P	3.40	P	3.12	P	6	4	0.88
6. Has adequate classroom size, space, arrangements and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3.33	P	3.20	P	3.60	VMP	3.38	P	3	4	0.62
7. Integrates technology into lesson designs	3.25	P	3.20	P	3.40	P	3.28	P	4	4	0.72
Grand Mean	3.18	P	3.10	P	3.37	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Table 99 reveals the assessment of learning of AdU. Three indicators rated “Very Much Practised” by the faculty and administration but “Practised” by the senior and graduate students, are the highest rated indicators of this area. These are *assessment is subject to administrative/supervisory checks, reviewed periodically and revised as necessary, and timely given to assess student’s progress.*

Interviewee J commented:

“Giving assessment results should be well in placed. It is a form of feedback which provides students the opportunity to reflect on their performance.”

This view is supported by Spiller (2009). As expounded by the author, students need to see that feed-forward comments can be incorporated into subsequent performance and overall influence the quality of their learning in positive ways. Nico (cited by Hattie & Timperley 2007) indicates that feedback has the potential to have a significant effect on student learning achievement. However, this potential is strongly related to the quality of



the feedback and, unsurprisingly, Hattie & Timperley (2007) note that the most improvement in student learning takes place when students get information feedback about a task and how to do it more effectively and is clearly related to the learning goals. By contrast, the impact of feedback on learning achievement is low when feedback focused on praise, rewards, and punishment. Hattie & Timperley (2007) further elaborate that feedback is more effective when it addresses achievable goals and when it does not carry high threats to self-esteem. However, the authors expressed in some instances, temporarily withholding feedback is needed to allow the students to internalize and process the demands of the task.

The researcher of the present study adds that another strategy is to design assessment where students can see the direct benefits of attending to feedback advice. Students need to be actively involved in learning what the criteria mean and in understanding the goals and purposes of feedback.

**Table 99: Weighted Mean on Domain 1 Instruction
Area 6 Assessment of Learning of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.17	P	3.00	P	3.40	P	3.19	P	5	4	0.81
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	2.92	P	3.00	P	3.40	P	3.11	P	6	4	0.89
3. Is subject to administrative/supervisory checks	3.25	P	3.40	P	3.80	VMP	3.48	P	1	4	0.52
4. Is timely given to assess student's progress	3.42	P	3.20	P	3.40	P	3.34	P	3	4	0.66
5. Is reviewed periodically and revised as necessary	3.25	P	3.40	P	3.60	VMP	3.42	P	2	4	0.58
6. Is returned to students after results are checked, recorded, and analyzed	3.17	P	3.20	P	3.60	VMP	3.32	P	4	4	0.68
Grand Mean	3.19	P	3.20	P	3.53	VMP	3.31	P		4	0.69

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)



As observe in Table 100, the faculty/administrators provided the highest weighted mean but this has less impact in achieving the desired TQA of 4.00. The highest quality indicators rated are *adequate and conducive laboratory facilities for effective teaching and learning, adequate facilities for student teaching, and periodic checking of laboratory facilities to ensure safety of the users*. Rated the least indicator on the other hand is *adequate facilities for experimentation and innovations* with overall weighted mean of 3.07.

Based on the assessment of interviewee J, the laboratories of AdU are conducive and adequate. They are well maintained and checked regularly. This statement is supported by Ugorji (cited by Adeyemo 2013) who emphasizes the importance of laboratories and workshops in the training of future scientists. He maintains that the role of well-equipped laboratories and workshops allows for effective transmission of actual knowledge, experiment, and practical training which are necessary ingredients to mastery of science and technology. With the forecited literature, AdU needs to exert effort in enhancing this quality area considering there is a grand TQA gap of 0.67.

**Table 100: Weighted Mean on Domain 1 Instruction
Area 7 Laboratory Facilities of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)			Faculty/ Admin (N=5)	Overall (N=22)				
Area 7: Laboratory Facilities	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conform with at least minimum requirements of CHED for each laboratory course	3.25	P	3.40	P	3.40	P	3.35	P	5.5	4	0.65
2. Are adequate and conducive for effective teaching and learning	3.50	P	3.40	P	3.60	VMP	3.50	P	1	4	0.50
3. Are periodically checked to ensure safety of the users	3.17	P	3.40	P	3.60	VMP	3.39	P	3	4	0.61



Indicators	Respondents								TQA		
	Seniors		Grad Students			Faculty/ Admin	Overall				
	(N=12)		(N=5)			(N=5)		(N=22)			
4. Assures of first-aid facilities for immediate use	3.25	P	3.20	P	3.60	VMP	3.35	P	5.5	4	0.65
5. Are continuously maintained in good condition	3.42	P	3.20	P	3.40	P	3.34	P	7	4	0.66
6. Are continuously improved and expanded to acquire up-to- date equipment, apparatus, material, and supply	3.08	P	3.40	P	3.60	VMP	3.36	P	4	4	0.64
7. Are provided with laboratory assistants or technicians (Science laboratories)	3.08	P	3.20	P	3.60	VMP	3.29	P	8	4	0.71
8. Have sufficient AV equipment inside the laboratories	3.00	P	3.20	P	3.40	P	3.20	P	9	4	0.80
9. Have adequate facilities for student teaching	3.33	P	3.40	P	3.60	VMP	3.44	P	2	4	0.56
10. Have adequate facilities for experimentation and innovations	3.00	P	3.00	P	3.20	P	3.07	P	10	4	0.93
Grand Mean	3.21	P	3.28	P	3.50	P	3.33	P		4	0.67

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Table 101 shows the weighted mean on Domain 1 Instruction Area 8 Library Facilities and Collections of AdU. As indicated in the table, *is administered and supervised by licensed, full time Librarian with MS Library Science Degree, supports the VMGO of the institution and school program respectively, and has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources* are the highest rated indicators with 3.66 and 3.63 overall weighted means interpreted as “Very Much Practised.”

Relative to the best practice of enhancing library resources, interviewee J explained that faculty are involved in book selection. Narrating the experience:

“Book selection should be a shared responsibility among the librarians, teachers, and administrators. My experience in the book selection done in Singapore and Malaysia in AY 2011-2012 was meaningful because I got the chance to



select new books on pedagogical practices for classroom teaching. I was able to collaborate and decide with the librarian on the collection that would enhance the theoretical foundation of the students.”

On the other hand, has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years, has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program, has at least one (1) international journal in each particular academic program are the lowest rated indicators with 3.15 and 3.12 overall weighted means interpreted as “Practised.”

In reference to the weak practices, interviewee J articulates:

Our school is a member of E-journal known as EBASCO. We also have S-FOCUS for digital newspaper reading offered exclusively for AdU. With this, I think our print collections are complemented by recent materials.”

**Table 101: Weighted Mean on Domain 1 Instruction
Area 8 Library Facilities and Collections of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 8: Library Facilities and Collections	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree	3.58	VMP	3.40	P	4.00	VMP	3.66	VMP	1	4	0.34
2. Has a published Library Manual	3.17	P	3.20	P	3.40	P	3.26	P	8.5	4	0.74
3. Has adequate support staff and student assistants	3.08	P	3.20	P	3.40	P	3.23	P	10.5	4	0.77
4. Supports the VMGO of the institution and school program respectively	3.50	P	3.60	VMP	3.80	VMP	3.63	VMP	2.5	4	0.37
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	3.25	P	3.00	P	3.20	P	3.15	P	12.5	4	0.85
6. Has provision for non-print, digital, and electronic resources	3.33	P	3.20	P	3.40	P	3.31	P	6	4	0.69



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Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
made accessible through sufficient hardware/equipment											
7. Provides sufficient research books and materials to supplement clients' curricular needs	3.25	P	3.20	P	3.40	P	3.28	P	7	4	0.72
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	3.25	P	3.00	P	3.20	P	3.15	P	12.5	4	0.85
9. Has library materials/ resources which conform with standards set for a particular academic program	3.08	P	3.20	P	3.40	P	3.23	P	10.5	4	0.77
10. Has at least one (1) international journal in each particular academic program	3.17	P	3.00	P	3.20	P	3.12	P	14	4	0.88
11. Is automated with Internet connectivity	3.17	P	3.20	P	3.60	VMP	3.32	P	5	4	0.68
12. Is a member of E-library	3.17	P	3.00	P	3.60	VMP	3.26	P	8.5	4	0.74
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other books/journals	3.25	P	3.40	P	3.80	VMP	3.48	P	4	4	0.52
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources	3.50	P	3.60	VMP	3.80	VMP	3.63	VMP	2.5	4	0.37
Grand Mean	3.27	P	3.23	P	3.51	VMP	3.34	P		4	0.66

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

In terms of ICT, Table 102 on page 256 generally shows that all indicators are “Practised” equivalent to grand mean of 3.16. A grand gap of 0.84 however exists between the grand mean and the perfect rating of 4.00 to achieve TQA. The result implies the need to further strengthen, improve, and enhance this area particularly the lowest rated indicators: *training program for students and faculty and Internet accessibility for all staff of the University, college, and/or school*. In reference to Internet accessibility, this is not considered weak practice by the interviewee because AdU has Wi-Fi network facilities.



**Table 102: Weighted Mean on Domain 1 Instruction
Area 9 Information and Communications Technology (ICT) of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 9: Information and Communications Technology (ICT)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3.00	P	3.00	P	3.40	P	3.13	P	6.5	4	0.87
2. Is Internet accessible for all staff of the University, college, and/or school	2.83	P	3.00	P	3.40	P	3.08	P	11	4	0.92
3. Is used as instructional support	3.08	P	3.00	P	3.20	P	3.09	P	9.5	4	0.91
4. Is used to provide web-based information for all stakeholders	3.25	P	3.00	P	3.60	VMP	3.28	P	2	4	0.72
5. Includes training program for students and faculty	3.00	P	3.00	P	3.20	P	3.07	P	12	4	0.93
6. Has a good ratio of students to terminals and other equipment	3.17	P	3.00	P	3.40	P	3.19	P	4	4	0.81
7. Has good location for ICT resources	3.08	P	3.20	P	3.40	P	3.23	P	3	4	0.77
8. Has annual allocation of resources for purchasing latest hardware	3.08	P	3.00	P	3.20	P	3.09	P	9.5	4	0.91
9. Has licensed software application and licensed anti-virus	3.00	P	3.00	P	3.40	P	3.13	P	6.5	4	0.87
10. Has preventive maintenance	3.08	P	3.20	P	3.20	P	3.16	P	5	4	0.84
11. Has in-house development of software applications/programs	3.17	P	3.00	P	3.20	P	3.12	P	8	4	0.88
12. Has Wi-Fi hot spots	3.17	P	3.20	P	3.60	VMP	3.32	P	1	4	0.68
Grand Mean	3.08	P	3.05	P	3.35	P	3.16	P		4	0.84

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Table 103 presents the weighted mean on Domain 1 Instruction Area 10 Licensure Examinations for Teachers (LET) Performance. As shown, *consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three years with 3.53 overall weighted mean and 100% LET passers for the last three (3) years with 3.47 overall weighted mean ranked 1 and 2 in succession.* These best practices opined by interviewee J are associated with the college's intensive LET review and monitoring of students' learning.



**Table 103: Weighted Mean on Domain 1 Instruction
Area 10 Licensure Examinations for Teachers (LET) Performance of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
Area 10: Licensure Examinations for Teachers (LET) Performance											
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three years	3.58	VMP	3.40	P	3.60	VMP	3.53	VMP	1	4	0.47
2. Has 100% LET passers for the last three (3) years	3.42	P	3.40	P	3.60	VMP	3.47	P	2	4	0.53
Grand Mean	3.50	P	3.40	P	3.60	VMP	3.50	P		4	0.50

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

In Domain 1 Instruction, only Area 11 profile of graduates/trace program of AdU has obtained the overall grand mean of 3.52 with “Very Much Practised” verbal interpretation as displayed in Table 104. This shows AdU has good recording and tracking mechanisms particularly in *recording of alumni awardees*. On the other hand, the tracer study on *Employability of education graduates of AdU from 2010-2013*, provides employment data on graduates to be tapped for knowledge and skills sharing, partners, donors, mentors, and advocates of their alma mater. This tracer study is the answer in addressing the identified weakness, *updated graduate profiles*.

**Table 104: Weighted Mean on Domain 1 Instruction
Area 11 Profile of Graduates/Trace Program of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Area 11: Profile of Graduates/Trace Program	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has an updated profile of graduates for the last five (5) years	3.33	P	3.40	P	3.60	VMP	3.44	P	3	4	0.56



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Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
2. Has a good databank of the employment status of their graduates	3.50	P	3.40	P	3.60	VMP	3.50	P	2	4	0.50
3. Has a comprehensive records of alumni awardees for the last five (5) years	3.42	P	3.80	VMP	3.60	VMP	3.61	VMP	1	4	0.39
Grand Mean	3.42	P	3.53	VMP	3.60	VMP	3.52	VMP		4	0.48

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Examining the data in Table 105, the following are the strengths of the area: *have basic security equipment and/or personnel in line with the institution's/school's safety program, have scholarships and study grants on merit to support the most able students ranked first and second respectively while adopt security measures for all school personnel, students, and stakeholders and provide adequately-equipped infirmary and a school clinic to meet the constituents' needs both ranked third. On the other hand, have a formally organized Alumni Association that participates in the general school program through guidance (professional and personality adjustments) is the weakest among the quality indicators.*

In connection to the best practice of formally organized alumni association, the College of Education, through its Educators' Alumni Association Inc. sponsors gatherings and fundraising activities. With the data, College of Education identifies distinguished alumni as resource and keynote speakers.

Relative to this, Karlsbeck & Montgomery (2002) say, alumni are not only future donors but future corporate partners, student recruiters and employers, and career



advisers. Nielsen (2001) states that alumni provide a way for organizations to get value from people even after they have left the organization. Considering such pronouncement, AdU has to maximize the potential of alumni especially *on career guidance and personality adjustment* because these stakeholders are AdU's measure of institutional brand.

**Table 105: Weighted Mean on Domain 1 Instruction
Area 12 Student Support and Services of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)			Faculty/ Admin (N=5)	Overall (N=22)				
Area 12: Student Support and Services	WM	DI	WM	DI	WM	DI	WM	DI	R	I	Gap
1. Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential	3.17	P	3.00	P	3.20	P	3.12	P	39.5	4	0.88
2. Have support programs for the advancement of intellectually-able students	3.33	P	3.20	P	3.40	P	3.31	P	11.5	4	0.69
3. Have scholarships and study grants on merit to support the most able students	3.50	P	3.40	P	3.80	VMP	3.57	VMP	2	4	0.43
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3.17	P	3.00	P	3.40	P	3.19	P	27.5	4	0.81
5. Have co-curricular activities which serve as models for other TEIs	3.17	P	3.20	P	3.60	VMP	3.32	P	9.5	4	0.68
6. Have a model physical environment for Teacher Education Institution	3.08	P	3.00	P	3.40	P	3.16	P	30.5	4	0.84
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3.17	P	3.20	P	3.40	P	3.26	P	14.5	4	0.74
8. Publish regularly up- to- date, impartial, and objective information on the following in the school's fulfillment of public accountability : 8.1 student progression and success rates	3.25	P	3.00	P	3.40	P	3.22	P	21.5	4	0.78
8.2 student's satisfaction with their programs	3.00	P	3.20	P	3.20	P	3.13	P	36.5	4	0.87
8.3 profile of student population	3.08	P	3.40	P	3.20	P	3.23	P	18.5	4	0.77
8.4 distribution of students per program	3.08	P	3.00	P	3.20	P	3.09	P	42.5	4	0.91
8.5 retention and dropout rate	3.17	P	3.00	P	3.20	P	3.12	P	39.5	4	0.88
8.6 effectiveness of faculty members	3.25	P	3.00	P	3.20	P	3.15	P	35	4	0.85
8.7 awards received	3.50	P	3.20	P	3.60	VMP	3.43	P	5.5	4	0.57
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality	3.17	P	3.20	P	3.60	VMP	3.32	P	9.5	4	0.68



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Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)			Faculty y/ Admin (N=5)	Overall (N=22)				
development of the students											
10. Adopt security measures for all school personnel, students, and stakeholders	3.58	VMP	3.40	P	3.60	VMP	3.53	VMP	3.5	4	0.47
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	3.08	P	3.00	P	3.40	P	3.16	P	30.5	4	0.84
12. Have basic security equipment and/or personnel in line with the institution's/school's safety program	3.75	VMP	3.60	VMP	3.80	VMP	3.72	VMP	1	4	0.28
13. Update and exercise school emergency preparedness plans	3.08	P	3.00	P	3.40	P	3.16	P	30.5	4	0.84
14. Have regular meeting between School Officials and their public safety officials to discuss safety, security, and emergency planning strategies	3.17	P	3.20	P	3.40	P	3.26	P	14.5	4	0.74
15. Evaluate and refine school security measures	3.25	P	3.40	P	3.60	VMP	3.42	P	7	4	0.58
16. Have an adequate food service areas for the institution/school population	3.33	P	3.20	P	3.40	P	3.31	P	11.5	4	0.69
17. Have food service areas conveniently located, well-equipped, and kept sanitary	3.25	P	3.00	P	3.40	P	3.22	P	21.5	4	0.78
18. Have periodic health examination of food servers and periodic inspection of food being served	3.50	P	3.20	P	3.60	VMP	3.43	P	5.5	4	0.57
19. Provide adequately-equipped infirmary and a school clinic to meet the constituents' needs	3.58	VMP	3.40	P	3.60	VMP	3.53	VMP	3.5	4	0.47
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school	3.25	P	3.20	P	3.40	P	3.28	P	13	4	0.72
21. Have athletic facilities with safety features for all areas of sports activities	3.00	P	3.00	P	3.40	P	3.13	P	36.5	4	0.87
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor	3.08	P	3.00	P	3.40	P	3.16	P	30.5	4	0.84
23. Publish regularly at least one issue per semester	3.00	P	3.20	P	3.20	P	3.13	P	36.5	4	0.87
24. Evaluate regularly the performance of the Publication Unit	3.00	P	3.20	P	3.40	P	3.20	P	24.5	4	0.80
25. Provide foreign student's assistance	3.33	P	3.00	P	3.40	P	3.24	P	17	4	0.76
26. Have a systematic financial assistance program offered to deserving and needy students	3.00	P	3.40	P	3.20	P	3.20	P	24.5	4	0.80
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3.08	P	3.00	P	3.40	P	3.16	P	30.5	4	0.84
28. Disseminate information about the Assistance Program to the community and feeder schools	3.17	P	3.20	P	3.00	P	3.12	P	39.5	4	0.88
29. Have a formally organized Alumni Association that participates in the general school program through the	3.17	P	3.00	P	3.40	P	3.19	P	27.5	4	0.81



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Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Facult y/ Admin (N=5)	Overall (N=22)					
following:											
29.1 job placement											
29.2 spiritual assistance and religious activities	3.00	P	3.40	P	3.20	P	3.20	P	24.5	4	0.80
29.3 follow-up services	3.08	P	3.20	P	3.40	P	3.23	P	18.5	4	0.77
29.4 guidance (professional and personality adjustments)	3.00	P	3.00	P	3.20	P	3.07	P	44	4	0.93
29.5 policy formulation and program development	3.08	P	3.20	P	3.40	P	3.23	P	18.5	4	0.77
29.6 evaluation	3.17	P	3.40	P	3.20	P	3.26	P	14.5	4	0.74
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By- laws	3.25	P	3.00	P	3.40	P	3.22	P	21.5	4	0.78
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3.33	P	3.00	P	3.20	P	3.18	P	29	4	0.82
32. Include specific training in various job-seeking techniques, including self-placement	3.42	P	3.20	P	3.40	P	3.34	P	8	4	0.66
33. Provide an employment program designed to assist students secure valuable work experience in their area of specialization	3.08	P	3.00	P	3.20	P	3.09	P	42.5	4	0.91
Grand Mean	3.21	P	3.16	P	3.38	P	3.25	P		4	0.75

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

Table 106 presents the weighted mean on Domain 2 Research and Publications of AdU. Evident in the table is indicator 11, *ensures research outputs are protected by IPR laws and faculty and students observe research ethics* as the highest rated indicator while *publication in international refereed journal and allocating funds for faculty and student research activities* are the two lowest indicators both obtained 2. 96 overall weighted mean.

The Center for Research, Evaluation, and Continuing Education (CRECE) of AdU is responsible for the research activity of the University. The best practices identified by the respondents are well articulated in the research manual. To strengthen AdU's research the



following are the strategies which in the opinion of interviewee J facilitated for the best practices:

- 1) Associate Professors 1 and 2 are obliged to conduct research with PhP15,00 working money
- 2) PhP25,000 monetary incentive for local research presentation
- 3) PhP25,000 monetary incentive for international research presentation

To substantiate the strengths of this area, according to Sundaram (2010) many universities in India do not focus on teaching ability when they hire new faculty, and simply look at the publications list (especially in technology-related areas), the ability to bring in research money. The author concludes that research should be mandatory for teachers and research publications should be one of the requirements for promotion. However, Bell (2010) argues that if research publication is the basis for promotion, there is a need to evaluate the quality of the refereed journals the tenure applicant has published, by using citation studies, affiliation studies, or perception studies that rank journals by surveying peer opinions. On the other hand, in Dares Salaam University College of Education Handbook (2012), research funding is identified as one of the critical components for successful and effective research therefore, a holistic funding mechanism is necessary to sustain research effort at the college.

To sum up, research and publications are prerequisites to develop research culture which is achievable with strong leadership and effective research policies. which AdU has initiated.



**Table 106: Weighted Mean on Domain 2
Research and Publications of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)	Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)					
Domain 2 Research and Publications	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has Research Office managed by competent Personnel	3.17	P	3.00	P	3.40	P	3.19	P	9	4	0.81
2. Has research agenda in consonance with institutional, regional, and national priorities	3.08	P	3.20	P	3.40	P	3.23	P	8	4	0.77
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	3.25	P	3.40	P	3.60	VMP	3.42	P	2	4	0.58
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources	3.00	P	2.80	P	3.40	P	3.07	P	14	4	0.93
5. Generates income from patents, licenses, and copyrights, and other research outputs	2.92	P	2.80	P	3.20	P	2.97	P	17	4	1.03
6. Has the following funding support and assistance from:	3.08	P	2.83	P	3.40	P	3.11	P	12	4	0.89
6.1 local	3.08	P	3.00	P	3.20	P	3.09	P	13	4	0.91
6.2 national	3.08	P	3.00	P	3.20	P	3.09	P	13	4	0.91
6.3 international	2.75	P	3.33	P	3.00	P	3.03	P	16	4	0.97
7. Allocates funds for the conduct of faculty and student research activities	2.83	P	2.83	P	3.20	P	2.96	P	18.5	4	1.04
8. Ensures that completed and on-going research studies are periodically monitored and evaluated	3.00	P	3.00	P	3.40	P	3.13	P	10	4	0.87
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally-established format	3.33	P	3.33	P	3.40	P	3.36	P	3	4	0.64
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community	3.00	P	3.20	P	3.60	VMP	3.27	P	7	4	0.73
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	3.50	P	3.40	P	3.60	VMP	3.50	P	1	4	0.50
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media	3.25	P	3.20	P	3.60	VMP	3.35	P	4	4	0.65
13. Publishes research outputs in refereed journals	3.17	P	3.00	P	3.00	P	3.06	P	15	4	0.94
13.1 international and national	3.17	P	3.00	P	3.00	P	3.06	P	15	4	0.94
13.2 international	3.08	P	2.80	P	3.00	P	2.96	P	18.5	4	1.04
13.3 national	3.17	P	3.20	P	3.00	P	3.12	P	11	4	0.88
14. Has E-journal available	3.25	P	3.00	P	3.60	VMP	3.28	P	5.5	4	0.72
15. Has regular publication of research journal	3.25	P	3.20	P	3.40	P	3.28	P	5.5	4	0.72
Grand Mean	3.11	P	3.08	P	3.34	P	3.18	P		4	0.82

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)



Looking at the data on Domain 3 of Table 107, indicators 1, 2, 4, and 5, are perceived to be “Very Much Practised.” Among the identified strengths, indicator 1, *has a system to make the conduct of extension projects sustainable and continuing* obtained the highest overall weighted mean of 3.61.

This best practice is supported by interviewee J exposing that AdU has a sustainable day care community program in Cabuyao, Laguna, Bulacan, Rizal, Romblon, and Aklan made possible through the efforts of St. Vincent School of Theology, Samahan ng Barangay at Simbahan (UBAS), and LGUs.

However this extension program of AdU is integrated with research to some extent as it is perceived “Practised” with the lowest overall mean of 3.18. Based on the perception of interviewee J, the sustainability of community extension programs of AdU is evidenced by research and continuous monitoring of the program. The research findings provide clear feedback to everyone involved in the community extension program: partners, members of the public, staff, students, faculty, management, and funders.

**Table 107: Weighted Mean on Domain 3
Extension and Community Involvement of AdU**

Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
Domain 3 Extension and Community Involvement	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3.50	P	3.40	P	3.80	VMP	3.57	VMP	3.5	4	0.43
2. Has a system to make the conduct of extension projects sustainable and continuing	3.42	P	3.60	VMP	3.80	VMP	3.61	VMP	1	4	0.39
3. Has a distinct office or unit that oversees the implementation of the extension program	3.25	P	3.20	P	3.40	P	3.28	P	8	4	0.72



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Indicators	Respondents								TQA		
	Seniors (N=12)		Grad Students (N=5)		Faculty/ Admin (N=5)		Overall (N=22)				
4. Encourages participation of the various stakeholders in extension program	3.50	P	3.40	P	3.80	VMP	3.57	VMP	3.5	4	0.43
5. Has adequate funding	3.58	VMP	3.40	P	3.80	VMP	3.59	VMP	2	4	0.41
6. Has a sufficient number of beneficiaries served	3.42	P	3.40	P	3.60	VMP	3.47	P	6	4	0.53
7. Is monitored and documented	3.50	P	3.20	P	3.60	VMP	3.43	P	7	4	0.57
8. Has evaluated the expected outcomes of the community extension programs	3.50	P	3.40	P	3.60	VMP	3.50	P	5	4	0.50
9.Integrates extension program with research	3.33	P	3.00	P	3.20	P	3.18	P	9	4	0.82
Grand Mean	3.44	P	3.33	P	3.62	VMP	3.47	P		4	0.53

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Adamson University (AdU)

It can be seen in the data shown in Table 108 that the top three ranked indicators for VMGO of PNU are: *have Filipino ideals and cultural values* with obtained overall mean of 3.78, *be globally competitive* with obtained overall mean of 3.70, and *are accepted by administrators* with obtained overall mean of 3.62. On the other hand, the last three ranked indicators of the area are: *reviewed and/or revised by representatives of other stakeholders* and *strengthen technical skills in Undergraduate Teacher Education*, both ranked 20.5, and *are reviewed and/or revised by students*, ranked 19. However, a grand gap of 0.52 exists between the grand mean of 3.48 and the perfect rating of 4.00 of TQA, hence the need to strengthen VMGO.

Interviewee K is pleased with the best practices, nonetheless indicated disagreement on the lowest ranked quality indicators saying that:

“PNU will not become a center of excellence, if it has not achieved its VMGO moreso, not imbueing its students with the expected teaching competency standards.”



**Table 108: Weighted Mean on Domain 1 Instruction
Area 1 Vision, Mission, Goal, and Objectives of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
Area 1 : Vision, Mission, Goal and Objectives (VMGO)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Are clearly stated and understood by all stakeholders	3.30	P	3.33	P	3.57	VMP	3.40	P	16	4	0.60
2. Include the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills	3.38	P	3.48	P	3.57	VMP	3.48	P	11	4	0.52
3. Strengthen technical skills in Undergraduate Teacher Education	3.32	P	3.22	P	3.29	P	3.28	P	20.5	4	0.72
4. Provide comprehensive knowledge of the subject matter they will teach	3.42	P	3.52	VMP	3.57	VMP	3.50	P	8.5	4	0.50
5. Demonstrate and practice professional and ethical requirements of the teaching profession	3.51	VMP	3.59	VMP	3.57	VMP	3.56	VMP	7	4	0.44
6. Facilitate learning of diverse types of learners in different learning environment	3.52	VMP	3.56	VMP	3.71	VMP	3.60	VMP	4.5	4	0.40
7. Be reflective practitioners	3.46	P	3.48	P	3.57	VMP	3.50	P	8.5	4	0.50
8. Be creative and innovative in teaching approaches	3.54	VMP	3.41	P	3.57	VMP	3.51	VMP	7	4	0.49
9. Be equipped with research and extension capabilities	3.30	P	3.41	P	3.57	VMP	3.43	P	13	4	0.57
10. Be life-long learners	3.51	VMP	3.56	VMP	3.71	VMP	3.59	VMP	6	4	0.41
11. Have Filipino ideals and cultural values	3.65	VMP	3.70	VMP	4.00	VMP	3.78	VMP	1	4	0.22
12. Be globally competitive	3.62	VMP	3.63	VMP	3.86	VMP	3.70	VMP	2	4	0.30
13. Are accepted by: 13.1 administrators	3.56	VMP	3.59	VMP	3.71	VMP	3.62	VMP	3	4	0.38
13.2 parent-teacher member	3.29	P	3.26	P	3.57	VMP	3.37	P	17	4	0.63
13.3 faculty	3.53	VMP	3.56	VMP	3.71	VMP	3.60	VMP	4.5	4	0.40
13.4 staff	3.28	P	3.37	P	3.57	VMP	3.41	P	14.5	4	0.59
13.5 students	3.43	P	3.48	P	3.57	VMP	3.49	P	10	4	0.51
14. Are reviewed and/or revised by: 14.1 administrators	3.35	P	3.30	P	3.57	VMP	3.41	P	14.5	4	0.59
14.2 faculty	3.39	P	3.37	P	3.57	VMP	3.44	P	12	4	0.56
14.3 students	3.20	P	3.15	P	3.57	VMP	3.31	P	19	4	0.69



Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
14. 4 representatives of other stakeholders	3.13	P	3.15	P	3.57	VMP	3.28	P	20.5	4	0.72
15. Are available in catalogue and other publications	3.28	P	3.19	P	3.57	VMP	3.35	P	18	4	0.65
Grand Mean	3.41	P	3.42	P	3.62	VMP	3.48	P		4	0.52

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

Table 109 presents the weighted mean on Domain 1 Instruction Area 2 Administration Planning, Monitoring and Implementation of PNU. The data show that *works on the accreditation and quality assurance of programs, has mechanisms for the approval and periodic review of the school's programs and awards, aligns the implementation of the school activities with the vision, mission, goal, and objective of the school and ensures program offerings, projects, and activities are supported by appropriate feasibility studies*, are the highest rated indicators with obtained overall mean of 3.70, 3.62, and 3.55 interpreted as "Very Much Practised." On the other hand, *acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections*, ranked 15 with obtained overall mean of 3.15 interpreted as "Practised." PNU, being a premier teacher education institution has sustained its academic recognitions and awards on quality programs. It has been regarded as the National Center for Teacher Education (NCTE) attributed to commendable institutional and departmental leadership. According to interviewee K, this proves that the planning, monitoring, and implementing programs of PNU are effective.



**Table 109: Weighted Mean on Domain 1 Instruction
Area 2 Administration Planning, Monitoring & Implementation of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
Area 2: Administration 2.1 Planning, Monitoring, and Implementation	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3.29	P	3.41	P	3.71	VMP	3.47	P	6	4	0.53
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution	3.32	P	3.48	P	3.86	VMP	3.55	VMP	3.5	4	0.45
3. Has long term plans which at least cover term of Office	3.35	P	3.44	P	3.71	VMP	3.50	P	5	4	0.50
4. Works on the accreditation and quality assurance of programs	3.61	VMP	3.63	VMP	3.86	VMP	3.70	VMP	1	4	0.30
5. Ensures program offerings, projects, and activities are supported by appropriate feasibility studies	3.43	P	3.52	VMP	3.71	VMP	3.55	VMP	3.5	4	0.45
6. Has mechanisms for the approval and periodic review of the school's programs and awards	3.57	VMP	3.59	VMP	3.71	VMP	3.62	VMP	2	4	0.38
7. Provides progress report of program monitoring and implementation	3.10	P	3.00	P	3.57	VMP	3.22	P	13	4	0.78
8. Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3.28	P	3.26	P	3.71	VMP	3.42	P	7	4	0.58
9. Coducts formal/informal dialogues between students and faculty	3.27	P	3.11	P	3.57	VMP	3.32	P	9	4	0.68
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members withihn the Academic Year	3.19	P	3.15	P	3.57	VMP	3.30	P	10	4	0.70
11. Conducts supervisory visits to the classes	3.18	P	3.15	P	3.43	P	3.25	P	11	4	0.75
12. Conducts periodic evaluation and provides feedback on faculty performance	3.29	P	3.11	P	3.29	P	3.23	P	12	4	0.77
13. Conducts student consultation and advising	3.20	P	3.30	P	3.57	VMP	3.36	P	8	4	0.64
14. Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections	3.06	P	3.11	P	3.29	P	3.15	P	15	4	0.85
15. Oversees the strategic management of the school's area, buildings, and facilities	3.09	P	3.00	P	3.43	P	3.17	P	14	4	0.83
Grand Mean	3.28	P	3.28	P	3.60	VMP	3.39	P		4	0.61

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



As gleaned in Table 110 the respondents' perceptions toward administration staff development, promotion, and retirement plan of PNU reveal a "Very Much Practised" decriptive rating for the following top most indicators: *follows the training standards for in-service training (INSET)* (3.89 overall mean), *provides recognition/awards and incentives for faculty members who have shown outstanding performance* (3.70 overall weighted mean), and *conducts performance review at least once a year* (3.66 overall weighted mean).

Elaborating on the best practices, interviewee K articulates that loyalty, service, outstanding alumni, faculty and students research awards are some of the recognitions provided to the faculty and students. The recognition practices of PNU support the working draft of *United Nations Development Organization (UNDP) Capacity Development Resource* (2006) that organizations must continually seek ways to keep their employees and work groups engaged in in their work, motivated, efficient, and productive. As articulated in the draft, an organization's success depends on its ability to create the conditions and systems (formal and informal) that entice the best people to work in the institution. Also, a good incentive system encourages employees to be productive and creative, fosters loyalty among those who are most productive, and stimulates innovation.

On the othe hand, PNU adopts the system of disseminating communications to target attendee in either in or off campus seminar, training, conference, etc. Usually, attendance to professional development activities is aligned with the faculty's area of specialization. Sharing of knowledge is done during forum or faculty meeting. Relative to performance review, this according to interviewee K is done online.



The said practice contradicts the identified weakest indicator, *provides continuing educational opportunities for the teaching staff both group process and in-job related skill* which ranked 17th in the list.

This weak practice is not accepted by interviewee K explaining that educational opportunities are provided to faculty members who pursue their graduate degrees. There is an incentive of PhP 100,000 for faculty members who completed his/her doctoral degree in any of the following universities- Ateneo, De La Salle, Philippine Normal, University of Santo Tomas, and foreign universities. Further, faculty members are invited as resource speakers to talk on various education issues and/or topics, trainers in the K to 12 Training of Trainers (TOTs) and Mass Training of Teachers (MTOTs), writers, reviewers, consultants in the development of K to 12 learner's materials (LMs) and teacher's guides (TGs), and in the content and language review of these K to 12 instructional materials (IMs) indicative of continuous learning and professional opportunities.

**Table 110: Weighted Mean on Domain 1 Instruction
Area 2 Administration Staff Development, Promotion, & Retirement Plan of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
2.2 Staff Development, Promotion, and Retirement Plan	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has career path for teaching staff with equivalency for diverse jobs	3.33	P	3.37	P	3.00	P	3.23	P	14	4	0.77
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	3.13	P	3.19	P	3.00	P	3.10	P	17	4	0.90
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs	3.28	P	3.33	P	3.29	P	3.30	P	13	4	0.70
4. Follows the training standards for in-service training (INSET)	3.90	VMP	3.93	VMP	3.86	VMP	3.89	VMP	1	4	0.11
5. Has adequate and well-utilized budget	3.25	P	3.44	P	3.86	VMP	3.52	VMP	6	4	0.48



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Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
6. Cultivates a climate of professional sharing	3.58	VMP	3.59	VMP	3.43	P	3.53	VMP	5	4	0.47
7. Seeks national and international scholarships, fellowships, and training grants	3.47	P	3.41	P	3.57	VMP	3.48	P	8	4	0.52
8. Provides regular in-house seminars based on needs analysis	3.53	VMP	3.41	P	3.43	P	3.46	P	9.5	4	0.54
9. Conducts performance review at least once a year	3.68	VMP	3.59	VMP	3.71	VMP	3.66	VMP	3	4	0.34
10. Provides recognition/awards and incentives for faculty members who have shown outstanding performance	3.75	VMP	3.78	VMP	3.57	VMP	3.70	VMP	2	4	0.30
11. Supports individual initiatives	3.39	P	3.41	P	3.57	VMP	3.46	P	9.5	4	0.54
12. Provides financial and promotional advancements	3.25	P	3.26	P	3.14	P	3.22	P	15	4	0.78
13. Provides a social security program which includes: 13.1 retirement plans	3.44	P	3.56	VMP	3.71	VMP	3.57	VMP	4	4	0.43
13.2 separation pay	3.33	P	3.37	P	3.57	VMP	3.42	P	11	4	0.58
13.3 special awards	3.41	P	3.44	P	3.29	P	3.38	P	12	4	0.62
14. Includes granting of fringe benefits such as sick leave and health benefits	3.25	P	3.52	VMP	3.71	VMP	3.49	P	7		0.51
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer	3.15	P	3.11	P	3.14	P	3.14	P	16	4	0.86
Grand Mean	3.42	P	3.45	P	3.46	P	3.44	P		4	0.56

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

As NCTE, PNU expands and maintains its existing national and international networks of organizations and academic institutions. At present, the PNU CED's international linkages includes five universities in the USA and Tokyo Gakugei University in Tokyo, Japan, Kyung-Nam College of Information and Technology and Rey Juan Carlos University under the Agencia Española de Cooperacion Internacional (AECID) which allow facile and better mechanisms for student and faculty exchanges and alignment of academic courses offered at PNU with their international networks. The aforecited statements on



President's Report (2011) support the perception of the respondents on giving the highest rating to *international TEI partners* with 3.63 overall weighted mean in Table 111.

In addition, PNU continuously expanded its national (public and private sector) networks to maintain its advocacy of excellence and service. Through strategic partnerships and collaborative projects and programs evident in Adopt-a-School Program where private entities assisted the school in ICT integration, physical renovations improvement of science laboratories, acquisition of new facilities, and teacher training. PNU lives up to its reputation as responsive innovator in teacher education. Other than that, PNU has established the following linkages through Erasmus Mundus program among the members of the National Network of Normal Schools (3Ns) to strengthen curriculum, technology and livelihood education, environment and green education, multicultural and indigenous peoples (IPs) programs.

Though PNU CED *sustains partnership and consortiums among TEIs in terms of expertise*, with 3.59 overall weighted mean, it needs to improve *research and instruction* on the other hand. Conversely, the overall gap of 0.59 signifies that this area fails to arrive at quality assurance.

**Table 111: Weighted Mean on Domain 1 Instruction
Area 2 Administration Networking & Linkages of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
2.3 Networking and Linkages	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has International Teacher Education Institution (TEI) partners	3.46	P	3.56	VMP	3.86	VMP	3.63	VMP	1	4	0.37



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Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of: 2.1 facilities	3.32	P	3.26	P	3.43	P	3.34	P	7	4	0.66
2.2 research	3.18	P	3.00	P	3.29	P	3.15	P	8.5	4	0.85
2.3 instruction	3.14	P	3.04	P	3.29	P	3.15	P	8.5	4	0.85
2.4 expertise	3.47	P	3.59	VMP	3.71	VMP	3.59	VMP	2	4	0.41
2.5 funding	3.34	P	3.48	P	3.57	VMP	3.46	P	4.5	4	0.54
3. Sustains partnership across schools/institution	3.33	P	3.48	P	3.57	VMP	3.46	P	4.5	4	0.54
4. Maximizes its alumni and parents' network to support development	3.24	P	3.48	P	3.43	P	3.38	P	6	4	0.62
5. Encourages membership in professional organizations	3.39	P	3.48	P	3.71	VMP	3.53	VMP	3	4	0.47
Grand Mean	3.32	P	3.37	P	3.54	VMP	3.41	P		4	0.59

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

The data on Table 112 present the highest rated indicator, *uses brand marketing strategies to impact enrolment* with overall weighted mean of 3.52 and verbal interpretation of “Very Much Practised.” According to interview data, PNU has no problem with enrolment much more with its brand of education which is highly manifested in their graduates who are steep with pedagogical knowledge and skills in various content disciplines, innovative, research, and service oriented and instructional developers, reflective practitioners, and leaders in educational setting. Although marked as “Practised” PNU CED has to strengthen its *linkages with industry funding agency*.



**Table 112: Weighted Mean on Domain 1 Instruction
Area 2 Resource Generation and Utilization of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N= 27)		Faculty/ Admin (N=7)		Overall (N=113)				
2.4 Resource Generation and Utilization	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes	3.28	P	3.41	P	3.57	VMP	3.42	P	2	4	0.58
2. Has linkages with any of the following funding agencies: 2.1 International	3.14	P	3.33	P	3.43	P	3.30	P	5	4	0.70
2.2 National Government	3.29	P	3.22	P	3.43	P	3.31	P	4	4	0.69
2.3 Local Government Units (LGUs)	3.18	P	3.22	P	3.43	P	3.28	P	6	4	0.72
2.4 Non Government Organizations (NGOs)	3.13	P	3.22	P	3.29	P	3.21	P	7	4	0.79
2.5 Industry	3.15	P	3.15	P	3.29	P	3.20	P	8	4	0.80
3. Uses brand marketing strategies to impact enrolment and resource generation	3.38	P	3.48	P	3.71	VMP	3.52	VMP	1	4	0.48
4. Has a school-generated fund mechanisms	3.22	P	3.37	P	3.43	P	3.34	P	3	4	0.66
Grand Mean	3.22	P	3.30	P	3.45	P	3.32	P		4	0.68

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

Table 113 interprets faculty profile and professional competence of PNU's quality indicator to be "Practised." The highest overall weighted mean scores of 3.65, 3.61, and 3.59 are reflected in the *engagement of faculty members in the provision of expert service (e.g., resource person and/or lecturer, thesis/dissertation, advising etc.), knowledge of the curriculum, engagement in the extension and/or community involvement*. These best practices are supported by the interviewees as explained in similar quality area indicators in Table 110.



The weakest indicator of this area, however; is *academic recognition such as scholarships* which ranked 33, and *fellowships and grants* which ranked both at 30.5

For interviewee L, PNU is not weak on this area explaining that:

“We have faculty grant and fellowship in terms of scholarship. Some of our faculty are Full Bright scholars, recipients of CHED, AusAid, and DOST scholarships. Others have the opportunity to complete short term courses in Japan and Korea. We also have one faculty as visiting professor in Asian universities.”

**Table 113: Weighted Mean on Domain 1 Instruction
Area 3 Faculty Profile and Professional Competence of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N= 27)		Faculty/ Admin (N=7)		Overall (N=113)				
Area 3: Faculty Profile and Professional Competence	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3.27	P	3.19	P	3.43	P	3.29	P	28	4	0.71
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3.24	P	3.26	P	3.57	VMP	3.36	P	20	4	0.64
3. Have at least 80% of faculty members with specialization in Science, Math, English (Masters Level) etc.	3.15	P	3.00	P	3.43	P	3.19	P	29.5	4	0.81
4. Have at least 100% of Professional Education faculty member with Masters	3.20	P	3.11	P	3.71	VMP	3.34	P	21.5	4	0.66
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3.32	P	3.56	VMP	3.57	VMP	3.48	P	9	4	0.52
6. Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3.30	P	3.15	P	3.57	VMP	3.34	P	21.5	4	0.66
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3.32	P	3.19	P	3.29	P	3.26	P	28	4	0.74
8. Are licensed professional teachers	3.34	P	3.44	P	3.71	VMP	3.50	P	4.5	4	0.50
9. Demonstrate professional competence in instruction	3.35	P	3.30	P	3.71	VMP	3.46	P	10.5	4	0.54
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3.61	VMP	3.59	VMP	3.57	VMP	3.59	VMP	3	4	0.41



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Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N= 27)		Faculty/ Admin (N=7)		Overall (N=113)				
10.2 production of instructional materials	3.48	P	3.44	P	3.57	VMP	3.50	VMP	4.5	4	0.50
10.3 consultancy	3.29	P	3.19	P	3.43	P	3.30	P	26.5	4	0.70
10.4 expert service (e.g., resource person and/or lecturer, thesis/dissertation, advising etc.)	3.67	VMP	3.56	VMP	3.71	VMP	3.65	VMP	1	4	0.35
10.5 development of creative and scholarly works	3.28	P	3.22	P	3.43	P	3.31	P	24.5	4	0.69
11. Have shown continuing efforts in research	3.39	P	3.41	P	3.43	P	3.41	P	15	4	0.59
12. Present/publish research/articles/papers in the following magazines/refereed journals:	3.20	P	3.30	P	3.43	P	3.31	P	24.5	4	0.69
12.1 regional											
12.2 national	3.22	P	3.26	P	3.43	P	3.30	P	26.5	4	0.70
12.3 international	3.16	P	3.11	P	3.29	P	3.19	P	29.5	4	0.81
13. Have received academic recognition such as:	3.06	P	3.00	P	3.29	P	3.12	P	33	4	0.88
13.1 scholarships											
13.2 fellowships	3.10	P	3.07	P	3.29	P	3.15	P	30.5	4	0.85
13.3 grants	3.10	P	3.07	P	3.29	P	3.15	P	30.5	4	0.85
13.4 awards	3.30	P	3.22	P	3.43	P	3.32	P	23	4	0.68
14. Have knowledge of the curriculum	3.61	VMP	3.52	VMP	3.71	VMP	3.61	VMP	2	4	0.39
15. Have pedagogical content knowledge	3.34	P	3.48	P	3.57	VMP	3.46	P	10.5	4	0.54
16. Design coherent learning program	3.30	P	3.48	P	3.57	VMP	3.45	P	12.5	4	0.55
17. Facilitate learning for diverse students	3.29	P	3.44	P	3.57	VMP	3.44	P	14	4	0.56
18. Use varied assessment and feedback mechanisms	3.27	P	3.37	P	3.57	VMP	3.40	P	16.5	4	0.60
19. Provide safe and supportive learning environment	3.29	P	3.33	P	3.57	VMP	3.40	P	16.5	4	0.60
20. Display inquiry skills	3.28	P	3.33	P	3.57	VMP	3.39	P	18	4	0.61
21. Exhibit professional practice	3.32	P	3.48	P	3.71	VMP	3.50	P	4.5	4	0.50
22. Possess professional knowledge	3.34	P	3.44	P	3.71	VMP	3.50	P	4.5	4	0.50
23. Possess professional attributes contributing to teaching	3.38	P	3.41	P	3.71	VMP	3.50	P	4.5	4	0.50
24. Employ different teaching strategies and approaches	3.30	P	3.33	P	3.71	VMP	3.45	P	12.5	4	0.55
25. Utilize the ICT resources in the enhancement of the teaching and learning process	3.30	P	3.11	P	3.71	VMP	3.38	P	19	4	0.62
Grand Mean	3.31	P	3.31	P	3.54	VMP	3.38	P		4	0.62

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



A “Very Much Practised” overall description on the data of PNU curriculum is shown in Table 114 on page 278. Highest mean scores are: *provides practice teaching locally, complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004, and provides apprenticeship of pre-service teacher to an experienced mentor*. The findings of the present study support the concretization of the mission of PNU CED in the provision of professional, technical, and special instruction both in pre and in service training. The best practice of apprenticing student teacher to an experienced mentor or in Vygotsky’s (1986) terms, a more “knowledgeable other” is highlighted in the study of Lapingcao (2010) that field study courses are handled by deans and FS supervisors who are educationally qualified as well as having a sufficient length of teaching experiences. In the same vein, these courses are also handled by equally qualified administrators and resource teachers in the DepEd thus providing guidance to FS students.

In contrast, beginning teachers in Japan are treated as if they were veterans experienced in school and classroom instruction, when in fact they have had only two or four weeks practice teaching at a university (Innovations and Initiatives in Teacher Education in Asia and the Pacific Region, 1990). The teacher preparation as stipulated in the CMO 30 s. 2004 complied and offered by PNU CED contributes to continuous professional growth of the students.

The weakest identified indicator of this area, *provides practice teaching internationally* is verified by interviewee L as not yet in placed in PNU



**Table 114: Weighted Mean on Domain 1 Instruction
Area 4 Curriculum of PNU**

Indicators	Respondents							TQA			
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
Area 4: Curriculum	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004	3.70	VMP	3.67	VMP	3.86	VMP	3.74	VMP	2	4	0.26
2. Considers enrolment/ recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3.35	P	3.44	P	3.86	VMP	3.55	VMP	9	4	0.45
3. Reflects national and international standards	3.37	P	3.37	P	3.00	P	3.25	P	14	4	0.75
4. Involves participation of stakeholders in: 4.1 aligning the curriculum with the VMGO of the institution	3.28	P	3.26	P	3.86	VMP	3.46	P	12.5	4	0.54
4.2 defining objectives and desired outcomes	3.32	P	3.26	P	3.86	VMP	3.48	P	11	4	0.52
4.3 reviewing, revising, and updating the curriculum	3.25	P	3.26	P	3.86	VMP	3.46	P	12.5	4	0.54
5. Provides field study experience where pre-service teachers apply theory in real school setting	3.35	P	3.30	P	3.86	VMP	3.50	P	10	4	0.50
6. Provides apprenticeship of pre-service teacher to an experienced mentor	3.62	VMP	3.70	VMP	3.86	VMP	3.73	VMP	3	4	0.27
7. Provides practice teaching: 7.1 locally	3.70	VMP	3.67	VMP	4.00	VMP	3.79	VMP	1	4	0.21
7.2 internationally	3.03	P	2.74	P	3.00	P	2.92	P	15	4	1.08
8. Has effective systems of periodic self and external evaluations of individual programs	3.63	VMP	3.59	VMP	3.71	VMP	3.65	VMP	5	4	0.35
9. Is comprehensive with lessons systematically planned	3.58	VMP	3.48	P	3.71	VMP	3.59	P	7	4	0.41
10. Emphasizes critical and creative thinking skills and application of concept, knowledge, and skills	3.44	P	3.56	VMP	3.86	VMP	3.62	VMP	6	4	0.38
11. Requires research activities that provide exposures of students to scientific teacher education problem solving methods	3.51	VMP	3.44	P	3.71	VMP	3.56	VMP	8	4	0.44
12. Is current and responsive to the relevant field of study and employment	3.61	VMP	3.56	VMP	3.86	VMP	3.67	VMP	4	4	0.33
Grand Mean	3.45	P	3.42	P	3.72	VMP	3.53	VMP		4	0.47

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



The old saying “the building fits the curriculum” developed because the physical structure limits the learning experience. School facilities can be flexible enough to accommodate changing learning patterns and methods evidenced by the highest rated indicator of this area, *has adequate classroom size, space, arrangements, and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups*. This strength is acknowledged by the interviewees K and L.

As gleaned in Table 115, *has built-in ICT multimedia facilities in every classroom* got the lowest overall weighted mean of 2.50 with verbal interpretation of “Fairly Practised.”

This perception of the respondents is supported by interviewee L stating that:

“Only selected rooms have built-in multimedia. The LCDs are found only in major venues of the school. The administrators are working hard to improve our multimedia facilities to produce competent, efficient, highly and technologically trained teachers.”

**Table 115: Weighted Mean on Domain 1 Instruction
Area 5 Learning Environment of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
Area 5: Learning Environment	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has adequate faculty-student ratio	3.18	P	3.22	P	3.29	P	3.23	P	5	4	0.77
2. Is conducive for teaching and learning process	3.20	P	3.30	P	3.43	P	3.31	P	3	4	0.69
3. Has built-in ICT multimedia facilities in every classroom	2.59	P	2.48	FP	2.43	FP	2.50	FP	7	4	1.50
4. Considers the availability of appropriate, varied and adequate learning resources for each program offered	3.13	P	3.22	P	3.43	P	3.26	P	4	4	0.74



Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
5. Provides for individualized learning	3.41	P	3.44	P	3.57	VMP	3.47	P	2	4	0.53
6. Has adequate classroom size, space, arrangements, and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3.51	VMP	3.59	VMP	3.71	VMP	3.60	VMP	1	4	0.40
7. Integrates technology into lesson designs	3.10	P	3.04	P	3.29	P	3.14	P	6	4	0.86
Grand Mean	3.16	P	3.18	P	3.31	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

Table 116 shows the respondents' perception on assessment of learning of PNU. A grand overall weighted mean of 3.38 signifies that all indicators are "Practised" except for indicator 2, *is carried out professionally and takes into account the extensive knowledge on assessment process* which the respondents found to be "Very Much Practised." The outcome of this study depicts a close relation with the New Jersey Professional Standards for Teachers and School Leaders (2004) that their teachers know and understand the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concern. Moreover, their teachers value and are committed to the belief that students' strengths are



the bases for growth and their errors are opportunities for learning. Teachers' activities include analysis of student performance using multiple sources of data to modify future plans and instructional techniques that promote desired student learning outcomes. In addition, teachers provide constructive feedback on students' learning and use the data as self-assessment strategies to monitor the teachers' progress toward personal goals. Teachers make accurate documentation and report of assessment data and ongoing student data to parents and professional staff. Teacher's knowledge of learners and evaluation of students' progress and performance is enhanced through a variety of formal and informal assessment techniques. However, indicator. 3, is *subject to administrative/supervisory checks* got the lowest overall weighted mean of 3.23.

**Table 116: Weighted Mean on Domain 1 Instruction
Area 6 Assessment of Learning of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
Area 6: Assessment of Learning	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3.44	P	3.33	P	3.71	VMP	3.50	P	2	4	0.50
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3.48	P	3.37	P	3.71	VMP	3.52	VMP	1	4	0.48
3. Is subject to administrative/supervisory checks	3.13	P	3.15	P	3.43	P	3.23	P	6	4	0.77
4. Is timely given to assess student's progress	3.16	P	3.04	P	3.57	VMP	3.26	P	5	4	0.74
5. Is reviewed periodically and revised as necessary	3.30	P	3.41	P	3.57	VMP	3.43	P		4	0.57
6. Is returned to students after results are checked, recorded, and analyzed	3.20	P	3.04	P	3.71	VMP	3.32	P	4	4	0.68
Grand Mean	3.29	P	3.22	P	3.62	VMP	3.38	P		4	0.62

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



Table 117 presents the laboratory facilities of PNU. Highest overall weighted mean scores are found in indicators 1 (conform with minimum requirements of CHED) 2 (adequate and conducive), 9 (adequate student teaching facilities), and 10 (adequate facilities for experimentation) while lowest overall weighted mean scores are found in indicators 6 (continuously improved), 7 (provision for laboratory assistant), and 8 (sufficient AV equipment). Indicator 8, has obtained the lowest overall weighted mean of 2.87. The grand mean gap of 0.75 signifies that it has not accomplished the desired quality assurance. Although PNU is center of excellence, still there are physical improvements to be made especially in the areas of laboratories. As indicated in adopt-a-school program, PNU envisions a science research laboratory with the following requirements: automatic/motorized projected screen, advanced research experiment equipments, internet connection, and laboratory tables. Further, PNU also aspires for smart classrooms, modern sports and fitness equipments, and music studio. These adopt-a-school program requirements of PNU and the above strengths and weaknesses are recognized by both interviewees.

**Table 117: Weighted Mean on Domain 1 Instruction
Area 7 Laboratory Facilities of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
Area 7: Laboratory Facilities	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conform with at least minimum requirements of CHED for each laboratory course	3.37	P	3.59	VMP	3.43	P	3.46	P	1	4	0.54



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Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
2. Are adequate and conducive for effective teaching and learning	3.37	P	3.37	P	3.57	VMP	3.44	P	2	4	0.56
3. Are periodically checked to ensure safety of the users	3.10	P	3.26	P	3.29	P	3.22	P	6.5	4	0.78
4. Assures of first-aid facilities for immediate use	3.10	P	3.26	P	3.29	P	3.22	P	6.5	4	0.78
5. Are continuously maintained in good condition	3.15	P	3.30	P	3.29	P	3.25	P	5	4	0.75
6. Are continuously improved and expanded to acquire up- to- date equipment, apparatus, material, and supply	3.16	P	3.07	P	3.14	P	3.12	P	9	4	0.88
7. Are provided with laboratory assistants or technicians (Science laboratories)	3.14	P	3.19	P	3.29	P	3.21	P	8	4	0.79
8. Have sufficient AV equipment inside the laboratories	2.97	P	2.78	P	2.86	P	2.87	P	10	4	1.13
9. Have adequate facilities for student teaching	3.29	P	3.33	P	3.43	P	3.35	P	3.5	4	0.65
10. Have adequate facilities for experimentation and innovations	3.20	P	3.41	P	3.43	P	3.35	P	3.5	4	0.65
Grand Mean	3.19	P	3.26	P	3.30	P	3.25	P		4	0.75

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

The findings presented in Table 118 point out the top three ranked indicators for the library and collection facilities of PNU. These are indicator 1, *is administered and supervised by licensed, full time Librarian with MS Library Science Degree*, indicators 4 and 7, *supports the VMGO of the institution and school program respectively and provides sufficient research books and materials to supplement student's and faculty's curricular needs*, both with 2.5 ranking.



As described by interviewee K:

“The volume of our library collection is ‘okey naman’ but in terms of updated materials, ours is not okey.”

On the contrary, the least ranked indicators of the area are indicator 6, *has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment* with 2.90 overall weighted mean score; indicator 8, *has at least five (5) books titles per professional course at a ratio of 1 volume per 15 students enrolled in the program* with overall weighted mean score of 2.91; and indicator 12, *is a member of E-library* with overall weighted mean of 2.92.

Interviewee K explains:

“The best feature of our library is the availability of online journal for education, educational management, and educational technology. The vision of PNU is for the institution to be a virtual hub of learning. This will only be realized if we have good ICT infrastructure and become part of E-library.”

Based on the President’s Report 2011, PNU library has widened subscription to e-journals, crafted procedures manual for effective library delivery systems, and drafted a Library Development Plan, which are considered innovations.

**Table 118: Weighted Mean on Domain 1 Instruction
Area 8 Library Facilities and Collections of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
Area 8: Library Facilities and Collections	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Is administered and supervised by licensed, full time Librarian with MS Library	3.54	VMP	3.56	P	3.56	VMP	3.55	VMP	1	4	0.45



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Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
Science Degree											
2. Has a published Library Manual	3.06	P	2.89	P	3.00	P	2.98	P	9.5	4	1.02
3. Has adequate support staff and student assistants	3.11	P	2.85	P	2.86	P	2.94	P	11	4	1.06
4. Supports the VMGO of the institution and school program respectively	3.14	P	3.04	P	3.29	P	3.15	P	2.5	4	0.85
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	3.18	P	2.85	P	3.14	P	3.06	P	7	4	0.94
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment	3.03	P	2.81	P	2.86	P	2.90	P	14	4	1.10
7. Provides sufficient research books and materials to supplement the client's curricular needs	3.16	P	3.00	P	3.29	P	3.15	P	2.5	4	0.85
8. Has at least five (5) books titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	3.06	P	2.67	P	3.00	P	2.91	P	13	4	1.09
9. Has library materials/resources which conform with standards set for a particular academic program	3.09	P	2.93	P	3.29	P	3.10	P	4.5	4	0.90
10. Has at least one (1) international journal in each particular academic program	3.13	P	2.89	P	3.29	P	3.10	P	4.5	4	0.90
11. Is automated with Internet connectivity	3.05	P	2.81	P	3.14	P	3.00	P	8	4	1.00
12. Is a member of E-library	2.97	P	2.63	P	3.14	P	2.92	P	12	4	1.08
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other books/journal	3.06	P	2.89	P	3.00	P	2.98	P	9.5	4	1.02
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources	3.05	P	2.93	P	3.29	P	3.09	P	6	4	0.91
Grand Mean	3.12	P	2.91	P	3.15	P	3.06	P		4	0.94

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



The overall findings presented in Table 119 convey a general perception that all listed quality indicators are “Practised” in PNU CED with grand mean of 3.11. The results however signify that PNU CED administration needs to improve this area. Significant strengths of this component though are *provision for web-based information for all stakeholders, conformity of Information and Communications Technology (ICT) with the standards and requirements of the academic program, and ICT use as instructional support*. Accordingly, *good ratio of students to terminals and other equipment and ICT training program for students and faculty* are the weakest rated indicators.

Tinio (cited by Camacho, J., Camacho R., & Camacho, B. n.d.) agrees with the findings of the present study. Tinio’s study revealed that lack of enough computers, lack of enough technical support for operating and maintaining ICT resources, lack of teacher training opportunities, lack of space for computers, and the general lack of funds for operations including maintenance of equipment, purchase of supplies, and electricity are barriers in the ICT utilization in the Philippine Public High Schools. Likewise, Mwalongo (2011) exposes that frequency of use of ICT is influenced by access while the competence of ICT use is influenced by training. As opined by Zhiting Z., & Hanbing, Y. (n.d.) the use of ICT in education creates ever-new challenges for teachers. They need not only to learn the skills of using ICT, but also to learn how to design innovative instructions through an integration of ICT with curriculum. Reasonably, for undergraduate students who are prospective school teachers, they should be well prepared for using ICT in education. It has become a common sense that, for a pre-service teacher education program without an integration of ICT, it could not be said to be a complete one.



As expressed by the interviewees, PNU is improving its ICT. One noted improvement is DIWA's smart classroom that PNU has.

**Table 119: Weighted Mean on Domain 1 Instruction
Area 9 Information and Communications Technology (ICT) of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
Area 9: Information and Communications Technology (ICT)	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3.20	P	3.26	P	3.43	P	3.30	P	2	4	0.70
2. Is Internet accessible for all staff of the University, college, and/or school	3.09	P	3.00	P	3.14	P	3.08	P	7.5	4	0.92
3. Is used as instructional support	3.28	P	3.19	P	3.29	P	3.25	P	3	4	0.75
4. Is used to provide web-based information for all stakeholders	3.27	P	3.33	P	3.43	P	3.34	P	1	4	0.66
5. Includes training program for students and faculty	3.08	P	2.85	P	3.00	P	2.98	P	11	4	1.02
6. Has a good ratio of students to terminals and other equipment	2.96	P	2.85	P	3.00	P	2.94	P	12	4	1.06
7. Has good location for ICT resources	3.08	P	2.89	P	3.00	P	2.99	P	10	4	1.01
8. Has annual allocation of resources for purchasing latest hardware	3.03	P	3.11	P	3.00	P	3.05	P	9	4	0.95
9. Has licensed software application and licensed anti-virus	3.14	P	2.96	P	3.14	P	3.08	P	7.5	4	0.92
10. Has preventive maintenance	3.09	P	3.07	P	3.29	P	3.15	P	4	4	0.85
11. Has in-house development of software applications/ programs	3.14	P	3.00	P	3.14	P	3.09	P	6	4	0.91
12. Has Wi-Fi hot spots	3.23	P	3.15	P	3.00	P	3.13	P	5	4	0.87
Grand Mean	3.13	P	3.06	P	3.16	P	3.11	P		4	0.89

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

As indicated in Table 120 Area 10 Licensure and Examinations for Teachers (LET) Performance, both indicators are perceived "Very Much Practised" with overall weighted mean score of 3.75, supporting PNU's recognition as Center of Excellence (COD). The findings of the present study correlate with the study of Ladia, et al. (2012) involving 31 identified COEs and 9 CODs from 2008-2011 and 2010-2013. In terms of the individual overall passing percentage of the COEs/CODs, the 6 highest performing are: De La Salle



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University-Manila (93.3%), University of Santo Tomas (90.8%), Ateneo de Davao University (85.7%), Philippine Normal University-Manila (83.1%), Colegio De Dagupan (80.0%), and Xavier University (79.8%). Among these 3 COEs and 3 CODs, only PNU is a state university and has produced the greatest number of elementary teachers. Being the premier teacher education institution, the authors suggest PNU to develop a guidebook that highlights the effective procedures on providing and maintaining quality teacher preparation. Relative to this suggestion interviewee K articulates that:

“The consistent success of PNU in LET is attributed to the following measures: 1) strict admission policy of the students; 2) good instruction and curriculum; 3) one month intensive review of students after graduation; 4) 5-day in-house review (expenses shouldered by the school) for topnotchers in a hotel prior to actual examinations; and 5) monetary incentives for top board passers. Top 1 gets PhP50,000 while Top Ten Board passers get PhP10,000.”

The importance of professional license is specified in CHED Memorandum No. 52.

S. 2007 Section 3 Faculty Letter B, to quote:

“Faculty members teaching the professional education courses in teacher education program must be a holder of valid certificate registration and professional licensure examinations for teachers (LET) as provided for in Section 11 of RA 8991.

Padua, et al. (cited by Dela Cruz 2013) point out that teacher programs get the less able students while the more able ones (who are attracted to higher pay) seek admission to other degree programs like engineering and medicine. On the other hand, Pascua & Navalta's conclusion (cited by Dela Cruz 2013) prove that the higher the grade in the



teacher program, the higher the grade in LET confirming Padua, et al.'s explanation that low marks as well as low passing rate of LET takers are correlated. Further, TEIs and concerned government and non government agencies should collaboratively design, implement, and evaluate programs that will attract the bright students into the teaching profession to avoid pitiful waste of human capital (Angara, 2011).

**Table 120: Weighted Mean on Domain 1 Instruction
Area 10 Licensure Examinations for Teachers (LET) Performance of PNU**

Indicators	Respondents								TQA		
	Seniors		Grad Students		Faculty/ Admin		Overall				
	(N=79)		(N=27)		(N= 7)		(N=113)				
Area 10: Licensure Examinations for Teachers (LET) Performance	M	VI	M	VI	M	VI	M	VI	R	I	Gap
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEED and BSEd for the last three years	3.72	VMP	3.67	VMP	3.86	VMP	3.75	VMP	1.5	4	0.25
2. Has 100% LET passers for the last three (3) years	3.86	VMP	3.67	VMP	3.72	VMP	3.75	VMP	1.5	4	0.25
Grand Mean	3.79	VMP	3.67	VMP	3.79	VMP	3.75	VMP		4	0.25

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

Table 121 on page 290 presents the weighted mean on Domain 1 Instruction Area 11 Profile of Graduates/Trace Program of PNU. As shown, indicators 1 and 2, *has an updated profile of graduates for the last five (5) years and has a comprehensive records of alumni awardees of the last five (5) years*, are identified strengths of the area both with verbal interpretation of “Very Much Practised.” Yet, the grand gap of 0.55 proves that this area failed to achieve the desired TQA.

As mentioned in *It starts with a passion: alumni handbook*, alumni play major roles in the development of schools. They provide career and character guidance. They provide



industrial connections for valuable work attachments. Moreover, alumni are able to galvanize cohorts of alumni in doing something meaningful for their alma mater- be it fund raising for new school facilities, providing financial assistance to needy students, setting up scholarships, and giving recognition to teachers. Thus, alumni engagement is important. Hunter (1997) on the other hand, found out that the best predictors of alumni's engagement are attachment to the school and participation in alumni events. Weerts & Ronca (cited by Radcliffe 2011) opine that the longer the engagement continues, the more developed the relationship between alumni and alma mater, the more generous alumni are over time. To be successful in engaging alumni according to Garcia (n.d.) is to conduct competitiveness assessment of graduates (tracer studies, exit interviews, industry) to know the whereabouts of the alumni and to properly recognize them.

Interviewee K admitted that the tracer study of PNU is weak. The interviewee reveals that the Alumni Office has limited manpower to track their graduates.

**Table 121: Weighted Mean on Domain 1 Instruction
Area 11 Profile of Graduates/Trace Program of PNU**

Indicators	Respondents								TQA		
	Seniors (N= 79)		Grad Students (N=27)		Faculty/ Admin (N= 7)		Overall (N=113)				
Area 11: Profile of Graduates/Trace Program	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1.Has an updated profile of graduates for the last five (5) years	3.37	P	3.63	VMP	3.57	VMP	3.52	VMP	1	4	0.48
2.Has a good databank of the employment status of their graduates	3.18	P	3.33	P	3.43	P	3.31	P	3	4	0.69
3. Has a comprehensive records of alumni awardees for the last five (5) years	3.29	P	3.52	VMP	3.71	VMP	3.51	VMP	2	4	0.49
Grand Mean	3.28	P	3.49	P	3.57	VMP	3.45	P		4	0.55

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



The data in Table 122 display that quality indicators of student support and services of PNU are generally “Practised” with grand overall weighted mean of 3.20. Noted strengths are the following: *co-curricular activities which serve as models for other TEIs and regular publication of up- to -date, impartial, and objective information on the effectiveness of faculty members* both with obtained mean score of 3.32 and *scholarships and study grants on merit to support for the most able students* with obtained mean score of 3.30.

Accordingly, the Students Grants-in Aid Program for Poverty Alleviation (SGP-PA). where PNU is a partner institution, has provided teacher education program for impoverished but deserving students

Noted weakest indicator though is *periodic health examination of food servers and periodic inspection of food being served* with obtained mean score of 3.09. Relative to the weakest indicator, food safety is essential in mass catering. Therefore, the foods served in schools must be safe and handled by trained staff. This view is highlighted in DepEd Order No.8, s. 2007 Memorandum of Agreement between Navotas National High School Teachers and Employees Cooperative.

**Table 122: Weighted Mean on Domain 1 Instruction
Area 12 Student Support and Services of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
Area 12: Student Support and Services	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1.Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential	3.15	P	3.26	P	3.29	P	3.23	P	15.5	4	0.77



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Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
2. Have support programs for the advancement of intellectually-able students	3.14	P	3.15	P	3.29	P	3.19	P	25.5	4	0.81
3. Have scholarships and study grants on merit to support the most able students	3.19	P	3.15	P	3.57	VMP	3.30	P	3	4	0.70
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3.16	P	3.26	P	3.43	P	3.28	P	6.5	4	0.72
5. Have co-curricular activities which serve as models for other TEIs	3.24	P	3.15	P	3.57	VMP	3.32	P	1.5	4	0.68
6. Have a model physical environment for Teacher Education Institution	3.23	P	3.15	P	3.43	P	3.27	P	11.5	4	0.73
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3.18	P	3.19	P	3.43	P	3.26	P	13	4	0.74
8. Publish regularly up- to -date, impartial, and objective information on the following in the school's fulfillment of public accountability : 8.1 student progression and success rates	3.14	P	3.15	P	3.57	VMP	3.29	P	4.5	4	0.71
8.2 student's satisfaction with their programs	3.11	P	3.15	P	3.57	VMP	3.28	P	6.5	4	0.72
8.3 profile of student population	3.10	P	3.15	P	3.57	VMP	3.27	P	11.5	4	0.73
8.4 distribution of students per program	3.13	P	3.15	P	3.57	VMP	3.28	P	6.5	4	0.72
8.5 retention and dropout rate	3.13	P	3.15	P	3.43	P	3.23	P	15.5	4	0.77
8.6 effectiveness of faculty members	3.29	P	3.11	P	3.57	VMP	3.32	P	1.5	4	0.68
8.7 awards received	3.13	P	3.15	P	3.43	P	3.23	P	15.5	4	0.77
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students	3.20	P	3.11	P	3.29	P	3.20	P	24	4	0.80
10. Adopt security measures for all school personnel, students, and stakeholders	3.11	P	3.15	P	3.57	VMP	3.28	P	6.5	4	0.72
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	2.97	P	3.15	P	3.29	P	3.14	P	35.5	4	0.86
12. Have basic security equipment and/or personnel in line with the institution's/school's safety program	3.11	P	3.07	P	3.29	P	3.16	P	30.5	4	0.84
13. Update and exercise school emergency preparedness plans	3.08	P	3.07	P	3.29	P	3.15	P	34	4	0.85
14. Have regular meeting between School Officials and their public safety officials to discuss safety, security, and emergency planning strategies	3.09	P	2.96	P	3.29	P	3.11	P	41.5	4	0.89
15. Evaluate and refine school security measures	3.11	P	2.81	P	3.43	P	3.12	P	39.5	4	0.88
16. Have an adequate food service areas for the institution/school population	3.20	P	2.85	P	3.57	VMP	3.21	P	20.5	4	0.79
17. Have food service areas conveniently located, well-equipped, and kept sanitary	3.08	P	2.89	P	3.43	P	3.13	P	37	4	0.87
18. Have periodic health examination of food servers and periodic inspection of food being served	3.03	P	2.81	P	3.43	P	3.09	P	44	4	0.91
19. Provide adequately-equipped infirmary and a school clinic to meet the constituents' needs	3.08	P	2.93	P	3.57	VMP	3.19	P	25.5	4	0.81



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Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school	3.19	P	2.96	P	3.43	P	3.19	P	25.5	4	0.81
21. Have athletic facilities with safety features for all areas of sports activities	3.15	P	2.93	P	3.57	VMP	3.22	P	19	4	0.78
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor	3.06	P	2.85	P	3.57	VMP	3.16	P	30.5.	4	0.84
23. Publish regularly at least one issue per semester	3.18	P	2.93	P	3.43	P	3.18	P	28	4	0.82
24. Evaluate regularly the performance of the Publication Unit	3.13	P	2.93	P	3.57	VMP	3.21	P	20	4	0.79
25. Provide foreign student's assistance	3.09	P	3.00	P	3.43	P	3.17	P	29	4	0.83
26. Have a systematic financial assistance program offered to deserving and needy students	3.05	P	3.11	P	3.57	VMP	3.24	P	14	4	0.76
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3.14	P	3.15	P	3.57	VMP	3.29	P	4.5	4	0.71
28. Disseminate information about the Assistance Program to the community and feeder schools	3.11	P	3.15	P	3.57	VMP	3.28	P	6.5	4	0.72
29. Have a formally organized Alumni Association that participates in the general school program through the following:	3.13	P	3.00	P	3.57	VMP	3.23	P	15.5	4	0.77
29.1 job placement											
29.2 spiritual assistance and religious activities	3.11	P	2.81	P	3.43	P	3.12	P	39.5	4	0.88
29.3 follow-up services	3.05	P	2.85	P	3.43	P	3.11	P	41.5	4	0.89
29.4 guidance (professional and personality adjustments)	3.06	P	2.85	P	3.43	P	3.11	P	41.5	4	0.89
29.5 policy formulation and program development	3.13	P	2.85	P	3.43	P	3.14	P	35.5	4	0.86
29.6 evaluation	3.06	P	2.89	P	3.43	P	3.13	P	37.5	4	0.87
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By-laws	3.14	P	2.93	P	3.43	P	3.16	P	30.5	4	0.84
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3.11	P	2.93	P	3.43	P	3.16	P	30.5	4	0.84
32. Include specific training in various job-seeking techniques, including self-placement	3.15	P	2.89	P	3.57	VMP	3.20	P	23.5	4	0.80
33.Provides an employment program designed to assist students secure valuable work experience in their area of specialization	3.16	P	2.89	P	3.57	VMP	3.21	P	20.5	4	0.79
Grand Mean	3.13	P	3.02	P	3.46	P	3.20	P		4	0.80

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



Table 123 exhibits the highest rated indicators namely *research outputs are protected by IPR laws* and *faculty and students observe research ethics* with weighted overall mean of 3.54, *research manuscripts are well-edited, and written in proper style and in an institutionally-established format* with overall weighted mean of 3.35, and *research outputs are published in national refereed journals* with overall weighted mean of 3.33.

To encourage publication of research output, PNU required full professors to conduct research. Moreover, the university provides monetary incentives of PhP50,00 for international refereed journal publication. On the contrary, PhP30,000 is given to faculty for Asian and PhP70,000 for US and/or Europe paper presentations. Noteworthy to mention are the lowest rated indicators particularly *availability of E-journal, regular publication of research journal, and provision of personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources* with 2.85, 3.02, and 3.07 overall weighted means in succession.

The identified weaknesses particularly regular publication of research journal, is not acceptable for interviewee L explaining that “The Normal Light,” which is a peer-reviewed journal published biannually through the educational Policy Research and Development Center (EPRDC) is a great research innovation for the University. This has contributed in strengthening research culture and enhancement and becomes the source of income-generation scheme for the University.

The provision of ICT resource may not be a valid weak perception by the respondents because according to President’s Report (2011), 5 PC tablets were awarded to the Deans as part of ICT grant in order to produce technology-oriented researches and



teaching strategies. Part of the strategic plan of PNU is procurement of process system software and research system software. To validate the weakness of PNU in relation to provision for research facilities and equipment, Taguan (2011) has assessed the research culture in three locally funded Universities in Metro Manila namely: University of Makati (UMak), Pamantasan ng Lungsod ng Pasay (PLP), and University of Caloocan City (UCC) in terms of material resource factors consisting of internal and external funding; facilities and equipment; journals and publications; and information technology. The 651 respondents of the study composed of 92 administrators, 177 faculty members, and 382 graduate students provided very low evaluations of their respective institutions' material resource factors indicating that there is a need to improve them. The author further recommends that expenditures for these purposes should therefore be considered by the local government as investments, taking into consideration the potential benefits or returns that the government and the society may derive from research results and outcomes. After all, research is an indispensable tool for national development, and in this particular case, for local development. However, in the Zambia Research Policy and Intellectual Property Rights (2009) part of the research strategic plan is to build and maintain a sustainable research infrastructure which include buildings, office space and facilities, training centers, libraries, databases, laboratory equipment and reagents, instruments, computer hardware/software. The university's dissemination of research findings includes publication among others and implementation of Intellectual Property Rights policy where the university generates significant and substantial income.



**Table 123: Weighted Mean on Domain 2
Research and Publications of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)		Faculty/ Admin (N=7)		Overall (N=113)				
Domain 2 Research and Publications	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Has Research Office managed by competent Personnel	3.22	P	3.00	P	3.57	VMP	3.26	P	9	4	0.74
2. Has research agenda in consonance with institutional, regional, and national priorities	3.29	P	3.11	P	3.43	P	3.28	P	5.5	4	0.72
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	3.23	P	3.04	P	3.43	P	3.23	P	10	4	0.77
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources	3.15	P	2.93	P	3.14	P	3.07	P	17	4	0.93
5. Generates income from patents, licenses, and copyrights, and other research outputs	3.22	P	2.96	P	3.29	P	3.16	P	14.5	4	0.84
6. Has the following funding support and assistance from:	3.08	P	3.11	P	3.43	P	3.21	P	12	4	0.79
6.1 local	3.24	P	3.26	P	3.43	P	3.31	P	4	4	0.69
6.2 national	3.08	P	3.00	P	3.29	P	3.12	P	16	4	0.88
6.3 international	3.04	P	3.15	P	3.29	P	3.16	P	14.5	4	0.84
7. Allocates funds for the conduct of faculty and student research activities	3.10	P	3.15	P	3.57	VMP	3.27	P	8	4	0.73
8. Ensures that completed and on-going research studies are periodically monitored and evaluated	3.29	P	3.33	P	3.43	P	3.35	P	2	4	0.65
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally-established format	3.14	P	3.07	P	3.29	P	3.17	P	13	4	0.83
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community	3.38	P	3.52	VMP	3.71	VMP	3.54	VMP	1	4	0.46
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	3.20	P	3.22	P	3.43	P	3.28	P	5.5	4	0.72
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media	3.05	P	3.19	P	3.43	P	3.22	P	11	4	0.78
13. Publishes research outputs in any of the following refereed journals:	3.14	P	3.26	P	3.43	P	3.28	P	5.5	4	0.72
13.1 international and national	3.25	P	3.30	P	3.43	P	3.33	P	3	4	0.67
13.2 international	2.86	P	2.70	P	3.00	P	2.85	P	19	4	1.15
13.3 national	3.03	P	2.89	P	3.14	P	3.02	P	18	4	0.98
14. Has E-journal available	3.13	P	3.16	P	3.38	P	3.22	P		4	0.78
15. Has regular publication of research journal											
Grand Mean	3.13	P	3.16	P	3.38	P	3.22	P		4	0.78

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)



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Another important function of PNU as a university is the extension services and linkages presented in Table 124. Indicator 1, *serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs*, rated the highest by the respondents.

To validate the best practice, interviewee K describes:

“We have our adopted barangay in Pandacan under MOU. We implement programs such as literacy, environmental advocacies, relief operations, adult education, voters’ literacy, and feeding program. The funds come from the University, fundraising activities, faculty, and student donors.”

However, indicator 3, *has a distinct office or unit that oversees the implementation of the extension program*, rated the lowest quality indicator may not be a valid perception of the respondents. PNU has Center for Linkages and Extension Services (CLES) which is the implementing arm of the Extension Council. As a distinct office, its regular functions are the following:

1. Develop university extension agenda in coordination with the Office of the Vice President for Planning, Research and Extension and the University Extension Council;
2. Develop and conduct extension programs/activities on identified agenda/priorities;
3. Coordinate extension activities with the various colleges through the College Extension Units; and



4. Plan, organize, supervise, and coordinate the conduct of conferences, seminars, workshops, and other faculty and student development programs related to extension.

**Table 124: Weighted Mean on Domain 3
Extension and Community Involvement of PNU**

Indicators	Respondents								TQA		
	Seniors (N=79)		Grad Students (N=27)	Faculty/ Admin (N= 7)		Overall (N=113)					
Domain 3 Extension and Community Involvement	WM	VI	WM	VI	WM	VI	WM	VI	R	I	Gap
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3.35	P	3.48	P	3.57	VMP	3.47	P	1	4	0.53
2. Has a system to make the conduct of extension projects sustainable and continuing	3.37	P	3.19	P	3.57	VMP	3.38	P	2	4	0.62
3. Has a distinct office or unit that oversees the implementation of the extension program	3.23	P	3.15	P	3.43	P	3.27	P	9	4	0.73
4. Encourages participation of the various stakeholders in extension program	3.20	P	3.30	P	3.43	P	3.31	P	3.5	4	0.69
5. Has adequate funding	3.25	P	3.26	P	3.43	P	3.31	P	3.5	4	0.69
6. Has a sufficient number of beneficiaries served	3.18	P	3.30	P	3.43	P	3.30	P	5.5	4	0.70
7. Is monitored and documented	3.19	P	3.26	P	3.43	P	3.29	P	7.5	4	0.71
8. Has evaluated the expected outcomes of the community extension programs	3.25	P	3.22	P	3.43	P	3.30	P	5.5	4	0.70
9. Integrates extension program with research	3.22	P	3.22	P	3.43	P	3.29	P	7.5	4	0.71
Grand Mean	3.25	P	3.27	P	3.47	P	3.33	P		4	0.67

Legend: 3.51- 4.50 Very Much Practised (VMP); 2.51- 3.50 Practised (P); 1.51- 2.50 Fairly Practised (FP); 1.00- 1.50 Not Practised at All (NPA); Rank (R); Intention (I); Weighted Mean (WM); Verbal Interpretation (VI); Total Quality Assurance (TQA); Philippine Normal University (PNU)

Problem 2: What are the identified strengths and weaknesses of each TEI in relation to the domains and area indicators of quality standards?

As indicated in Table 125 SSC's top most quality area indicators of *Domain 1 Instruction* are *VMGO* and *library facilities* both with 3.42 grand mean. This is followed by *laboratory facilities* and *profile of graduates/trace program* with 3.38 grand mean. However,



the lowest rated quality area indicators are *Area 2 Administration* particularly the sub areas- *resource generation* and *staff development promotion and retirement plan* with 3.21 and 3.24 grand mean while *Area 9, Information and Communications Technology (ICT)* got the lowest grand mean of 3.29. On the other hand, among the three domains, *Domain 3, extension and community involvement* ranked first with 3.40 grand mean.

Table 125 of Strengths and Weaknesses of SSC

Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
Domain 1	Instruction					
Area						
1	VMGO	3.42	P	4	1.5	0.58
2	Administration	3.29	P	4	11.5	0.71
	2.1. Planning, Monitoring, and Implementation	3.35	P	4		0.65
	2.2 Staff Development Promotion, and Retirement Plan	3.24	P	4		0.76
	2.3 Networking and Linkages	3.36	P	4		0.64
	2.4 Resource Generation and Utilization	3.21	P	4		0.79
3	Faculty Profile and Competence	3.36	P	4	6	0.64
4	Curriculum	3.30	P	4	10	0.70
5	Learning Environment	3.33	P	4	8	0.67
6	Assessment of Learning	3.34	P	4	7	0.66
7	Laboratory Facilities	3.38	P	4	3.5	0.62
8	Library Facilities and Collection	3.42	P	4	1.5	0.58
9	Information & Communications Technology (ICT)	3.29	P	4	11.5	0.71
10	Licensure Examinations for Teachers	3.32	P	4	9	0.68
11	Profile of Graduates/ Trace Program	3.38	P	4	3.5	0.62
12	Student Support and Services	3.37	P	4	5	0.63
Grand Mean of Domain 1		3.35	P	4		0.65
Summary of Grand Mean of the Three Domains						
Domain 1	Instruction	3.35	P	4	2	0.65
Domain 2	Research and Publications	3.28	P	4	3	0.72
Domain 3	Extension and Community Involvement	3.40	P	4	3	0.60

For PWU *licensure examinations for teachers* is the highest rated quality area indicator with 3.47 grand mean with verbal interpretation of “Practised.” The *VMGO* and *curriculum* quality area indicators placed 2nd and 3rd with 3.41 and 3.38 grand mean respectively. As shown on page 300, the *profile of graduates/trace program of PWU*



obtained the lowest grand mean of 2.98. Following are *sub areas of Area 2 Administration – resource generation and utilization and networking and linkages* with 3.10 and 3.18 grand mean respectively. The data also indicate that *Domain 3, extension and community involvement* got the grand mean of 3.32.

Licensure examinations for teachers is the highest rated quality area indicator of PCU in Table 127 while *learning environment and profile of graduates/trace program* both tied in second place. Also revealed in the data are the following lowest rated areas for improvement: *Area 9 Information and Communications Technology (ICT)* with 2.95 grand mean, *Area 2 Administration sub area resource generation and utilization* with 2.98, and *Area 7 laboratory facilities* with 3.13 grand mean. *Domain 1 Instruction* however is the strength of PCU.

Table 126: Summary of Strengths and Weaknesses of PWU

Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
Domain 1	Instruction					
Area						
1	VMGO	3.41	P	4	2	0.59
2	Administration	3.22	P	4	9.5	0.78
	2.1. Planning, Monitoring, and Implementation	3.36	P	4		0.64
	2.2 Staff Development Promotion, and Retirement Plan	3.24	P	4		0.76
	2.3 Networking and Linkages	3.18	P	4		0.82
	2.4 Resource Generation and Utilization	3.10	P	4		0.90
3	Faculty Profile and Competence	3.30	P	4	5	0.70
4	Curriculum	3.38	P	4	3	0.62
5	Learning Environment	3.28	P	4	6.5	0.72
6	Assessment of Learning	3.28	P	4	6.5	0.72
7	Laboratory Facilities	3.22	P	4	9.5	0.78
8	Library Facilities and Collection	3.33	P	4	4	0.67
9	Information & Communications Technology (ICT)	3.24	P	4	8	0.76
10	Licensure Examinations for Teachers	3.47	P	4	1	0.53
11	Profile of Graduates/Trace Program	2.98	P	4	12	1.02
12	Student Support and Services	3.17	P	4	11	0.83
Grand Mean of Domain 1		3.27	P	4		0.73



Summary of Grand Mean of the Three Domains						
Domain 1	Instruction	3.27	P	4	2	0.73
Domain 2	Research and Publications	3.13	P	4	3	0.87
Domain 3	Extension and Community Involvement	3.32	P	4	1	0.68

Table 127: Summary of Strengths and Weaknesses of PCU

Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
Domain 1	Instruction					
Area						
1	VMGO	3.34	P	4	5	0.66
2	Administration	3.22	P	4	7	0.78
	2.1. Planning, Monitoring, and Implementation	3.28	P	4		0.72
	2.2 Staff Development Promotion, and Retirement Plan	3.34	P	4		0.66
	2.3 Networking and Linkages	3.26	P	4		0.74
	2.4 Resource Generation and Utilization	2.98	P	4		1.02
3	Faculty Profile and Competence	3.31	P	4	6	0.69
4	Curriculum	3.43	P	4	2.5	0.57
5	Learning Environment	3.18	P	4	8	0.82
6	Assessment of Learning	3.39	P	4	4	0.61
7	Laboratory Facilities	3.13	P	4	10	0.87
8	Library Facilities and Collection	3.01	P	4	11	0.99
9	Information & Communications Technology (ICT)	2.95	P	4	12	1.05
10	Licensure Examinations for Teachers	3.56	VMP	4	1	0.44
11	Profile of Graduates/ Trace Program	3.43	P	4	2.5	0.57
12	Student Support and Services	3.17	P	4	9	0.83
Grand Mean of Domain 1		3.26	P	4		0.74
Summary of Grand Mean of the Three Domains						
Domain 1	Instruction	3.26	P	4	1	0.74
Domain 2	Research and Publications	3.03	P	4	3	0.97
Domain 3	Extension and Community Involvement	3.13	P	4	2	0.87

Evident as SPU's strengths in Domain 1 Instruction are Areas 7 (*laboratory facilities*), 12 (*student support services*), and 8 (*library facilities and collection*) with 3.44, 3.36, and 3.35 grand mean respectively. But three *sub areas* of Area 2 Administration specifically *planning, monitoring, and implementation, networking and linkages, and resource generation and utilization* need further enhancement. However, among the three



domains, SPU functions better in *Domain 3, extension and community involvement* indicated by 3.13 grand mean.

Table 128: Summary of Strengths and Weaknesses of SPU

Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
Domain 1	Instruction					
Area						
1	VMGO	3.31	P	4	7.5	0.69
2	Administration	3.23	P	4	11	0.77
	2.1. Planning, Monitoring, and Implementation	3.21	P	4		0.79
	2.2 Staff Development Promotion, and Retirement Plan	3.28	P	4		0.72
	2.3 Networking and Linkages	3.21	P	4		0.79
	2.4 Resource Generation and Utilization	3.22	P	4		0.78
3	Faculty Profile and Competence	3.29	P	4		0.71
4	Curriculum	3.34	P	4	4.5	0.66
5	Learning Environment	3.31	P	4	7.7	0.69
6	Assessment of Learning	3.28	P	4	10	0.72
7	Laboratory Facilities	3.44	P	4	1	0.56
8	Library Facilities and Collection	3.35	P	4	3	0.65
9	Information & Communications Technology (ICT)	3.29	P	4	9	0.71
10	Licensure Examinations for Teachers	3.34	P	4	4.5	0.66
11	Profile of Graduates/ Trace Program	3.34	P	4	4.5	0.66
12	Student Support and Services	3.36	P	4	2	0.64
Grand Mean of Domain 1		3.23	P	4		0.77
Summary of Grand Mean of the Three Domains						
Domain 1	Instruction	3.23	P	4	2	0.77
Domain 2	Rsearch and Publications	3.22	P	4	3	0.78
Domain 3	Extension and Community Involvement	3.36	P	4	1	0.64

The statistics shows that EAC's major strength in *Domain 1 Instruction* is *licensure examinations for teacher* with 3.38 grand mean. The *learning environment* and *assessment of learning* and VMGO observed "Practised" support the identified major strength. Noted as major weakness of EAC is *Area 11, profile of graduates* with 3.01 grand mean. Likewise rated the lowest are the *sub areas of Area 2- resource generation and utilization and networking and linkages*. *Domain 3, extension and community involvement* obtained the highest rating among the three domains.



Table 129: Summary of Strengths and Weaknesses of EAC

Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
Domain 1	Instruction					
Area						
1	VMGO	3.25	P	4	3.5	0.75
2	Administration	3.22	P	4	9.5	0.82
	2.1. Planning, Monitoring, and Implementation	3.29	P	4		0.64
	2.2 Staff Development Promotion, and Retirement Plan	3.19	P	4		0.81
	2.3 Networking and Linkages	3.14	P	4		0.86
	2.4 Resource Generation and Utilization	3.04	P	4		0.96
3	Faculty Profile and Competence	3.22	P	4	7	0.78
4	Curriculum	3.24	P	4	5	0.76
5	Learning Environment	3.36	P	4	2	0.64
6	Assessment of Learning	3.22	P	4	3.5	0.78
7	Laboratory Facilities	3.23	P	4	6	0.77
8	Library Facilities and Collection	3.20	P	4	8	0.80
9	Information & Communications Technology (ICT)	3.18	P	4	9.5	0.82
10	Licensure Examinations for Teachers	3.38	P	4	1	0.62
11	Profile of Graduates/Trace Program	3.01	P	4	12	0.99
12	Student Support and Services	3.13	P	4	11	0.87
Grand Mean of Domain 1		3.22	P	4		0.82
Summary of Grand Mean of the Three Domains						
Domain 1	Instruction	3.22	P	4	2	0.65
Domain 2	Rsearch and Publications	3.11	P	4	3	0.78
Domain 3	Extension and Community Involvement	3.24	P	4	1	0.67

Very Much Practised” quality area indicator of AdU is *profile of graduates/trace program* with 3.52 grand mean. The *licensure examinations for teachers* and *faculty profile and competence* ranked 2nd and 3rd among the rated strengths of the respondents. As viewed in the table, *sub areas resource generation and utilization* and *networking and linkages of Area 2 Administration* are two of the identified weak indicators for improvement in addition to *Area 5, Learning Environment* and *Area 9 Information and Communications Technology (ICT)*. The primary function of AdU given importance based on the data is *Domain 3, extension and community involvement*.



Table 130: Summary of Strengths and Weaknesses of AdU

Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
Domain 1	Instruction					
Area						
1	VMGO	3.27	P	4	8	0.73
2	Administration	3.22	P	4	9.5	0.78
	2.1. Planning, Monitoring, and Implementation	3.27	P	4		0.73
	2.2 Staff Development Promotion, and Retirement Plan	3.33	P	4		0.67
	2.3 Networking and Linkages	3.22	P	4		0.78
	2.4 Resource Generation and Utilization	3.05	P	4		0.95
3	Faculty Profile and Competence	3.39	P	4	3	0.61
4	Curriculum	3.31	P	4	6.5	0.69
5	Learning Environment	3.22	P	4	9.5	0.78
6	Assessment of Learning	3.31	P	4	6.5	0.69
7	Laboratory Facilities	3.33	P	4	5	0.67
8	Library Facilities and Collection	3.34	P	4	4	0.66
9	Information & Communications Technology (ICT)	3.16	P	4	11	0.84
10	Licensure Examinations for Teachers	3.50	P	4	2	
11	Profile of Graduates/Trace Program	3.52	VMP	4	1	
12	Student Support and Services	3.25	P	4	7	
Grand Mean of Domain 1		3.32	P	4		0.68
Summary of Grand Mean of the Three Domains						
Domain 1	Instruction	3.32	P	4	2	0.68
Domain 2	Research and Publications	3.18	P	4	3	0.82
Domain 3	Extension and Community Involvement	3.47	P	4	1	0.53

Supported by 3.75 grand mean with “Very Much Practised” verbal interpretation, *licensure examinations for teachers* is the highest quality area indicator of PNU. This is complimented by *Area 5 Learning Environment* with 3.53 grand mean and *Area 1 VMGO* with 3.48 grand mean. Though considered Center for Excellence, PNU has to enhance its *library facilities, information and communications technology (ICT)*, and *student services* which obtained the lowest grand mean of 3.06, 3.11, and 3.20 in succession.

Table131: Summary of Strengths and Weaknesses of PNU

Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
Domain 1	Instruction					
1	VMGO	3.48	P	4	3	0.52
2	Administration	3.39	P	4	5	0.61



Indicators	Description	Grand Mean	VI	TQA	Grand Rank	Gap
	2.1. Planning, Monitoring, and Implementation	3.39	P	4		0.61
	2.2 Staff Development Promotion, and Retirement Plan	3.44	P	4		0.56
	2.3 Networking and Linkages	3.41	P	4		0.59
	2.4 Resource Generation and Utilization	3.32	P	4		0.68
3	Faculty Profile and Competence	3.38	P	4	6.5	0.62
4	Curriculum	3.53	VMP	4	2	0.47
5	Learning Environment	3.22	P	4	9	0.78
6	Assessment of Learning	3.38	P	4	6.5	0.62
7	Laboratory Facilities	3.25	P	4	8	0.75
8	Library Facilities and Collection	3.06	P	4	12	0.94
9	Information & Communications Technology (ICT)	3.11	P	4	11	0.89
10	Licensure Examinations for Teachers	3.75	VMP	4	1	0.25
11	Profile of Graduate/ Trace Program	3.45	P	4	4	0.55
12	Student Support and Services	3.20	P	4	10	0.80
Grand Mean of Domain 1						
Summary of Grand Mean of the Three Domains						
Domain 1	Instruction	3.35	P	4	1	0.65
Domain 2	Rsearch and Publications	3.22	P	4	3	0.78
Domain 3	Extension and Community Involvement	3.33	P	4	2	0.67

In sum, *licensure examinations for teachers* is the highest rated quality area indicator of *Domain 1* claimed by the highest grand mean obtained by EAC (3.38), PCU (3.56), PNU (3.75), and PWU (3.47). From the four schools PNU and PCU “Very Much Practised” such quality indicator. The result of the present study gives an impression that performance in the licensure examinations is an index of the quality of the teacher education program. However, Goldhaber (n.d.) argues that licensing tests are usually paper and pencil tests of subject matter knowledge and on occasion, pedagogical knowledge which do not provide a more comprehensive system for assessing teachers to determine their preparedness to enter the classroom as sole practitioners. The author further elaborates the two components critically important in teacher preparation: teacher knowledge of the subject to be taught, and knowledge and skill in how to teach that subject.



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Republic Act (R.A.) 7836 stems from the belief that professionalization will improve the quality of teachers, quality of teaching and, therefore, quality of students. But according to Dela Cruz (2013), almost two decades of implementing R.A. 7836, LET figures and actual observations in Philippine schools indicate the poor quality of education graduates churned out by our teacher education institutions. This is affirmed by the study of Cortez & Licup (cited by Dela Cruz 2009). The authors mention that for quite sometime, the college entrants of Cabanatuan Immaculate Conception (CIC) for teacher education were becoming inferior in quality compared to other degree programs in the college which eventually lead to lower passing percentage in the Licensure Examination for Teachers. With the above mentioned situation, the researchers conducted a study on *Contributing factors to passing licensure examination for teachers among the 2008 graduates of the College of Immaculate Conception, Cabanatuan City* and found out that eight factors, namely: 1) curriculum; 2) practicum; 3) school facilities; 4) administrators; 5) teachers; 6) peer; 7) family; and 8) review class were initially identified as contributory to one's performance in LET. Given this, EAC, PCU, PNU, and PWU need to exert more effort to improve their performance in the licensure examinations and consider the aforementioned literature to sustain stakeholders' expectations of quality and excellence in the teacher training institutions.

Generally, from the 7 respondent schools ranked the second highest rated quality area indicator "Very Much Practised" by PNU, and "Practised" by PCU is the *curriculum*. It is assumed by the researcher that PNU and PCU comply with CHED Memorandum Order No. 3 s. 2004 partulary Article V which emphasizes interwoven foundational, theoretical,



methodological, and experiential knowledge and skills in the various learning experiences of practising professional teachers. Such assumption could be justified by the LET result as strength of PNU and PCU. Additionally, *VMGO* is the 3rd highest ranked quality area indicator in *Domain 1 Instruction* observed “Practised” by PNU (3.48), SSC (3.42), PWU (3.41), and EAC (3.25). The result is related with the pronouncements of Saskatchewan School Boards Association (n.d.) which highlights the importance of clear vision for directing effective organizations. The association in the 4 respondent schools of the present study may be similar in the belief that the vision of the organization has to be sufficiently assured in the daily, operational activities. More importantly, the implementation of visionary activities lies with a strong visionary leader or set of leaders who are capable of describing what the organization could become with enough clarity and direction that people find it a motivating dream, something they can truly aspire toward. The philosophy of continuous improvement, shared decision making, and annual planning should involve the entire community of learners, including all those who work within the schools and their allied partners.

The general strengths identified in this study- *LET* as the product-outcome, *curriculum* as the program of activities that targets competency standards, and the *VMGO* as the direction of operational activities, are to be strengthened to attain the TQA of 4.00.

Common weakness of the 7 respondent schools, except PNU is the sub area of *Area 2 Administration, resource generation and utilization* with grand mean range of 2.98 to 3.22. The 6 respondent schools have to improve linkages with international, national, local, NGO, and industry funding agencies for a more financial viable programs. Further, these



schools should engage in auxiliary enterprises to generate income to augment financing their educational operations.

Another common weakness of the respondent schools is *networking and linkages* of *sub area of Area 1 Administration*. The grand mean range of 3.10 to 3.22 of PWU, SPU, EAC, and AdU, with verbal interpretation of “Practised” indicates that this area has to be enhanced to attain the desired TQA. The weakness identified could be improved using the comments of Majumdar (n.d.) obtained from the article, *Industry-institute interaction to public-private partnership: A journey to excellence*. According to the author the characteristics of the workplace as the supreme learning environment must be coordinated properly to ensure that there is a close correlation between the types of training that the workforce is being prepared for vis-à-vis the work environment, tasks, and work systems. The institutions’ objectives must meet the expectations that industries regard in the context of finding the best in the pool to help them achieve industry goals. Institutions should employ mechanisms to involve industry representatives in formulating the curriculum and teaching and learning systems open productive platforms for industry-institute interaction. The author opined that collaboration, discussion, and decision-making processes produce mutual agreements and understanding of the real conditions in the work place, the systemic functioning of industries, and industry expectations. To some extent, such kind of interaction provides a highly effective mechanism to generate feedback based on employer demands to meet half-way in the design of academically-sound and industry-oriented curricula. Suffice it to say, Majumdar added that there is a need to review and modify curricula and teaching and learning styles of various disciplines to accommodate



technological changes, management practices, and needs of the labor market. Networking and linkages with the industry also provide funds in the form of scholarships, stipends, insurance, and even sponsorships for the students. Through a well-established industry-institute interaction, job fairs, placement activities, and similar career orientation programs can lead to systematic recruitment of the right people for the right job, thereby aiding skills matching that is highly required in some high technology sectors. Another importance of networking and linkages is faculty and staff exchanges where actual field experiences of the learning process are acquired. This industry-institute interaction paves the way for co-planning of the training needs of teachers and meeting them in close coordination with industries. In relation to the foregoing statements Alonzo (cited by Capistranon n.d). remarks that one of the components of powerful teacher education is linkages with university which is also claimed by Capistrano (n.d.) that the evolving process in education reform: tripartite model of the Presidential Task Force on Education, that the business, government, and academe sectors' goal is to tighten linkages between higher/technical education and industry.

Moreover, *ICT* is the other common weakness “Practised” by the 7 participating schools particularly by SSC, PCU, AdU, and PNU with grand mean range between 2.95 to 3.29. In the paper, *The role of ICT in higher education for the 21st century: ICT as a change agent for education*, Oliver (2002) underscores the capacity of technology to provide support for competency and performance-based curricula requirements of the 21st century. As student-centered curricula emerged, *ICT* becomes a tool to encourage and support independent learning. Oliver (cited by Reeves & Jonassen 1996) as students become



immersed in the process of learning and use computers as information sources and cognitive tools, the influence of the technology on supporting how students learn will continue to increase. On the other hand, Chetty (n.d.) in the paper, *Challenges and prospects: ICT-enhanced teaching and learning in the College of Human Sciences (UNISA)* articulates, as learning undergoes duality of change – conceptually and technologically because of global, social, political, technological and learning research trends, there is a need for transformative change in teaching and learning which should include: a) *learning context*; b) *access to learning*; c) *learning access* and d) *teaching*. Given today's education reform movement, institutions are being held to high education standards. As society is changing, it is imperative that all learners are furnished with higher order thinking, presentation, communication, collaboration, and technology skill. In this new paradigm of learning and school reform, transmitting knowledge shifted to constructing knowledge in authentic, meaningful learning environments with support of technology which in this regard, need to think seriously by the participating schools of the present study.

For the summary of grand mean of the 3 domains, *Domain 3 Extension and Community Involvement* ranked 1st by SSC, PWU, SPU, EAC, and AdU while *Domain 1 Instruction* ranked 2nd by the 5 participating schools except PCU and PNU. Nevertheless, *Domain 2 Research and Publications* ranked 3rd by the respondent schools. All 3 domains are perceived "Practised."

It is assumed by the researcher that based on the result, most of the respondent schools have credible outreach programs which take the form of continuing education,



application of research results that have contributed to the economic and social upliftment of the community they served. On the other hand, the respondent schools exhibit a continuing quest for excellence in instruction through the quality of its educational programs, outstanding achievements of its students, and above national performance in majority of the programs offered requiring government examinations. Nevertheless, respondent schools need to provide further excellent teaching and learning experience, informed by up- to -date research, and facilitated by a high-quality learning environment, with state-of-the-art learning resources, such as libraries, laboratories, and e-learning facilities. In addition, respondent schools have to put in place systems to capture feedback from students, and use this feedback to inform institutional and program management, as well as national policy. Every student should learn in an environment that is informed by research, scholarship, and up- to-date practice and knowledge. On the contrary, the respondent schools must observe visible research tradition maintaining a track record of at least 3 years of high research standards including IP protocol. Research program needs to have adequate budgetary allocation manned by qualified faculty. Results of these researches must have tangible and measurable impact on the community and published in refereed national and international journals. The analysis of the researcher of the present study, together with identified weaknesses under each domain, if addressed by the respondent schools would help prepare teacher education institutions in attaining the level of internationalization as envisioned by the research of Balagtas et al. (n.d). The instrument used by Balagtas et al. (n.d.) focusing on the following dimensions: curriculum and instruction, facilities and support system, cooperation and development assistance, diverse



income generation, research collaboration, international and intercultural, understanding and networking, mobility and exchanges for students and teachers, and international students recruitment somewhat related with the present study. If the identified best practices among the domains of instruction, research and publications and community extension and involvement in problem 3 as discussed in the proposed QAF are properly addressed, this would result to a much improved quality of TEIs.

Problem 4: What quality assurance framework could be proposed towards quality assurance of TEIs?

The results became the bases of the researcher to develop the output, towards a proposed quality assurance framework for TEIs.

Validation of the Proposed Quality Assurance Framework (QAF) for TEIs

The proposed Quality Assurance Framework (QAF) is the result of the study conducted by the researcher. Based on the study participated by seven (7) SMIIC member schools, it presents the best practices of the School of Education on the three domains- instruction and its 12 sub areas (VMGO, administration, faculty profile and competence, curriculum, learning environment, assessment of learning, laboratory facilities, library facilities and collections, information and communications technology (ICT), licensure examinations for teachers, profile of graduates/trace program, and student and support services), research and publications, and extension and community involvement.

The best practices considered for this framework are quality indicators with the highest mean rating of 3.51 to 4.00.



The researcher made the draft of the QAF and presented to her advisers for comments and suggestions. Revision was made based on the recommendations of the advisers. The proposed QAF was assessed and validated by nine (9) experts composed of the President of Philippine Association for Teacher Education (PAFTE) and K to 12 consultant; former Chief of Curriculum and Education Division (CED) of Bureau of Elementary Education (BEE); Head of Research, Planning and Policy; professorial lecturer; Professor, College of Arts and Sciences; Member of CHED ETEEAP Technical Panel; High School Principal; Dean, College of Human Development; and Teacher and Curriculum Reviewer.

The validators rated the content of the QAF using the following four-point scale:

Range	Verbal Interpretation
3.51-4.00	Very Acceptable (VA)
2.51-3.50	Acceptable (A)
1.51-2.50	Fairly Acceptable (FA)
1.00-1.50	Needs Improvement (NI)

Table 132: Validation of the Proposed Quality Assurance (QAF) for TEIs

Indicators	1	2	3	4	5	6	7	8	9	M	VI	G
Part I Introduction	2	3	4	3	3	3	4	3	2	3.00	Acceptable	1.00
Part II Objectives and Purpose	2	3	3	4	2	3	3	3	3	2.89	Acceptable	1.11
Part III Quality Assurance Framework	2	2	3	3	3	4	2	1	3	2.56	Acceptable	1.44
Part IV Stages and Implementation	2	3	2	3	4	3	3	1	3	2.67	Acceptable	1.33



Indicators	1	2	3	4	5	6	7	8	9	M	VI	G
Part V Identified Strengths of Quality Indicators	3	2	3	4	3	3	4	4	2	3.11	Acceptable	0.89
Part VI Weaknesses of Quality Indicators for Improvement	3	4	3	4	3	3	4	2	2	3.11	Acceptable	0.89
Part VII Concluding Statement	2	4	3	3	2	4	3	2	2	2.78	Acceptable	1.22
Average										2.87	Acceptable	1.13

Legend: M- mean, VI- verbal intepretation, G- gap

The result of the validation showed a general mean of 2.87 interpreted as “Acceptable.” However, the gap of 1.11 indicates that the proposed QAF needs further enhancement. Comments and suggestions of the experts Appendix H were incorporated in finalizing the proposed QAF for TEIs.



Philippine Normal University
National Center for Teacher Education

TOWARDS A PROPOSED QUALITY ASSURANCE FRAMEWORK FOR TEACHER EDUCATION INSTITUTIONS (TEIs)

Besy Caliwliw- Agamata



Part I Introduction

As Teacher Education Institutions (TEIs) grow and diversify, society is increasingly concerned about their quality which becomes the yardstick of school value. Consequently, enormous efforts have been made to enhance and sustain quality in Teacher Education Institutions (TEIs). Among the tasks and processes in instruction, research, and community extension and involvement, TEIs carried out distinct best practices that have contributed to their overall effectiveness. As stressed by Lakshmi, Rama, & Hendrikz (2007):

Sharing these best practices with colleagues of one's own or other institutions would not only reinforce the institutions' effort and promote furtherance of similar practices, but also provide motivation to other institutions to attempt to seek solutions on their own without external support. It is thus pertinent that TEIs share their "success efforts" with others so that it leads to finding a possibility of effective practice irrespective of institutional conditions, an assurance to try doing things differently, a plausible alternative to some persisting concerns in some aspects of TEIs, and an awareness about efforts of professional colleagues in different institutional and national/cultural contexts.

In view of the above, this framework was set out to propose quality indicators for TEIs. The indicators were best practices, outcomes of the assessment of the 280 respondents of the seven (7) SMIIC Schools of Education. To triangulate the the data, an interview of twelve (12) participants, composed of four (4) deans, two (2) department chairs, and six (6) faculty members were chosen based on their availability to participate in the study. The focus of the interview was on the assessed best practices relative to instruction, research and publications, and community extension and services, and the school's strategies, approaches, methods, procedures, and policies in sustaining and/or



attaining these best practices. Using prompts, for in-depth probing, the participants were able to shortlist best practices of teacher education programs and services. The identified best practices are a combination of the input, process, and outcomes, and qualitative data processed and analyzed. Although the interview data generated rich descriptions and explanations of the best practices, extrapolation can be produced but not necessarily generalizable findings to other TEIs. As a result, within an institution a quality indicator may have to be operationalized according to the practice carried out. This may involve suitable ramifications in the way quality indicators are stated. Taking cue from various other fields in developing indicators, the researcher proposes that the following three selection criteria for quality indicators: important performance aspect, impact on the overall quality improvement, and feasibility.

The identified best practices were grouped in respect of broader aspects of TEIs' functions which have been called "Quality Domains" with their key areas (KAs) and specific quality aspect of indicators (QAIs).

The utility of the best practices as quality assurance indicators is multifold which can be used for quality management, strategic planning, and for continuous improvement. Whatever be the area of application it is certain that the indicators provide valuable insights into the potential areas of improvement and aid TEIs in continuous quality improvement and to energize and sustain their quality enhancement efforts.

The best practices listed are neither exhaustive nor complete. Instead, adding more practices to these is a continuing process, which the TEIs should intend to carry through.



Part II Objectives of QAF

The objectives of proposed QAF are the following:

- a. Present the best practices observed by TEIs along the quality domains and key area indicators of instruction, research and publications, and extension and community involvement as point of reference for self-assessment and quality planning;
- b. Have TEIs benchmark and evaluate their quality indicators against those best practices observed by other TEIs; and
- c. Develop culture of sharing and collaboration of best practices between and among TEIs to attain quality and excellence, relevance and responsiveness, broadening access, and efficiency and effectiveness of programs and services.

Part III Best Practices: A Tool for Quality Assessment

The identified best practices were grouped in respect of broader aspects of TEIs' function which have been called "Domains" of instruction, research and publications, and community extension and services. The key indicators were categorized as: Curriculum Design and Planning, Faculty Profile, Infrastructure, Learning Resources, and Learning Environment, Staff Development, Promotion, and Retirement Plan, Networking and Linkages, Student Support Services, Measures of Educational Outcomes, Organization and Management, and Financial Viability. Each key indicator has a specific quality aspect of best practice.



A. Self-Assessment

The best practices presented in this framework can be used by TEIs as a tool for self-assessment. The specific processes of self-assessment are not prescribed. The principle is that quality is best achieved when each TEIs has a responsibility and ownership for improving its own outcomes, and quality assurance and improvement processes (NZQA.govt.nz, 2009). To do this, TEIs need to reflect on the following key questions:

- Why do we do what we are doing?
- Do we indeed do the right things?
- Do we have a thorough command of the process to actually realize what we want?
- Do we really achieve what we want to?

A school can select all the Key Indicators (KIs) and Quality Aspects (QAs) or a particular one on which it intends to ascertain quality improvement and collect necessary data or information about it. The selected aspect could be reflected in a regular activity in the school. It could also be an innovation the school plans to try out in order to strengthen the quality reflection in the specific aspect. The QIs will help in indicating the kinds of data to be recorded while implementing the activity.

Self-assessment is forward looking. It is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge, and support. It involves taking considered decisions about actions which results in clear benefits of TEIs.



B. Using the Framework in Self- Assessment

The quality framework provides a structure for self-assessment which can be used in different ways. The best practices can be used to reach a professional judgment of “How good our TEI?” The QAs with each KAs are closely interrelated. This means that the strengths or weaknesses in one area may have an effect on quality of another area. In other words, the framework can assist in diagnosing the causes of strengths and weaknesses found.

C. Purpose of the Tool

The tool serves two purposes: First, it measures the outcomes of TEIs and second, it monitors the processes for continuous learning and ongoing improvement of TEIs.

D. The Tool: Quality Dimension

Domain 1 Instruction

Key Indicator 1 : Curriculum Design and Planning	
Quality Aspect: Institutional Vision	
Clear statement of the vision and mission, which reflect the teacher education goals, and objectives compatible with the regional, national and global expectations	
Acceptance of students, administrators, faculty, staff, parents, and other stakeholders	



Clear statement of competency standards

- comprehensive knowledge of the subject matter the students will teach
- demonstrate and practice of professional and ethical requirements of the teaching profession
- competency on creative and innovative teaching approaches
- facilitate learning of diverse types of learners in different environment
- reflective practitioners
- life-long learners
- globally competitive
- have Filipino ideals and cultural values

Participation of stakeholders in defining objectives and desired outcomes

Quality Aspect: Process of Curriculum Design

Compliance with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004

Adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations

Clear modalities, policies and regulations for implementation of curriculum

Consultation with key stakeholders occurs in curriculum development

Curriculum was developed as a joint enterprise by all the staff members, students are involved in the curriculum design

Validation processes are used for curriculum design and development

Current and responsive curriculum relevant to the field of study and employment

Emphasis of critical and creative thinking skills and application of concept, knowledge, and skills

Requirement of research activities that provide exposures of students to scientific teacher education problem solving methods

Quality Aspect: Practical Experiences

Provision of adequate preparation for practice teaching through various in-house hands on experiences including simulated practice

Comprehensive and varied school-based experiences include exposure not only to instructional role of teachers but also the other roles and functions of the teacher

Practice teaching locally

Provision of field study experience where pre-service teachers apply theory in real school setting

Apprenticeship of pre-service teacher to an experienced mentor

The process of nurturance and mentoring of student teachers is visualized and



institutionalized
The learning experiences are followed by feedback, reflection, and follow-up
Quality Aspect: Curriculum Revision
Curriculum revision emerges from the need to achieve the stated objectives effectively
Curriculum revision takes place on a regular basis in the form of continual deliberations on its substance, adequacy, and updatedness
Quality Aspect: Assessment and Evaluation of Learning
Professional practice in giving out assessment and extensive knowledge on assessment process
Timely giving of assessments
Key Indicator 2: Faculty Profile
Quality Aspect: Faculty Qualifications and Competence
At least 100% faculty members with Masters Degree on their field of specialization
At least 50% of the faculty members with Doctoral Degree in their field of specialization
At least 100% of Professional Education faculty member with Masters
At least three (3) years teaching experience in either elementary, secondary, or tertiary courses
At least three (3) years of teaching and industry-based experience in handling OJT/practicum courses
Licensed professional teachers
Professional competence in instruction
Engagement in: • Expert service (e.g., resource person and/or lecturer, thesis/dissertation advising etc.) • Extension and/or community involvement • Production of instructional materials • Consultancy • Development of creative and scholarly works (research writing)
Knowledge of the curriculum
Pedagogical content knowledge
Professional attributes contributing to teaching
Provision of safe and supportive learning environment
Display inquiry skills
Exhibit professional practice
Design coherent learning program
Use of varied assessment and feedback mechanisms
Initiate to learn, innovate, and improve in their work



Quality Aspect: Performance Appraisal of the Faculty

Classroom supervision and regular performance appraisal of the faculty members by students, peers, and the head of the school

Key Indicator 3: Infrastructure, Learning Resources, and Learning Environment

Quality Aspect: Physical Infrastructure

Suitable and adequate physical infrastructure of the school for effective implementation of the program

Sufficient resources for regular upkeep of the physical infrastructure

Adequate classroom size, space, arrangements, and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups

Quality Aspect: Laboratories

Conform with at least minimum requirements of CHED

Continuous improvement and expansion, acquisition of up-to-date equipment, apparatus, material, and supply

Sufficient AV equipment inside the laboratories

Adequate facilities for experimentation and innovations

Quality Aspect: Library

The library supports the VMGO of the institution and school program respectively

Administration and supervision of licensed, full time Librarian with MS Library Science Degree

Library consortia, networking, and linkages for cooperative activities, resource sharing, funding, and enhancement of facilities and resources

At least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program

Library materials/resources which conform with the standards set for a particular academic program

Sufficient research books and materials to supplement student's and faculty's curricular needs

Quality Aspect: Information and Communications Technology (ICT)

Use of ICT for web-based information for all stakeholders

Integrated in learning

Quality Aspect: Learning Environment

Adequate faculty-student ratio

Key Indicator 4: Staff Development, Promotion, and Retirement Plan

Quality Aspect: Human Resource

Regular performance review of faculty members

Training standards for in-service training (INSET)

Standards in selection and attendance of faculty to capacity-enhancing



seminars/conference and/or training programs
Regular in-house seminars based on needs analysis
Adequate and well-utilized budget
Recognition/awards and incentives for faculty members who have shown outstanding performance
Provision of special awards
Provision of social security program which includes separation pay, retirement plans, etc.
Fringe benefits such as sick leave and health benefits
Climate of professional sharing
Provision for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer
Key Indicator 5: Networking & Linkages
Quality Aspect: Partnership with TEIs
Partnership across schools/institutions
International Teacher Education Institution partnerships
Partnership and consortiums among TEIs in terms of expertise
Membership in professional organizations
Key Indicator 6: Student Support and Services
Quality Aspect: Public Disclosure on Retention and Dropout Rates
Publication of regular up-to-date, impartial, objective information on students' retention and dropout rate
Quality Aspect: Scholarships/Student Grants
Scholarships and study grants to support the most able students
Quality Aspect: School Security
Adoption of security measures for all school personnel, students, and stakeholders
Adequate basic security equipment and/or personnel in line with the institution's/school's safety program
Quality Aspect: Medical and Dental Facilities
Adequately-equipped infirmary and school clinic
Quality Aspect: Guidance
Employment program designed to assist students secure valuable work experience in their area of specialization
Specific training in various job-seeking techniques, including self- placement
Comprehensive, proactive guidance program directed towards the welfare and total personality development of the students
Key Indicator 7: Measure of Educational Outcomes
Quality Aspect: Performance in the Licensure Examinations
Consistently maintained a high national passing percentage in the Licensure



Examinations for BEEd and BSEd for the last three (3) years
100% LET passers for the last three (3) years
Periodic health examination of food servers and periodic inspection of food being served
Quality Aspect: Profile of Graduates
Data bank on the employability of graduates
Quality Aspect: Satisfaction on the Program
Satisfaction rate of the students, parents, and other stakeholders of the quality of programs
Key Area Indicator: 8 Organization and Management
Quality Aspect: Academic Quality and Management
Accreditation as external audit of the program
Collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school
Quality Aspect: Monitoring and Implementation of Programs
Mechanisms for the approval and periodic review of the school's programs and awards
Program offerings, projects, and activities are supported by appropriate feasibility studies
Progress report of program monitoring and implementation
Implementation of the school activities with the vision, mission, goal, and objective of the institution
Long term plans which at least cover term of Office
Administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year
Quality Aspect: Leadership
Strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff
Key Indicator 9: Financial Viability
Quality Indicator: Resources Generation
Brand marketing strategies to impact enrolment and resource generation

Domain 2 Research

Key Indicator 1: Research Culture
Quality Aspect: Developing Research Capability
Mentors immersed on research, not only on availability of funds for research
Quality Aspect: Funding Support
Funding support from local, national, international funding agencies



Quality Aspect: Research Policies

Research Manual

Allocation of funds for the conduct of faculty and student research activities

Dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media

Well-edited research, written in proper style and in an institutionally established format

Research outputs follow IPR laws and research ethics

Research ethics are observed by faculty and students

Domain 3 Community Extension and Involvement

Key Indicator: 1 Activities, Funding, Partnerships, Monitoring, and Evaluation

Quality Aspect: Community Engagement Priorities

Needs analysis of the community

System for sustainable and continuing extension projects

Sufficient number of beneficiaries served

Quality Aspect: Community Relationships

Participation of the various stakeholders in extension program

Quality Aspect: Student Activities

Linkages to industry/community curriculum development and review

Quality Aspect: Funding

Adequate funding for extension program

Quality Aspect: Monitoring and Documentation

Properly monitored, evaluated community and extension program

E. Relevance of the Tool

The proper identification and definition of tool assume importance in the context of continuous improvement and quality assurance in teacher education. The best practices embodying the tool are introspective in nature and thereby provide valuable inputs to the development function of the TEI. Some of them are interpreted as the areas, activities, or



processes on which evidence needs to be collected through interviews, feedback sessions, interactions or validation of documented information. Some of them reflect on the evidence and are indicative of the level of achievement or that which has to be achieved.

The greatest advantage of the application of the tool in performance appraisal is that it is not static. It can be adopted as per the requirements and contexts in which the TEI is functioning. This flexibility allows TEIs to gauge the improvement to be made for bringing in effectiveness in the implementation process and performance excellence.

F. Salient Points to Focus

One would do well to be aware of certain points while using these QIs for appraising the quality of the program offered by the TEI. Each TEI is distinct in respect of its internal characteristics as well as requirements making its internal processes diverse and varied. Thus, over a period of time each TEI must develop its own specific indicators which need to be dynamic, changing with time and as the organization evolves.

G. Potential of the Tool

The tool provides for individual introspection making the user perform the same task as his/her peers in exactly the same circumstances- development initiatives and improvements in the quality provisions of their school.



H. Limitations of the Tool

Secondary review is required for TEIs before the tool is used. As the system is prone to constant change, the tool may be unstable, and it will be important to revisit these over time.

I. Resource Support for Effective Use of the Tool

The following are essentials for effective use of the tool.

- Trust between the management and the staff
- Need for proper coordination and communication among and within the administrative and academic units
- Capability to carry out systematic use of data/information on the QIs
- Need for effective communication skills
- Continuous monitoring using systematic tools for finding, solving, and documenting the information required on aspects and processes which need improvement or adjustments
- Appropriate deployment of human and financial resources for implementing the change needed
- Extensive training essential in quality measurement concepts

J. Methods of Self-Assessment

The following procedure can be used for carrying out a self-assessment of the teacher education program of the TEIs in relation to the listed quality indicators. Apply the QIs to one's context and record the performance against each of the quality indicator.



Performance of the TEIs in the three domains, KAs, the QAs or the QIs can be rated at five levels which are descriptions of degrees to which quality is expressed and each level is assigned a numerical weightage (points) as given below (Lakshmini, Rama, & Menon, 2007).

Needs Improvement - 1

Can Do Better - 2

Satisfactory - 3

Good - 4

Outstanding – 5

If in case the TEIs have many “Needs Improvement” answers, it is suggested that they have to take action. It is recommended that the following information be provided:

- A description of the situation at the moment
- An analysis of the situation (What do we think about it? Are we satisfied with the situation or not?)
- A description of the situation not met for improvement or change
- Evidences, documentations, effects, outcomes of the criteria which have been met
- Summary of the weaknesses and strengths

After finalizing the self-assessment and writing the draft report, discuss the report within the school and ask the staff for their opinion about the analysis. The report should include an introductory chapter with general discussion on the results. It is important that all the participants have the same background information available.



Successful implementation of the TEIs' analysis is enhanced not only of careful planning but also an awareness of the need to continuously review, gather feedback, and active engagement of the people of the TEI. Monitoring of the implemented results will assist measuring progress and appropriate actions needed.

Part IV Summary

The proposed QAF helps in the quality assurance of TEIs. The best practices are designed to help identify strengths of TEIs and priorities for improvement which can be built into an improvement plan. Each of the best practices in Part 3 is associated with one of the KAs and QAs are organized to help TEIs move forward on those aspects of its work. However, it is the shared values, shared aims, and team work which are critical to the future quality of TEIs. The significant point to remember while assessing any practice is that quality concern is a continuous process and can only be represented in descriptive terms. It is for the TEIs to discern the aspect/s needed to be improved further and undertake to actualize it. The suggested rating scale may be useful in the initial assessment but for subsequent assessments, the TEIs may have to redefine the descriptors of the rating scale so that they do not become reticent due to the ratings obtained.

The entire process of continuous quality assessment will enable the TEIs to set higher goals and seek continuous quality enhancement and not mere quality sustenance. The true spirit of a quality orientation is "whatever the good has been achieved, the best is always yet to come."



CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study, the conclusions gained, and the recommendations.

This study was an attempt to propose a quality assurance framework for Teacher Education Institutions (TEIs) in its quest to achieve the total quality assurance standards based on the observed best practised indicators, specifically in *Domain 1, Instruction and its 12 sub areas; Domain 2, Research and Publications; and Domain 3, Extension and Community Involvement*.

Using a quantitative research design, a modified expert validated survey instrument was used to gather the best quality indicators of TEIs assessed by 280 respondents composed of 161 senior college students, 78 graduate students, and 41 faculty/administrators purposively drawn from South Manila Inter-Institutional Consortium (SMIIC) Schools of Education - Adamson University (AdU), Emilio Aguinaldo College (EAC), Philippine Christian University (PCU), Philippine Normal University (PNU), Philippine Women's University (PWU), St. Paul University (SPU), and St. Scholastica's College (SSC). The data were were interpreted using descriptive statistics such as frequency count, weighted mean, ranking, and scaling technique. Total Quality Assurance (TQA) using a four-point scale was utilized to determine the gap from the computed mean as basis towards the proposed quality assurance framework for TEIs. On the other hand, the quantitative data were used in the triangulation process during the interview of the



twelve (12) participants, consisting of four (4) deans, two (2) department chairs, and six (6) faculty members.

Findings

The results of the study revealed that:

1. Domain 1 Instruction was the strength of the respondent schools manifested in Area 1 Vision, Mission, Goal, and Objectives of SSC; Area 7 Laboratory Facilities of SPU; Area 10 Performance in Licensure Examinations of EAC, PCU, PNU, and PWU; and Area 11 Profile of Graduates/Trace Program of AdU.
2. Area 10 Performance in Licensure Examinations was the highest quality indicator practised by EAC, PCU, PNU, and PWU.
3. Area 2 Administration sub area Resource Generation and Utilization was the common weakness of AdU, EAC, PCU, and SSC while Area 2 Administration sub area Networking and Linkages was the weakness of SPU, Area 9 Information and Communications Technology by AdU, PCU, PNU, and SSC, whereas Area 11 Profile of Graduates was the weakness of EAC and PWU.
4. Among the three domains, Domain 3 Extension and Community Involvement ranked first while Domain 2 Research and Publications ranked last.
5. Overall, the 7 respondent schools practised the quality indicators indicated in the 3 domains but none achieved the desired total quality assurance.
6. Best practices identified among the three domains of quality indicators were included in the proposed quality assurance framework for TEIs.



Conclusions

Based on the findings it could be concluded that:

1. TEIs had common and different strengths and weaknesses in the three domains of quality indicators.
2. Best practices in instruction, research and publications, and community extension and involvement were observed and practised either by individual or groups of TEIs.
3. All respondents did not reach quality assurance.
4. All respondents have the same view of quality of assurance.
5. Quality Assurance Framework as proposed can assist in quality assurance.

Recommendations

Based on the results of the study, the following recommendations are hereby advanced:

1. The TEIs should enhance their strengths and improve their weaknesses in instruction and its sub area indicators, research and publications, and extension and community involvement through effective strategic planning.
2. Involvement of the stakeholders should be implemented in the regular review of programs and services of TEIs.
3. Intensify research component to develop research-oriented culture among TEIs, faculty, and students.
4. Sustain licensure examinations as very much practised quality indicator.



5. Strengthen resource generation and utilization mechanisms for viability of programs and services; local and international networking and linkages for curricular, professional development; laboratories for a more conducive learning environment ICT for instructional support; and tracer study program of TEIs for databank and sustainable partnership.
6. Subject the proposed quality assurance framework to critical study of other TEIs to determine its feasibility for quality assurance initiatives.



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Philippine Normal University
National Center for Teacher Education

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Executive Order No. 83

Republic Act 7836 (The Philippine Teachers Professionalization Act of 1994)

Republic Act 7722



APPENDIX A

CERTIFICATION OF AUTHENTICATION



Philippine Normal University
National Center for Teacher Education



University Publications Office
CGSTER

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College of Graduate Studies and Teacher Education Research
UNIVERSITY PUBLICATIONS OFFICE

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Room 202, Pedro T. Orata Hall
Taft Avenue, Manila, 1000, Philippines
Tel. No. 3171768, Loc. 530

CERTIFICATION

This is to certify that the dissertation of BESY C. AGAMATA entitled "*Proposed Quality Assurance Frameworks for SMIIC- Schools of Education*" **passed** the authenticity test performed by the office on June 14, 2014, using the Anti-Plagiarism software of the university.


ANTRIMAN J. ORLEANS, Ph.D.
Director

PNU OR No. 147315
UCRSS PO: 2014-0074
Student No: G2007120342



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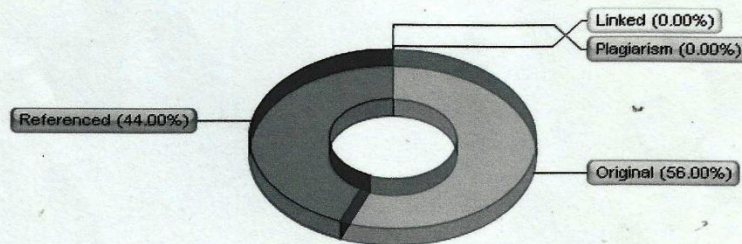


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APPENDIX B

SAMPLE LETTERS TO THE SCHOOL PRESIDENTS AND ACADEMIC DEANS



Philippine Normal University
National Center for Teacher Education

Dr. Nieves Medina

Dean, College of Education and
Director of Research
St. Paul University-Manila

Dear Dr. Medina:

I am a graduate student taking up Doctor of Philosophy in Educational Management at the Philippine Normal University, Manila. I am currently working on my dissertation entitled, *TOWARDS A PROPOSED QUALITY ASSURANCE FRAMEWORK FOR TEACHER EDUCATION INSTITUTIONS (TEIs)*.

In this connection, may I request your good office to allow me to field my research questionnaire (see attached) to be accomplished by the college administrators, academic heads, faculty members, and college senior and graduate students.

Your favorable consideration for this request will greatly help me accomplish my dissertation. Rest assured that whatever data gathered will be treated with utmost confidentiality and will be used for research purposes only.

Thank you.

Very truly yours,

Besy C. Agamata
Researcher

Noted by:

Dr. Danilo K. Villena/Dr. Rene R. Belecina
Advisers

Attached.: as stated



Philippine Normal University
National Center for Teacher Education

Sr. Mary Thomas Prado, OSB

President

St. Scholastica's College-Manila

Dear Sr. Prado:

I am pleased to inform you that Dean Ma. Asuncion Ascuña approved my request to administer my survey questionnaire to college senior students and faculty members of the College of Education after securing permission from your office.

To find out if there are significant differences of perceptions among the respondents on the quality standards practised by SMIC School/Collge of Education, I would like to seek permission from your good office to allow me to field my questionnaire (see attached) to the graduate students specializing in the field of education.

Your kind assistance will be a great help for the completion my dissertation entitled, *TOWARDS A PROPOSED QUALITY ASSURANCE FRAMEWORK FOR TEACHER EDUCATION INSTITUTIONS (TEIs)*. Rest assured that whatever data gathered will be treated with utmost confidentiality and will be used for research purposes only.

Thank you.

Very tuly yours,

Besy C. Agamata
Researcher

Noted by:

Dr. Danilo K. Villena/Dr. Rene R. Belecina
Advisers

Attached: as stated



APPENDIX C

SAMPLE LETTER TO THE EXPERT VALIDATORS OF THE SURVEY INSTRUMENT



Philippine Normal University
National Center for Teacher Education

Dr. Epifania V. Tabbada

Dean, College of Education and Director,
Center for Teaching Excellence
Technological Institute of the Philippines

Dear Dr. Tabbada:

Greetings!

The undersigned is a graduate student taking up Doctor of Philosophy in Education with specialization in Educational Management at Philippine Normal University, Manila. I am currently writing my dissertation entitled, *TOWARDS A PROPOSED QUALITY ASSURANCE FRAMEWORK FOR TEACHER EDUCATION INSTITUTIONS (TEIs)*.

In relation to my dissertation writing, may I request for your time and expertise to be one of the questionnaire validators.

I believe that you could greatly help in the accomplishment of the said proposal.

Thank you for very much.

Very truly yours,

Besy C. Agamata
Researcher

Noted by:

Dr. Danilo K. Villena/Dr. Rene R. Belecina
Advisers



APPENDIX D

PROFILE OF EXPERT VALIDATORS OF THE SURVEY INSTRUMENT



Profile of the Expert Validators of the Survey Instrument

Name	Profession	Institution	Post Graduate Degree	University Graduated
Assoc Prof. Jose Alejandro Belen	Associate Dean and Head of Research Office	Batangas State University	Master of Arts in Administration and Supervision	Philippine Women's University Manila
Milagros Borabo	Program Director, Professional in Continuing Education	Centro Escolar University Manila	Doctor of Philosophy in Curriculum and Supervision and Total Quality Management	Centro Escolar University
Nilo Colinares	Graduate Professor	Philippine Normal University Manila	Doctor of Education in Educational Administration	Centro Escolar University Manila
Allan de Guzman	Director, Center for Educational Research & Development	University of Santo Tomas Manila	Doctor in Educational Management	University of Santo Tomas Manila
Leonisa del Rosario	Executive Dean of Colleges	The National Teachers College Manila	Doctor of Education in Educational Administration	Centro Escolar University Manila
Alejandro Ibanez	Graduate Professor Education Supervisor II DepED, NCR	Philippine Normal University Manila	Doctor of Philosophy in Educational Management	Philippine Normal University Manila
Marcela Leus	Graduate Professor	University of Santo Tomas Manila	Doctor of Education in Educational Management	Arizona State University, USA
Erlinda Navarro	Graduate Professor	Philippine Normal University	Doctor of Education in Educational Administration	Philippine Normal University Manila
Farah Santos	Graduate Professor	Philippine Normal University Manila	Doctor of Philosophy in Educational Management	Centro Escolar University Manila
Epifania Tabbada	Dean, College of Education and Director, Center for Teaching Excellence	Technological Institute of the Philippines Quezon City	Doctor of Philosophy in Home Economics Education	University of Illinois, USA



APPENDIX E

RESULTS OF SURVEY INSTRUMENT VALIDATION



Philippine Normal University

National Center for Teacher Education

Domain/Area	Experts										Ave WM	VI	Remark
Domain 1 Instruction Area 1: Vision, Mission, Goal, and Objective (VMGO)	1	2	3	4	5	6	7	8	9	10			
1. Are clearly stated and understood by all stakeholders	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Include the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Strengthen technical skills in Undergraduate Teacher Education	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Provide comprehensive knowledge of the subject matter they will teach	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Demonstrate and practice professional and ethical requirements of the teaching profession;	3		3	3	3	3	3	3	3	3	3.00	VA	
6. Facilitate learning of diverse types of learners in different learning environment	3	3	3	3	3	3	3	3	3	3	3.00	VA	
7. Be reflective practitioners	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8. Be creative and innovative in teaching approaches	3	3	3	3	3	3	3	3	3	3	3.00	VA	
9. Be equipped with research and extension capabilities	3	3	3	3	3	3	3	3	3	3	3.00	VA	
10. Be life-long learners	3	3	3	3	3	3	3	3	3	3	3.00	VA	
11. Have Filipino ideals and cultural values	3	3	3	3	3	3	3	3	3	3	3.00	VA	
12. Be globally competitive	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13. Are accepted by:	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13.1 administrators	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13.2 parent-teacher member	3	3	3	2	3	3	3	3	3	3	2.86	VA	
13.3 faculty	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13.4 staff	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13.5 students	3	2	3	3	2	3	2	3	2	2	2.43	A	
14. Are reviewed and/or revised	3	3	3	3	3	3	3	3	3	3	3.00	VA	Add revised by
14.1 administrators	3	3	3	3	3	3	3	3	3	3	3.00	VA	
14.2 faculty	3	3	3	3	3	3	3	3	3	3	3.00	VA	
14.3 students	3	3	3	3	3	3	3	3	3	3	3.00	VA	
14.4 representatives of other stakeholders	3	2	2	2	3	2	2	3	3	3	2.57	A	
15. Are available in catalogue and other publications	3	3	3	3	3	3	3	3	3	3	3.00	VA	
Weighted Mean	2.95	2.86	2.95	2.91	2.95	2.95	2.91	3.00	2.95	2.95	2.95	VA	



Philippine Normal University

National Center for Teacher Education

Domain/Area	Experts										Ave WM	VI	Remark
Area 2: Administration 2.1 Planning, Monitoring, and Implementation													
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff	3	3	2	2	3	3	3	3	3	3	2.80	VA	
2. Aligns the implementation of the activities with the vision, mission, goal, and objective of the institution	3	3	3	3	3	3	3	3	3	3	3.00	VA	Replace institution to school
3.Has long term plans which at least cover term of Office	2	2	3	3	3	3	3	3	3	3	2.80	VA	
4.Works on the accreditation and quality assurance of programs	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5.Ensures program offerings, projects, and activities are supported by appropriate feasibility studies	3	2	2	2	3	3	3	2	2	3	2.50	A	
6.Has mechanisms for the approval and periodic review of the programs and awards	3	3	3	3	3	3	3	3	3	3	3.00	VA	Insert school's programs
7.Provides progress report of program monitoring and implementation	3	3	2	2	2	3	3	3	3	2	2.60	VA	
8.Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school	3	3	2	2	2	3	3	3	3	3	2.70	VA	
9.Conducts formal/informal dialogues between students and faculty	3	2	3	2	3	3	3	3	3	3	2.80	VA	
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year	2	3	3	3	3	3	2	2	3	3	2.70	VA	
11. Conducts supervisory visits to the class	3	3	3	2	2	2	3	3	3	3	2.70	VA	Change to classes
12.Conducts periodic evaluation and provides feedback on faculty performance	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13. Conducts student consultation and advising	3	3	3	3	3	3	3	3	3	2	2.90	VA	
14. Acts as the central point of contact on disciplinary problems both within the student body and administrations	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change administrations to administrative units/sections



Philippine Normal University
National Center for Teacher Education

Domain/Area	Experts										Ave WM	VI	Remark
15. Oversees the strategic management of the area, buildings, and facilities	3	3	3	2	2	2	3	3	3	2	2.60	VA	Insert school's
Weighted Mean	2.87	2.80	2.73	2.53	2.73	2.87	2.93	2.87	2.93	2.80	2.81	VA	
2.2 Staff Development, Promotion, and Retirement Plan													
1. Has career path for teaching staff with equivalency for diverse jobs	2	3	3	3	3	3	3	3	3	3	2.90	VA	
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills	3	3	3	3	3	3	3	2	3	2	2.80	VA	
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs	3	3	3	2	2	3	3	2	3	3	2.70	VA	
4. Follows the training standards for in service training (INSET)	3	3	3	3	3	3	3	3	3	3	3.00	VA	Insert hyphen between in service
5. Has adequate and well utilized budget	2	3	3	3	3	2	3	3	3	3	2.80	VA	Insert hyphen between well utilized
6. Cultivates a climate of professional sharing	3	2	3	1	1	3	3	2	2	3	2.30	A	
7. Seeks local and international scholarships, fellowships, and training grants	3	3	3	2	3	3	3	3	2	3	2.80	VA	
8. Provides regular in-house seminars based on needs analysis	3	3	3	3	3	3	3	3	3	3	3.00	VA	
9. Conducts performance review at least once a year	2	2	3	3	3	3	2	1	3	3	2.50	A	
10. Provides recognition/awards and incentives for faculty members who have shown outstanding performance	3	3	3	3	3	2	2	3	3	2	2.70	VA	
11. Supports individual initiative	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change to initiatives
12. Provides financial and promotional advancements	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13. Provides a social security program which includes:	2	2	2	3	3	3	3	3	3	3	2.70	VA	



Philippine Normal University
National Center for Teacher Education

Domain/Area	Experts										Ave WM	VI	Remark
13. 1 retirement plans													
13. 2 separation pay	3	3	3	2	2	2	2	3	3	3	2.60	VA	
13. 3 special awards	2	2	2	3	3	3	3	3	3	3	2.70		
14. Includes granting of fringe benefits such as sick leave and health benefits	1	3	1	2	3	3	3	2	3	3	2.40	A	
15. Provides for retirement education program which includes temporary assignments, consultation, contract work, formal training, mentoring for knowledge transfer	3	3	2	2	2	3	3	3	3	3	2.70	VA	Change to contractual work
Weighted Mean	2.59	2.76	2.71	2.59	2.71	2.82	2.82	2.65	2.88	2.88	2.74	VA	
2.3 Networking and Linkages													
1. Has International Teacher Education Institution (TEI) partners	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of: 2.1 facilities	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2.2 research	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2.3 instruction	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2.4 expertise	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2.5 funding	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Sustains partnership across colleges	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change to schools/ institution
4. Maximizes its alumni network and parents to support development	2	2	3	3	3	3	3	2	3	3	2.70	VA	Change to and parents network to support development
5. Encourages membership in professional organizations	3	3	3	3	3	3	3	3	3	3	3.00	VA	
Weighted Mean	2.89	2.89	3.00	3.00	3.00	3.00	3.00	2.89	3.00	3.00	2.97	VA	
2.4 Resource Generation and Utilization													
1. Has optimal, efficient, and effective use of resources to achieve the college's desired outcomes	3	2	2	3	3	3	3	3	3	3	2.80	VA	Change to school's desired outcomes
2. Has linkages with any of the following funding	3	3	3	2	2	3	3	3	3	3	2.80	VA	



Philippine Normal University

National Center for Teacher Education

Domain/Area	Experts										Ave WM	VI	Remark
agencies:													
2.1 International													
2.2 National Government	3	3	3	3	3	3	3	3	3	2	2.90	VA	
2.3 Local Government Units (LGUs)	3	3	3	3	2	3	3	3	3	3	2.90	VA	
2.4 Non Government	3	3	3	3	3	3	3	3	3	3	3.00	VA	Add Organizations (NGOs)
2.5 Industry	3	3	2	3	3	3	3	3	3	3	2.90	VA	
3. Uses brand marketing strategies to impact enrolment and resource generation	3	3	3	3	2	3	3	3	3	3	2.90	VA	
4. Has a school-generated fund mechanisms	2	2	3	3	3	3	3	3	3	3	2.80	VA	
Weighted Mean	2.88	2.75	2.75	2.88	2.63	3.00	3.00	3.00	3.00	3.00	2.88	VA	
Area 3: Faculty Profile and Professional Competence													
1. Have at least 100% faculty members with Masters Degree on their field of specialization	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Have at least 80% of faculty members with specialization in Science, Math, English (Masters Level) etc.	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Have at least 100% of Professional Education faculty member with Masters	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses	3	3	3	3	3	3	3	3	3	3	3.00	VA	
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8. Are licensed professional teachers	3	3	3	3	3	3	3	3	3	3	3.00	VA	
9. Demonstrate professional competence in instruction	3	3	3	3	3	3	3	3	3	3	3.00	VA	
10. Are engaged in any of the following: 10.1 extension and/or community involvement	3	3	3	3	3	3	3	3	3	3	3.00	VA	



Philippine Normal University

National Center for Teacher Education

Domain/Area	Experts										Ave WM	VI	Remark
10.2 production of instructional materials	3	3	2	3	3	3	3	3	3	3	2.90	VA	
10.3 consultancy	2	3	3	3	2	3	3	3	3	3	2.80	VA	
10.4 expert service (e.g., resource person and/or lecturer, thesis/dissertation advising etc.)	3	3	3	3	3	3	2	3	3	3	2.90	VA	
10.5 development of creative and scholarly works	3	3	3	3	3	3	3	2	3	3	2.90	VA	
11. Have shown continuing efforts in research	3	3	3	3	3	3	3	3	3	3	3.00	VA	
12. Present/publish papers in the following magazines/refereed journals : 12. 1 regional	3	2	3	3	3	3	3	3	3	3	2.90	VA	Add research/articles
12. 2 national	3	3	3	2	3	3	3	3	3	3	2.90	VA	
12. 3 international	3	3	3	3	3	2	3	3	3	3	2.90	VA	
13. Have received academic recognition such as: 13.1 scholarships	3	3	3	3	3	3	3	3	2	3	3.00	VA	
13.2 fellowships	3	3	3	3	3	3	3	3	3	2	2.90	VA	
13.3 grants	3	3	3	3	3	3	2	2	3	3	2.80	VA	
13.4 awards	3	3	3	3	3	3	3	3	3	3	3.00	VA	
14. Have knowledge of the curriculum	3	3	3	3	3	3	3	3	3	3	3.00	VA	
15. Have pedagogical content knowledge	3	3	3	3	3	3	3	3	3	3	3.00	VA	
16. Design coherent learning program	3	3	3	3	3	3	3	3	3	3	3.00	VA	
17. Facilitate learning for diverse students	3	3	3	3	3	3	3	3	3	3	3.00	VA	
18. Use varied assessment and feedback mechanisms	3	3	3	3	3	3	3	3	3	3	3.00	VA	
19. Provide safe and supportive learning environment	3	3	3	3	3	3	3	3	3	3	3.00	VA	
20. Display inquiry skills	3	3	3	3	3	3	3	3	3	3	3.00	VA	
21. Exhibit professional practice	3	3	3	3	3	3	3	3	3	3	3.00	VA	
22. Possess professional knowledge	3	3	3	3	3	3	3	3	3	3	3.00	VA	
23. Possess professional attributes contributing to teaching	3	3	3	3	3	3	3	3	3	3	3.00	VA	
24. Employ different teaching strategies and approaches	3	3	3	3	3	3	3	3	3	3	3.00	VA	
25. Utilize the ICT resources in the	3	3	3	3	3	3	3	3	3	3	3.00	VA	



Philippine Normal University
National Center for Teacher Education

Domain/Area	Experts										Ave WM	VI	Remark
enhancement of the teaching and learning process													
Weighted Mean	2.97	2.97	2.97	2.97	2.97	2.97	2.94	2.94	3.00	2.97	2.97	VA	
Area 4: Curriculum													
1. Complies with the minimum requirements for BSE and BEED specified in CHED Order 30 s. 2004	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Reflects national and international standards	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Involves participation of stakeholders in: 4.1 aligning the curriculum with the VMGO of the institution	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4.2 defining objectives and desired outcomes	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4.3 reviewing, revising, and updating the curriculum	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Provides field study experience where pre-service teachers apply theory in real school setting	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Provides apprenticeship of pre-service teacher to an experienced mentor	3	3	3	3	3	3	3	3	3	3	3.00	VA	
7. Provides practice teaching: 7.1 locally	3	3	3	3	3	3	3	3	3	3	3.00	VA	
7.2 internationally	3	3	3	3	2	2	3	3	3	3	2.71	VA	
8. Has effective systems of periodic self and external-evaluations of individual programs	3	3	3	3	3	3	3	3	3	3	3.00	VA	Delete hyphen between external-evaluations
9. Is comprehensive with lessons systematically planned	3	3	3	3	3	3	3	3	3	3	3.00	VA	
10. Emphasizes critical thinking skill and application of concept, knowledge, and skills	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change to emphasizes critical and creative thinking skills
11. Requires research activities that provide exposures of students to scientific teacher	3	3	3	3	3	3	3	3	3	3	3.00	VA	



Philippine Normal University
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Domain/Area	Experts										Ave WM	VI	Remark
education problem solving methods													
12. Is current and responsive in the relevant field of study and employment	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change in to to
Weighted Mean	3.00	3.00	3.00	3.00	2.93	2.93	3.00	3.00	3.00	3.00	2.98	VA	
Area 5: Learning Environment												VA	
1. Has adequate faculty-student ratio	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Is conducive for teaching and learning process	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Has built-in ICT multimedia facilities in every classroom	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Considers the availability of appropriate, varied and adequate learning resources for each program offered	2	3	2	3	3	3	3	3	3	3	2.80	VA	Add comma after varied
5. Provides for individualized learning	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Has adequate classroom size, space, arrangements, and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups	3	3	3	3	3	3	3	3	3	3	3.00	VA	Add comma after arrangements
7. Integrates technology into lesson designs	3	3	3	3	3	3	3	3	3	3	3.00	VA	
Weighted Mean	2.86	3.00	2.86	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.97	VA	
Area 6: Assessment of Learning													
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Is carried out professionally and takes into account the extensive knowledge on assessment process	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Is subject to administrative/supervisory checks	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Is timely given to assess student's progress	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Is reviewed periodically and revised as necessary	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Is returned to students after results are checked, recorded, and analyzed	3	3	3	3	3	3	3	3	3	3	3.00	VA	
Weighted Mean	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	VA	



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Domain/Area	Experts										Ave WM	VI	Remark
Area 7: Laboratory Facilities													
1. Conform with at least minimum requirements of CHED for each laboratory courses	3	3	3	3	3	3	3	3	3	3	3.00	VA	Remove <u>s</u> in courses
2. Are adequate and conducive for effective teaching and learning	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Are periodically checked to ensure safety of the users	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Assures of first-aid facilities for immediate use	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Are continuously maintained in good condition	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Are continuously improved and expanded to acquire up- to- date equipment, apparatus, material, and supply	3	3	3	3	3	3	3	3	3	3	3.00	VA	
7. Are provided with laboratory assistants or Technicians (Science laboratories)	3	3	3	3	3	3	3	3	3	3	3.00	VA	Set lowercase: <i>Technicians</i>
8. Has sufficient AV equipment inside the laboratories	2	3	3	3	3	3	3	3	3	3	2.90	VA	Change <i>has</i> to have
9. Has adequate facilities for student teaching	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change <i>has</i> to have
10. Has adequate facilities for experimentation and innovations	2	3	3	3	3	3	3	3	3	3	2.90	VA	Change <i>has</i> to have
Weighted Mean	2.80	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.98		
Area 8: Library Facilities and Collections													
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Has a published Library Manual	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Has adequate support staff and student assistants	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Supports the VMGO of the institution and college program respectively	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change <i>college</i> to <i>school</i>
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient	3	3	3	3	3	3	3	3	3	3	3.00	VA	



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Domain/Area	Experts										Ave WM	VI	Remark
hardware/equipment													
7. Provides sufficient research books and materials to supplement the client's curricular needs	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program	3	3	3	3	3	3	3	3	3	3	3.00	VA	
9. Has library materials/resources which conform with standards set for a particular academic program	3	3	3	3	3	3	3	3	3	3	3.00	VA	
10. Has at least one (1) international journal in each particular academic program	3	2	3	3	3	3	3	3	3	3	2.90	VA	
11. Is automated with Internet connectivity	3	3	3	3	3	3	3	3	3	3	3.00	VA	
12. Is a member of E-Library	3	3	3	3	3	3	3	3	3	3	3.00	VA	
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other books/journals	3	2	3	3	3	3	3	3	3	3	2.90	VA	
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources	3	3	3	2	2	3	3	3	3	2	2.70	VA	Delete hyphen between resource-sharing
Weighted Mean	3.00	2.86	3.00	2.93	2.93	3.00	3.00	3.00	3.00	2.93	2.96	VA	
Area 9: Information and Communications Technology (ICT)													
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Is Internet accessible for all staff of the University, college, and/or school	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Is used as instructional support	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Is used to provide web-based information for all stakeholders	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Includes training program for students and faculty	3	2	3	3	3	1	3	2	3	3	2.60	VA	
6. Has a good ratio of students to terminals and	3	3	3	3	3	3	3	3	3	3	3.00	VA	



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Domain/Area	Experts										Ave WM	VI	Remark
other equipment													
7. Has good location for ICT resources	3	2	2	1	3	3	3	2	3	3	2.50	A	
8. Has annual allocation of resources for purchasing latest hardware	1	3	3	3	3	3	2	1	3	3	2.50	A	
9. Has licensed software application and licensed anti-virus	3	3	3	2	1	3	3	3	3	3	2.70	VA	
10. Has preventive maintenance	3	3	3	2	2	3	3	3	1	3	2.60	VA	
11. In-house development of software applications/programs	3	1	3	2	3	3	3	1	3	3	2.50	A	Insert has in-house
12. Has Wi-Fi hot spots	3	3	3	3	2	2	3	3	3	3	2.80	VA	
Weighted Mean	2.83	2.67	2.92	2.58	2.67	2.75	2.92	2.50	2.83	3.00	2.77	A	
Area 10: Licensure Examinations for Teachers (LET) Performance													
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three (3) years	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Has 100% LET passers for the last three (3) years	3	3	3	3	3	3	3	3	3	3	3.00	VA	
Weighted Mean	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	VA	
Area 11: Profile of Graduates/Trace Program													
1. Has an updated profile of graduates for the last five (5) years	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Has a good databank of the employment status of their graduates	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Has a comprehensive records alumni awardees for the last five (5) years	3	3	3	3	3	3	3	3	3	3	3.00	VA	
Weighted	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	VA	
Area 12: Student Support and Services													
1. Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Have support programs for the advancement of intellectually-able students	3	3	3	3	3	3	3	3	3	3	3.00	VA	Insert hyphen in <u>intellectually able</u>



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Domain/Area	Experts										Ave WM	VI	Remark
3. Have scholarships and study grants on merit to support the most able students	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Have effective programs and personnel to support the non-academic and academic needs of the students	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Have co-curricular activities which served as models for other TEIs	3	3	3	3	3	3	3	3	3	3	3.00	VA	Delete d in served
6. Have a model physical environment for Teacher Education Institution	3	3	3	3	3	3	3	3	3	3	3.00	VA	
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8. Publish regularly up-to-date, impartial, and objective information on the following in the college's fulfillment of public accountability : 8.1 student progression and success rates	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change college's to school's
8.2 student's satisfaction with their programs	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8.3 profile of student population	3	3	3	3	3	3	2	3	3	3	2.90	VA	
8.4 distribution of students per program	3	2	3	3	3	3	3	3	3	3	2.90	VA	
8.5 retention and dropout rate	3	3	3	3	3	3	2	3	3	3	2.90	VA	
8.6 effectiveness of faculty members	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8.7 awards received	3	3	3	3	3	3	3	3	3	3	3.00	VA	
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students	3	3	3	3	3	3	3	3	3	3	3.00	VA	
10. Adopt security measures for all school personnel, students, and stakeholders	3	3	3	3	3	3	3	3	3	3	3.00	VA	
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness	3	3	3	3	3	3	3	3	3	3	3.00	VA	
12. Have basic security equipment and/or	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change college's to



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Domain/Area	Experts										Ave WM	VI	Remark
personnel in line with the institution's school's safety program													school's
13. Update and exercise school emergency preparedness plans	3	3	3	3	3	3	3	3	3	3	3.00	VA	
14. Have regular meeting between School Officials and their public safety officials to discuss safety, security, and emergency planning strategies	3	3	3	3	3	3	3	3	3	3	3.00	VA	
15. Evaluate and refine school security measures	3	3	3	3	3	3	3	3	3	3	3.00	VA	
16. Have an adequate food service areas for the institution/school population	3	3	3	3	3	3	3	2	3	3	2.90	VA	Change college's to school's
17. Have food service areas conveniently located, well-equipped, and kept sanitary	3	2	2	3	3	3	3	3	3	2	2.70	VA	
18. Have periodic health examination of food servers the periodic inspection of food being served	3	3	3	3	3	3	2	3	3	3	2.90	VA	Delete the periodic
19. Provide infirmary and a school clinic for physical and dental examinations adequately equipped to serve the institution/college population	3	3	3	3	3	3	3	3	3	2	2.90	VA	Rephrase to provide adequately-equipped infirmary and a school clinic to meet the constituents' needs
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/college	3	3	3	2	3	3	3	3	3	3	2.90	VA	Change college' to school
21. Have athletic facilities with safety features for all areas of sports activities	3	3	2	1	2	3	3	3	2	3	2.50	A	
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor	3	3	1	2	3	3	3	2	3	3	2.60	VA	
23. Publish regularly at least one issue per semester	3	3	3	2	3	1	3	3	3	1	2.50	A	
24. Evaluate regularly the performance of the Publication Unit	3	3	3	3	1	2	3	3	3	2	2.60	VA	
25. Provide foreign student's assistance	3	3	3	2	2	3	3	3	3	3	2.80	VA	
26. Have a systematic financial assistance	3	3	3	3	3	3	3	3	3	3	3.00	VA	



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Domain/Area	Experts										Ave WM	VI	Remark
program offered to deserving and needy students													
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget	3	3	3	3	3	2	3	2	3	3	2.80	VA	
28. Disseminate information about the Assistance Program to the community and feeder schools	3	2	3	3	3	3	2	3	3	3	2.80	VA	
29. Have a formally organized Alumni Association that participates in the general school program through the following: 29.1 job placement	3	3	3	3	3	3	3	3	2	3	2.9	VA	
29.2 spiritual assistance and religious activities	3	2	2	2	3	3	3	3	3	3	2.7	VA	
29.3 follow-up services	3	3	3	1	1	3	3	3	2	3	2.5	A	
29.4 guidance (professional and personality adjustments)	3	3	1	3	3	2	1	3	3	3	2.5	A	
29.5 policy formulation and program development	3	3	3	2	2	3	3	3	3	2	2.7	VA	
29.6 evaluation	3	3	3	3	2	3	3	2	1	3	2.7	VA	
30. Have a Student Government which promote an attitude of responsible governance through its Constitution and By-laws	3	2	3	3	2	3	1	3	3	3	2.5	VA	Add <u>s</u> to promote
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations	3	3	2	3	3	3	3	1	2	3	2.6	VA	
32. Include specific training in various job- seeking techniques, including self-placement	3	3	3	3	3	3	2	3	3	2	2.8	VA	
33. Provide an employment program designed to assist students secure valuable work experience in their area of specialization	3	3	3	3	3	2	3	3	3	3	2.9	VA	
Weighted Mean	3.00	2.89	2.82	2.78	2.82	2.87	2.80	2.87	2.84	2.84	2.85	VA	



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Domain/Area	Experts										Ave WM	VI	Remark
Domain 2 Research and Publication													
1. Has Research Office managed by competent Personnel	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Has research agenda in consonance with institutional, regional, and national priorities	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Generates income from patents, licenses, and copyrights, and other research outputs	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Has the following funding support and assistance from:	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6.1 local													
6.2 national	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6.3 international	2	3	3	3	3	3	3	3	3	3	2.90	VA	
7. Allocates funds for the conduct of faculty and student research activities	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8. Ensures that completed and on-going research studies are periodically monitored and evaluated	3	3	3	3	3	3	3	3	3	3	3.00	VA	
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally established format	3	3	3	3	3	3	3	3	3	3	3.00	VA	Insert hyphen between <u>institutionally established</u>
10. Ensures that research results and outputs are utilized as inputs to institutional/college development, improvement of instructional processes, and transfer of generated technology to the community	3	3	3	3	3	3	3	3	3	3	3.00	VA	Change college' to school
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics	3	3	3	3	3	3	3	3	3	3	3.00	VA	
12. Provides avenues for the dissemination of research results, such as	3	3	3	3	3	3	3	3	3	3	3.00	VA	



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Domain/Area	Experts										Ave WM	VI	Remark
fora, conferences, faculty/student seminars, and other communication media													
13. Publishes research outputs in any of the following refereed journals: 13.1 in one international and one local	3	2	3	3	3	3	3	3	3	3	2.90	VA	Change to 13.1 international and national 13.2 international 13.3 national
13.2 in one international	3	3	3	3	3	3	2	3	3	3	2.90	VA	
13.3 in one local	3	3	3	3	3	3	3	3	3	3	3.00	VA	
14. Has E-journal available	3	3	3	3	3	3	3	3	3	3	3.00	VA	
15. Has regular publication of research journal	3	3	3	2	3	3	3	3	3	3	2.90	VA	
	2.95	2.95	3.00	2.95	3.00	2.00	2.95	3.00	3.00	3.00	2.98	VA	
Domain 3 Extension and Community Involvement													
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs	3	3	3	3	3	3	3	3	3	3	3.00	VA	
2. Has a system to make the conduct of extension projects sustainable and continuing	3	3	3	3	3	3	3	3	3	3	3.00	VA	
3. Has a distinct office or unit that oversees the implementation of the extension program	3	3	3	3	3	3	3	3	3	3	3.00	VA	
4. Encourages participation of the various stakeholders in extension program	3	3	3	3	3	3	3	3	3	3	3.00	VA	
5. Has adequate funding	3	3	3	3	3	3	3	3	3	3	3.00	VA	
6. Has number of beneficiaries served	3	3	3	3	3	3	3	3	3	3	3.00	VA	Insert sufficient number
7. Is monitored and documented	3	3	3	3	3	3	3	3	3	3	3.00	VA	
8. Has evaluated the expected outcomes of the community extension programs	3	3	3	3	3	3	3	3	3	3	3.00	VA	
9. Integrates extension program with research	3	3	3	3	3	3	3	3	3	3	3.00	VA	
Weighted Mean	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	VA	



APPENDIX F

Revised Survey Instrument



QUESTIONNAIRE

Part 1 Profile of the Respondents

Instructions: Please check (✓) and supply the needed information.

A. Classification

- () College Senior Student () Graduate Student
() Faculty () Administrator

Course/ Degree: _____

Units Earned (Graduate Studies): _____

Designation: _____

B. Age

- () 21-25 () 26-30 () 31-35 () 36-40 () 41-45
() 46- 50 () 51 and above

C. Gender

D. Civil Status

- () Male () Female () Single () Married Others, pls.specifiy _____

Part II: Profile of the Institution

A. Name: _____

B. Type: () Sectarian () Non-Sectarian () Others, pls. specifiy _____

C. Quality Assurance Standards Used:

- () PAASCU () PACUCOA () AACCUP
() IQuAME () Others, pls. specify _____

D. Accreditation Status

Program: _____ Level _____

Accrediting Agency: _____



Part 3: Assessment of Quality Standards by the School of Education

Instructions: Identify the practices observed by the School of Education along the given criteria. Determine the level of each practice by checking the appropriate response 1 to 4 where;

- 1.00 (Outstanding)- the practice is characterized by major strengths, attainment of expected outcomes and outstanding performance, an exemplary case worthy of dissemination, observed 81-100% of the time;
- 2.00 (Very Satisfactory)- the practice's strengths outweigh weaknesses, the School of Education is advancing towards pre-set goals with pleasing outcomes, observed 60-80% of the time;
- 3.00 (Satisfactory)- the practice is marked by some strengths and weaknesses, the School of Education is advancing towards pre-set goals with some observable outcomes, observed 40-79% of the time;
- 4.00 (Needs Improvement)- the practice is marked by major weaknesses with undesirable outcomes; pre-set goals are not attained and immediate remedial action is required, observed 1-39% of the time.

Domain 1 Instruction	O	VS	S	NI
Area 1: Vision, Mission, Goal, and Objective (VMGO)				
1. Are clearly stated and understood by all stakeholders				
2. Include the basic and higher level of literacy, communication, numerical, critical thinking, and learning skills				
3. Strengthen technical skills in Undergraduate Teacher Education				
4. Provide comprehensive knowledge of the subject matter they will teach				
5. Demonstrate and practice professional and ethical requirements of the teaching profession;				
6. Facilitate learning of diverse types of learners in different learning environment				
7. Be reflective practitioners				
8. Be creative and innovative in teaching approaches				
9. Be equipped with research and extension capabilities				
10. Be life-long learners				
11. Have Filipino ideals and cultural values				
12. Be globally competitive				
13. Are accepted by:				
13.1 administrators				
13.2 parent-teacher member				
13.3 faculty				
13.4 staff				
13.5 students				
14. Are reviewed and/or revised by:				
14.1 administrators				
14.2 faculty				
14.3 students				
14.4 representatives of other stakeholders				
15. Are available in catalogue and other publications				
	O	VS	S	NI
Area 2: Administration				
2.1 Planning, Monitoring, and Implementation				
1. Provides a strong leadership that communicates the vision, mission, goal, and objective of the institution to faculty, students, and staff				
2. Aligns the implementation of the school activities with the vision, mission, goal, and objective of the institution				
3. Has long term plans which at least cover term of Office				
4. Works on the accreditation and quality assurance of programs				



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5.Ensures program offerings, projects, and activities are supported by appropriate feasibility studies				
6.Has mechanisms for the approval and periodic review of the school's programs and awards				
7.Provides progress report of program monitoring and implementation				
8.Ensures collaborative efforts of all stakeholders in maintaining academic reputation and recognition of the school				
9.Conducts formal/informal dialogues between students and faculty				
10. Adopts administrative arrangements when vacancies/leaves of absence of faculty members within the Academic Year				
11. Conducts supervisory visits to the classes				
12.Conducts periodic evaluation and provides feedback on faculty performance				
13. Conducts student consultation and advising				
14. Acts as the central point of contact on disciplinary problems both within the student body and administrative units/sections				
15. Oversees the strategic management of the school's area, buildings, and facilities				
	O	VS	S	NI
2.2 Staff Development, Promotion, and Retirement Plan				
1. Has career path for teaching staff with equivalency for diverse jobs				
2. Provides continuing educational opportunities for the teaching staff both group process and in-job related skills				
3. Follows standards in selection and attendance of faculty to capacity-enhancing seminars/conference and/or training programs				
4. Follows the training standards for in-service training (INSET)				
5. Has adequate and well-utilized budget				
6. Cultivates a climate of professional sharing				
7. Seeks local and international scholarships, fellowships, and training grants				
8. Provides regular in-house seminars based on needs analysis				
9. Conducts performance review at least once a year				
10. Provides recognition/awards and incentives for faculty members who have shown outstanding performance				
11. Supports individual initiatives				
12. Provides financial and promotional advancements				
13. Provides a social security program which includes:				
13. 1 retirement plans				
13. 2 separation pay				
13. 3 special awards				
14. Includes granting of fringe benefits such as sick leave and health benefits				
15. Provides for retirement education program which includes temporary assignments, consultation, contractual work, formal training, mentoring for knowledge transfer				
	O	VS	S	NI
2.3 Networking and Linkages				
1. Has International Teacher Education Institution (TEI) partners				
2. Sustains partnership and consortiums among Teacher Education Institutions (TEIs) in terms of:				
2.1 facilities				
2.2 research				



2.3 instruction				
2.4 expertise				
2.5 funding				
3. Sustains partnership across schools/institution				
4. Maximizes its alumni and parents' network to support development				
5. Encourages membership in professional organizations				
	O	VS	S	NI
2.4 Resource Generation and Utilization				
1. Has optimal, efficient, and effective use of resources to achieve the school's desired outcomes				
2. Has linkages with any of the following funding agencies:				
2.1 International				
2.2 National Government				
2.3 Local Government Units (LGUs)				
2.4 Non Government Organizations (NGOs)				
2.5 Industry				
3. Uses brand marketing strategies to impact enrolment and resource generation				
4. Has a school-generated fund mechanisms				
	O	VS	S	NI
Area 3: Faculty Profile and Professional Competence				
1. Have at least 100% faculty members with Masters Degree on their field of specialization				
2. Have at least 45-50% faculty members with PhD/EdD on their field of specialization				
3. Have at least 80% of faculty members with specialization in Science, Math, English (Masters Level) etc.				
4. Have at least 100% of Professional Education faculty member with Masters				
5. Have at least 45-50% of Professional Education faculty members with PhD/EdD				
6. Have at least three (3) years teaching experience in either elementary, secondary, or tertiary courses				
7. Have at least three (3) years of teaching and industry-based experience in handling OJT/practicum courses				
8. Are licensed professional teachers				
9. Demonstrate professional competence in instruction				
10. Are engaged in any of the following:				
10.1 extension and/or community involvement				
10.2 production of instructional materials				
10.3 consultancy				
10.4 expert service (e.g., resource person and/or lecturer, thesis/dissertation advising etc.)				
10.5 development of creative and scholarly works				
11. Have shown continuing efforts in research				
12. Present/publish research/articles/papers in the following magazines/refereed journals :				
12. 1 regional				
12. 2 national				
12. 3 international				
13. Have received academic recognition such as:				
13.1 scholarships				



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13.2 fellowships				
13.3 grants				
13.4 awards				
14. Have knowledge of the curriculum				
15. Have pedagogical content knowledge				
16. Design coherent learning program				
17. Facilitate learning for diverse students				
18. Use varied assessment and feedback mechanisms				
19. Provide safe and supportive learning environment				
20. Display inquiry skills				
21. Exhibit professional practice				
22. Possess professional knowledge				
23. Possess professional attributes contributing to teaching				
24. Employ different teaching strategies and approaches				
25. Utilize the ICT resources in the enhancement of the teaching and learning process				
	O	VS	S	NI
Area 4: Curriculum				
1. Complies with the minimum requirements for BSE and BEEd specified in CHED Order 30 s. 2004				
2. Considers enrolment/recruitment of students whose abilities and aptitudes are matched with the requirements of the curriculum				
3. Reflects national and international standards				
4. Involves participation of stakeholders in:				
4.1 aligning the curriculum with the VMGO of the institution				
4.2 defining objectives and desired outcomes				
4.3 reviewing, revising, and updating the curriculum				
5. Provides field study experience where pre-service teachers apply theory in real school setting				
6. Provides apprenticeship of pre-service teacher to an experienced mentor				
7. Provides practice teaching:				
7.1 locally				
7.2 internationally				
8. Has effective systems of periodic self and external evaluations of individual programs				
9. Is comprehensive with lessons systematically planned				
10. Emphasizes critical and creative thinking skills and application of concept, knowledge, and skills				
11. Requires research activities that provide exposures of students to scientific teacher education problem solving methods				
12. Is current and responsive to the relevant field of study and employment				
	O	VS	S	NI
Area 5: Learning Environment				
1. Has adequate faculty-student ratio				
2. Is conducive for teaching and learning process				
3. Has built-in ICT multimedia facilities in every classroom				
4. Considers the availability of appropriate, varied, and adequate learning resources for each				



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program offered				
5. Provides for individualized learning				
6. Has adequate classroom size, space, arrangements, and furnishings that allow for students to learn alone, in pairs, in small groups, and in large groups				
7. Integrates technology into lesson designs				
	O	VS	S	NI
Area 6: Assessment of Learning				
1. Uses published criteria and procedures which measure the achievement of the intended learning outcomes				
2. Is carried out professionally and takes into account the extensive knowledge on assessment process				
3. Is subject to administrative/supervisory checks				
4. Is timely given to assess student's progress				
5. Is reviewed periodically and revised as necessary				
6. Is returned to students after results are checked, recorded, and analyzed				
	O	VS	S	NI
Area 7: Laboratory Facilities				
1. Conform with at least minimum requirements of CHED for each laboratory course				
2. Are adequate and conducive for effective teaching and learning				
3. Are periodically checked to ensure safety of the users				
4. Assures of first-aid facilities for immediate use				
5. Are continuously maintained in good condition				
6. Are continuously improved and expanded to acquire up- to- date equipment, apparatus, material, and supply				
7. Are provided with laboratory assistants or technicians (Science laboratories)				
8. Have sufficient AV equipment inside the laboratories				
9. Have adequate facilities for student teaching				
10. Have adequate facilities for experimentation and innovations				
	O	VS	S	NI
Area 8: Library Facilities and Collections				
1. Is administered and supervised by licensed, full time Librarian with MS Library Science Degree				
2. Has a published Library Manual				
3. Has adequate support staff and student assistants				
4. Supports the VMGO of the institution and school program respectively				
5. Has thirty percent (30%) of the library holdings of current edition, with copyright within the last 5 years				
6. Has provision for non-print, digital, and electronic resources made accessible through sufficient hardware/equipment				
7. Provides sufficient research books and materials to supplement the client's curricular needs				
8. Has at least five (5) book titles per professional course at a ratio of 1 volume per 15 students enrolled in the program				
9. Has library materials/resources which conform with standards set for a particular academic program				
10. Has at least one (1) international journal in each particular academic program				
11. Is automated with Internet connectivity				
12. Is a member of E-Library				
13. Is on the mailing list of agencies, foundations, etc. for exchange of publications and other				



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books/journals				
14. Has consortia, networking, and linkages for library cooperative activities, resource sharing, funding, and enhancement of library facilities and resources				
	O	VS	S	NI
Area 9: Information and Communications Technology (ICT)				
1. Conforms with Information and Communications Technology (ICT) standards and requirements of the academic program				
2. Is Internet accessible for all staff of the University, college, and/or school				
3. Is used as instructional support				
4. Is used to provide web-based information for all stakeholders				
5. Includes training program for students and faculty				
6. Has a good ratio of students to terminals and other equipment				
7. Has good location for ICT resources				
8. Has annual allocation of resources for purchasing latest hardware				
9. Has licensed software application and licensed anti-virus				
10. Has preventive maintenance				
11. Has in-house development of software applications/programs				
12. Has Wi-Fi hot spots				
	O	VS	S	NI
Area 10: Licensure Examinations for Teachers (LET) Performance				
1. Has consistently maintained a high national passing percentage in the Licensure Examinations for BEEd and BSEd for the last three (3) years				
2. Has 100% LET passers for the last three (3) years				
	O	VS	S	NI
Area 11: Profile of Graduates/Trace Program				
1. Has an updated profile of graduates for the last five (5) years				
2. Has a good databank of the employment status of their graduates				
3. Has a comprehensive records alumni awardees for the last five (5) years				
	O	VS	S	NI
Area 12: Student Support and Services				
1. Provide specialists, adaptive equipment, and learning resources to help regular students and students with special needs to reach their potential				
2. Have support programs for the advancement of intellectually-able students				
3. Have scholarships and study grants on merit to support the most able students				
4. Have effective programs and personnel to support the non-academic and academic needs of the students				
5. Have co-curricular activities which serve as models for other TEIs				
6. Have a model physical environment for Teacher Education Institution				
7. Ensure that adequate physical facilities are available and appropriate to support student learning and program offered				
8.1 student progression and success rates				
8.2 student's satisfaction with their programs				
8.3 profile of student population				
8.4 distribution of students per program				
8.5 retention and dropout rate				



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8.6 effectiveness of faculty members				
8.7 awards received				
9. Have a comprehensive, proactive guidance program directed towards the welfare and total personality development of the students				
10. Adopt security measures for all school personnel, students, and stakeholders				
11. Provide training for school administrators, faculty, students, and support staff on school violence prevention, school security, and school emergency preparedness				
12. Have basic security equipment and/or personnel in line with the institution's/school's safety program				
13. Update and exercise school emergency preparedness plans				
14. Have regular meeting between School Officials and their public safety officials to discuss safety, security, and emergency planning strategies				
15. Evaluate and refine school security measures				
16. Have an adequate food service areas for the institution/school population				
17. Have food service areas conveniently located, well-equipped, and kept sanitary				
18. Have periodic health examination of food servers and periodic inspection of food being served				
19. Provide adequately-equipped infirmary and a school clinic to meet the constituents' needs				
20. Have athletic facilities accessible to the student population and are sufficient to meet the requirements of the institution/school				
21. Have athletic facilities with safety features for all areas of sports activities				
22. Ensure that student publication highlights and documents the student's achievements, activities, and performance in both academic and non-academic endeavor				
23. Publish regularly at least one issue per semester				
24. Evaluate regularly the performance of the Publication Unit				
25. Provide foreign student's assistance				
26. Have a systematic financial assistance program offered to deserving and needy students				
27. Have financial assistance program supported by the community resources in addition to definite allocation in the school budget				
28. Disseminate information about the Assistance Program to the community and feeder schools				
29. Have a formally organized Alumni Association that participates in the general school program through the following:				
29.1 job placement				
29.2 spiritual assistance and religious activities				
29.3 follow-up services				
29.4 guidance (professional and personality adjustments)				
29.5 policy formulation and program development				
29.6 evaluation				
30. Have a Student Government which promotes an attitude of responsible governance through its Constitution and By-laws				
31. Have Student Government that act as liaison, mediator, and communicator between students and the administrations				
32. Include specific training in various job-seeking techniques, including self-placement				
33. Provide an employment program designed to assist students secure valuable work experience in their area of specialization				
	O	VS	S	NI
Domain 2				
Research and Publication				
1. Has Research Office managed by competent Personnel				



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2. Has research agenda in consonance with institutional, regional, and national priorities				
3. Has Research Manual which provides guidelines and procedures for the conduct of research activities				
4. Provides personnel, facilities, and equipment such as Internet, statistical software, and other ICT resources				
5. Generates income from patents, licenses, and copyrights, and other research outputs				
6. Has the following funding support and assistance from:				
6.1 local				
6.2 national				
6.3 international				
7. Allocates funds for the conduct of faculty and student research activities				
8. Ensures that completed and on-going research studies are periodically monitored and evaluated				
9. Ensures that research manuscripts are well-edited, and written in proper style and in an institutionally-established format				
10. Ensures that research results and outputs are utilized as inputs to institutional/school development, improvement of instructional processes, and transfer of generated technology to the community				
11. Ensures research outputs are protected by IPR laws and faculty and students observe research ethics				
12. Provides avenues for the dissemination of research results, such as fora, conferences, faculty/student seminars, and other communication media				
13. Publishes research outputs in any of the following refereed journals:				
13.1 international and national				
13.2 international				
13.3 national				
14. Has E-journal available				
15. Has regular publication of research journal				
	O	VS	S	NI
Domain 3				
Extension and Community Involvement				
1. Serves as an avenue for student teachers to hone their skills being teacher aides in reaching out to the community most notably on the education component of the University Extension programs				
2. Has a system to make the conduct of extension projects sustainable and continuing				
3. Has a distinct office or unit that oversees the implementation of the extension program				
4. Encourages participation of the various stakeholders in extension program				
5. Has adequate funding				
6. Has a sufficient number of beneficiaries served				
7. Is monitored and documented				
8. Has evaluated the expected outcomes of the community extension programs				
9. Integrates extension program with research				



APPENDIX G

INTERVIEW GUIDE



Interview Guide

Objectives:

1. To provide feedback on the best practices observed by TEIs for self-analysis of current quality practices
2. To validate the results of the assessed best practices for qualitative interpretation of data
3. To gather input on the additional best quality indicators practised by the School/College of Education for each domain and area indicators

Guide Questions for Best Practices

1. Do you agree on the best practices (list provided) assessed by the respondents for each area indicator? Justify your answer.
 - A. Instruction
 - A.1. Vision, Mission, Goal, and Objectives
 - A.2. Administration
 - A.2.1 Planning, Monitoring, and Implementation;
 - A.2.2 Staff Development, Promotion, & Retirement Plan;
 - A.2.3 Networking and Linkages;
 - A.2.4 Resource Generation and Utilization
 - A.3 Faculty Profile and Professional Competence
 - A.4 Curriculum
 - A.5 Learning Environment
 - A.6 Assessment of Learning
 - A.7 Laboratory Facilities
 - A.8 Library Facilities and Collections
 - A.9 Information and Communications Technology
 - A.10 Licensure Examinations for Teachers
 - A.11 Profile of Graduates/Trace Program
 - A.12 Student Support Services
 - B. Research and Publications
 - C. Extension and Community Involvement?
2. In addition to the list, what other best practices observed by your school for each quality indicators? Cite strategies/approaches/policies/procedures in sustaining them.



APPENDIX H

Profile of Expert Validators of the Proposed Quality Assurance Framework (QAF)



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Name	Profession	Institution/Affiliation	Post Graduate Degree	University Graduated
Brenda Corpus	Consultant, K to 12 Basic Education Curriculum	DepEd and AusAID	Doctor of Philosophy in Educational Management	
Alejandro Ibanez	Graduate Professor and Head, Research Planning and Policy	Philippine Normal University Manila and DepED, NCR	Doctor of Philosophy in Educational Management	Philippine Normal University Manila
Aleli Domingo	Associate Prof IV	University of the Philippines, Los Baños, Laguna	Master of Science in Math (Mathematical Beginning) Master of Science in Math (Dynamic Programming)	Univerisity of the Philippines, Diliman University of Melbourne, Australia
Marie Lilibeth Latorre	Teacher and Curriculum Reviewer	Houston Independent School, Texas, USA	Master of Arts in Supervision and Administration	Philippine Women's University, Manila
Hipolito Palcon	Technical Panel, ETEEAP Program	Commission on Higher Education (CHED)	Doctor of Education in Sociology and Anthropology	University of the Philippines, Diliman
Irene Robles	Former Chief of BEE & K to 12 LM writer	DepEd, Pasig	Master of Arts in Filipino	National Teachers College
Jimmy Romero	Dean, College of Human Development	Pamantasan ng Lungsod ng Manila	Master of Arts in Mathematics Education	Pamantasan ng Lungsod ng Manila
Vivien Talisayon	Professorial Lecturer	University of the Philippines, Diliman	Doctor of Philosophy in Science Education minor in	University of the Philippines, Diliman



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			Measurement and Evaluation	
Marishirl Tropicales	Principal	University of Santos Tomas, High School	Master of Arts in Development Education	University of Santo Tomas



APPENDIX I

COMMENTS AND RECOMMENDATIONS OF QAF EXPERT VALIDATORS



Comments and Recommendations of QAF Expert Validators

Indicators	Comments
Part I Introduction	Paragraph 2, change 3.50-1.00 to 1.00-3.50 as the proper way of writing the range
Part II Objectives and Purpose	Letter C, typographical error change practises to practices Provide additional objectives that would serve as baseline or input to the school improvement process Relate your QAF with CHED's quality assurance system and that of PACUCOA and PAASCU. The objectives need to cite alignment with CHED's quality assurance standards. This QAF should enhance and contextualize CHED's standards.
Part III Quality Assurance Framework	The new PQAF should be a result of the findings of the study and consider the conglomerated, previous, and existing QA frameworks. Use flow chart for the PQAF for clarity of implementation and decision making. Tracking/monitoring the progress/ improvement should be included in the PQAF. Improve flow (arrows should be added/one to one There are no arrows for Do/Implement, Plan/Develop, Act/Transform, and Check/Assess thus, there is no flow of communication. Use different shapes to distinguish process like self-analysis, the process criteria, and evaluation areas.
Part IV Stages and Implementation	The description seems not self-assessment but school improvement planning. It needs clarification to be aligned with the expected output. The stages are unclear. Each stage needs to be elaborated on like the implementers of each stage, time frame per stage, procedure, output, and quality monitor of each stage. This section is important for the feasibility of the framework. SWOT apparently is part of this section, but not reflected in earlier parts. No need for SWOT in other parts? Have explanatory text for every part.
Part V Identified Strengths of Quality Indicators	Typographical error, change 9.1 to 10.1 of Self-Analysis portion of Area 1: VMGO
Part VI Weaknesses of Quality Indicators for Improvement	Why not have the same quality indicators and have columns for strengths, weaknesses, threats, and opportunities.
Part VII Concluding Statement	Replace concluding statement with summary.



APPENDIX J

CERTIFICATION OF PROOFREADING AND EDITING



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CERTIFICATION

To Whom It May Concern:

This is to certify that I, **LEONARDO O. MUNALIM** proofread and edited the dissertation of **BESY C. AGAMATA**, entitled: "Towards a Proposed Quality Assurance Framework for Teacher Education Institutions."

This certification is issued upon the request of **Mrs. Agamata** for whatever purpose it may serve her best in the completion of her degree in Doctor of Philosophy major in Educational Management at the Philippine Normal University-Manila.

Very truly yours,

 10/1/2014

Leonardo O. Munalim
leonardo.munalim@yahoo.com
0919-505-5964



Besy Caliwliw-Agamata, Ph.D

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Malibay, Pasay City Philippines 1300
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E-mail: besy_c_agamata@yahoo.com
Birthday: December 15, 1969
Religion: Roman Catholic
Marital Status: Married with three children



Summary of Professional Experience

- Supervising Education Program Specialist in the Department of Education-Instructional Materials Council Secretariat (DepEd-IMCS), Central Office, Pasig City
- Five years of administrative experience spent in Philippine Women's University (PWU) Manila: as Principal and Acting Principal in the high school department and in the School of Education as Assistant Dean and concurrent, Assistant Director for Basic Education and Teacher Development and Assistant Principal in PWU-JASMS Manila
- Two years of college teaching experience in PWU School of Education, Manila handling English major subjects of the Bachelor of Secondary Education
- Twelve years of elementary teaching experience
- Eight years Language Arts Coordinator
- Facilitator/resource speaker/lecturer of teaching strategies and LET reviewer, orientation, workshop, training of content and language reviewers and contextualizers of the K to 12 Learning Resources
- Member of Quality Control Inspection Team of Textbooks and Teacher's Manuals printed locally and internationally
- Department of Education (DepEd) Area 2 and Area 4 Textbook Evaluator
- Two-term secretary of Philippine Association for Teacher Education (PAFTE) NCR and member of reputable local and international organizations
- MASHAV Scholar in the International Workshop on Language Acquisition and Reading Disabilities in Early Childhood, Haifa, Israel



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Achievements:

- Graduated Cum Laude (Bachelor in Secondary Education Major in English, PWU Manila, 1991)
- University Scholar
- Active and Dynamic Leadership Awardee
- Continuous Membership in Girl Scouts of the Philippines Awardee
- Service Awardee (15 years)

Work History:

October 2011 to present

Supervising Education Program Specialist
DepEd-IMCS Meralco Ave., Pasig City

April 2009 to March 2011

Principal
PWU High School, Manila

May 2007-March 2009

Acting Principal
PWU High School, Manila

June 2006-May 2007

Assistant Dean, School of Education and Director, Online Pedagogy
Philippine Women's University, Manila

April 2005-May 2006

Assistant Dean, School of Education & Assistant Director for Basic Education and Teacher Development for Taft Campus and Assistant Principal for JASMS Manila Elementary
Philippine Women's University, Manila

2nd Trimester SY 2004-2005 to April 2005

Acting Assistant Dean, School of Education
Philippine Women's University, Manila



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2nd Trimester SY 2004-April 2005

Acting Assistant Dean
School of Education
Philippine Women's University, Manila

1st Trimester SY 2004-2005

Associate Professor, FT Faculty Member
Educators' Guild Adviser
Student Teaching Supervisor
School of Education
Philippine Women's University, Manila

June 2004-October, 2005

Part time Professor
Manila Doctors College
College of Arts and Sciences
Metropolitan Park, Pasay City

1996-2004

Language Arts Coordinator (Grade School Department)
Scriptwriter and Director of JASMS Productions
PWU-JASMS, Manila

2003-2004

Master Teacher 2, FT Faculty Member
PWU JASMS, Manila

Nov. 2001-SY 200202003

Senior Teacher 4, FT Faculty Member
PWU JASMS, Manila

SY 1993-1994 to Oct. 2001

Junior Teacher 2, FT Faculty Member
PWU JASMS, Manila

June 1992-May 1993

Junior Teacher 1, FT Faculty, Member
PWU JASMS, Manila



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Education:

Ph.D in Educational Management

(Philippine Normal University, Manila, 2014))

M.A. in Administration and Supervision

(Philippine Women's University, 2001)

Bachelor in Secondary Education major in English

(Philippine Women's University, 1991)

Philippine Women's University-Junior Middle Division

(PWU-JMD, 1987)

DepEd Instructional Materials (IMs) Evaluator:

2011 Content Review of Tech-Voc Competency-Based Instructional Materials

- Sept. 26-Oct.2, 20112011
Regional Educational Learning Center-National Capital Region
(RELC-NCR)

2011 Content Review of DepEd-Developed Instructional Materials

- May 21,-22, 2011
Regional Educational Learning Center-National Capital Region
(RELC-NCR)

Area 4 Content Evaluator of Mathematics 2 Textbook and Teacher's Manual

- December 9-19, 2007
Regional Educational Learning Center-National Capital Region
(RELC-NCR)

Area 2 Content Evaluator of English Grade 5 Textbook and Teacher's Manual

- September 8-9, 14-16, 2007
Marikina Hotel



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Music, Art, Physical Education, and Health (MAPEH) Textbooks and Teacher's Manuals Level 4 Evaluator (Focused on Language and Book Design)

- August 24 to October 1, 2006
DepEd Complex, Meralco Avenue, Pasig City

English Textbooks and Teacher's Manuals Level 2 Evaluator

- June 17-18, 2006
DepEd Complex, Meralco Avenue, Pasig City
- July 16-17 and 31, 2005
DepEd Complex, Meralco Avenue, Pasig City

Published Materials:

Module

- Observation and Participation (PWU, 2005)
- Student Teaching (PWU, 2005)
- English Plus Handbook (Manila Doctors College, 2005)

Research

- *Survey of the Initial Implementation of the Field Study in the NCR, 2009*
- *Results of Licensure Examination For Teachers: An Analysis*
PWU Research Journal Vol. XI No. 2 September 2006
- *Faculty Development Program for Jose Abad Santos Memorial School Manila, SY 2002-2003 to 2004-2005*
PWU Research Journal Vol. 7 No. 1 November, 2002

Article:

- *Organizational Trust: Key to Organizational Effectiveness*
The Philippine Educational Forum Vol. XXXIX No. 2 September, 2006

Community Involvement:

Correctional Institute for Women (CIW)
Mandaluyong City, Philippines

Involvement: Conduct teaching strategies seminar workshop to the Education Group who teaches co-inmates according to their different year level



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Membership:

Philippine Association for Language Teaching, Inc.
Teachers and Employees Association for Change, Education
Reforms and Solidarity (TEACHERS, Inc.)
MASHAV International Shalom Club (Israel)
Philippine Association for Teacher Education (PAFTE-NCR)
World Council for Curriculum and Instruction (WCCI)
Reading Association of the Philippines (RAP)
National Organization of Professional Teachers Incorporated (NOPTI)
DepEd Culture and Arts

Workshops/Trainings Facilitated/Participated as Resource Person

- **Finalization of AralingPanlipunan (AP) Resource Book**
August 11, 2014
Tanza Oasis Hotel and Resort
- **Final Contextualization of Gr. 3 Learner's Materials (LMs) of the 19 Languages**
February 19-26, 2014
International Convention Center (TICC)
- **Content Review of the K to 12 LMs and TGs**
January 30, 2013
RELC, Marikina
- **Orientation on the Regional and Critiquing Guidelines of the Gr. 2 Learning Materials (LMs) and Teacher's Guides (TGs)**
Dorm G Phil Sports Commission (PSC) Complex, Pasig City
Nov. 14, 2012
- **Orientation Seminar on the Development of the K to 12 Materials and Mother Tongue Based- Multilingual Learning Education (MTB-MLE)**
Dec. 14-16, 2011
Malvar, Batangas

Seminars/Trainings/Workshops Attended:

June 24- 28, 2013	Basic Desktop Publishing Skills and Training Workshop for DepEd Central Office Personnel (RELC, Marikina)
June 5-7, 2013	Training on Effective Presentation Skills and Public Speaking (GSP, Tagaytay City)



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May 15, 2013	Konsultayon sa Binagong Gabay sa Ortograpiya 4 th Burador (KWF, Malacañang)
March 22, 2012	Workshop on Preparing the TOR for the Review of Muslim Education Initiatives of DepEd
October 22, 2011	Controversial Provisions of the Revised Manual of Regulations for the Private Basic Education
April 28, 2011	Classroom Management (PWU-JASMS Quezon City)
February 4-6, 2010	National Educational Conference on Getting into the Core of the 2010 Secondary Education Curriculum (Manila Hotel)