

LEVEL OF QUALITY ASSURANCE OF THE TEACHER EDUCATION PROGRAM OF STATE UNIVERSITIES OF REGION II: BASIS FOR A MONITORING SCHEME FOR PNU ISABELA CAMPUS

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ABSTRACT

This study determined the level of quality assurance of the teacher education program of state universities of Region II. The results were used as bases in designing a monitoring scheme for PNU – Isabela Campus, Alicia, Isabela.

It was conducted last school year 2004-2005. The participants composed of 55 deans, directors, academic chairs and faculty of the college of education of Cagayan State University (CSU), Tuguegarao City; Isabela State University (ISU), Cabagan, Isabela and Nueva Vizcaya State University (NVSU) in Bayombong, Nueva Vizcaya. Fourteen (14) alumni from CSU and NVSU were likewise included as participants. No random sampling technique was used because all the middle-level administrators and faculty of the college of education were taken as participants. The instrument used to gather data was the questionnaire used by Accrediting Agencies of Chartered Colleges and Universities of the Philippines (AACCUP). Employing the descriptive – survey method of research, the findings revealed that the level of quality assurance of the teacher education program was very good. Likewise, the level of performance and/or efficiency of the teacher education program in terms of average work competencies of middle-level administrators, faculty and alumni during the last three school years, number of graduates, and student achievement in the LET were very good. The best predictors of the perceived level of quality assurance of the teacher education program are involvement in extension/community service, work values, personality traits, length of administrative experience, performance rating, highest educational qualification, special talents, home atmosphere and age.

Keywords: Quality, Quality Assurance, Teacher Education Program.

INTRODUCTION:

The government has been consistently forwarding variety of challenges and demands to all higher education institutions to improve teaching-learning outcomes. The ultimate measure to achieve the end is consistent evaluation in areas or aspects surrounding the educational program. The national government laid down standards to achieve quality and excellence in the educational environment. A means to assess if educational institutions exceed the standards and requirements is through accreditation. Meeting the prescribed requirements for national recognition or going beyond the minimum requirements of competencies is a significant index that the goals and programs of the educational institutions carry relevance, quality and excellence.

The most widely accepted criterion of quality in higher education is ‘‘fitness for purpose’’. Quality is described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. Quality in higher education is a multi-dimensional concept which embraces all its functions and activities such as teaching and academic programs, research and scholarship, staffing, students, faculty, equipment, services of the community and the academic environment. Quality takes the form of internal self-evaluation and external review conducted by independent specialists with international expertise. Quality also requires that higher education be characterized by its international dimension, exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects while taking into account the national cultural values and circumstances purpose’’ (Friend-Pereira, J.C., Lutz, K. & Heerens, N. 2003).

In education, quality assurance is an approach which seeks to measure processes, conditions, and trends to produce the best desirable outcomes. Likewise, it refers to the means by which an institution can guarantee with confidence and certainty that the standards and quality of its educational provisions are maintained and enhanced.

Lewis and Smith (1994) cited four assumptions which reflect the environment higher education institutions operate now and in the future. These are: 1) conditions and conventions within the environment are changing; 2) they are changing faster than they have changed in the past; 3) changes will continue to occur towards the twenty-first century; and 4) sensitivity to these changes is imperative and their implications to colleges and universities must be anticipated.

Furthermore, Lewis and Smith (1994) forwarded that the core function of higher education is student learning and this should be emphasized in all discussions of quality and quality assurance. They also mentioned two approaches to assuring quality in higher education – accreditation and outcome assessment. Accreditation focuses on the inputs of the institution such as student achievement, faculty degrees, facilities, curriculum, physical resources and administration. The basic assumption of this approach is if high-quality inputs exist, high-quality outputs will result. Outcome assessment emphasizes the importance of evaluating the outputs of higher education such as student achievement, graduation and employment.

The social context of quality is doing the right thing, right on time and every time, seeking zero defects and conformance to requirements, structuring features or characteristics of a product or service to satisfy stated and implied needs and build and sustain relationships.

Article II, Section 1 of the Policies and Standards for Teacher Education, MECS Order N. 26 series of 1983 stipulates: the main concern of teacher education is to prepare teachers imbued with the ideals, aspirations and traditions of Philippine life and culture and sufficiently equipped with knowledge of an effective delivery system.

In support of the aims of the national government to achieve quality and excellence in higher education institutions, this study was pursued to determine the status, conditions and trends of the teacher education program of state universities of Region II. The teacher education program of the institutions involved in the study have been awarded level II accredited status by the Accrediting Agencies of Chartered Colleges and Universities of the Philippines (AACCUP).

The Philippine Normal University is a teacher training institution which has been operating the people in Region II for 34 long years. It is located in Alicia, Isabela, Philippines. The university offers two curricular programs, the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd). These programs have not been submitted for accreditation although the graduates

performed exemplary in the Professional Board Examination for Teachers (PBET) and Licensure Examination for Teachers (LET) as reported in newspapers nationwide. Some of its graduates have places in the top 10 of national and regional levels and the university has produced competent, dedicated and committed teachers and educational leaders. However, there are still some aspects and areas of the programs that require urgent improvement. It was therefore the aim of this study to look into the strong and weak areas of the programs that would soon be the starting points in formulating a quality action plan and a monitoring scheme to achieve quality assurance of the teacher education program of Philippine Normal University, Isabela Campus, Alicia, Isabela.

In the context of this study, level of quality assurance relates to the degree of conformance or exceeding the requirements for quality and excellence of the teacher education program in terms of mission, goals and objectives, faculty, curriculum and instruction, students, research, library, physical facilities and learning resources, involvement in extension/community services and administration.

STATEMENT OF THE PROBLEM:

The main objective of this investigation was to determine the level of quality assurance of the teacher education program of state universities of Region II. The results would serve as bases in formulating an action plan and a monitoring scheme for PNU Isabela Campus, Alicia, Isabela.

Specifically, the study pursued the following questions:

1. What is the socio-demographic profile of the middle-level administrators, faculty and alumni in the following variables such as: a) age; b) gender; c) length of teaching experience; d) highest educational qualification; e) present position/rank; f) home atmosphere; g) work atmosphere; h) leadership style; i) home management style; j) health status; k) performance rating; l) special talents; m) scholarly works/publications; n) involvement in extension/community services; o) length of administrative experience; p) work values; q) moral values; r) personality traits; s) level of religiosity; t) emotional intelligence quotient; and u) managerial competencies?

2. What is the level of quality assurance of the teacher education program of state universities in terms of the following indicators such as: a) mission, goals and objectives; b) faculty; c) curriculum and instruction; d) students; e) research; f) library; g) physical facilities and learning resources; h) extension and community involvement; and i) administration?

2.1 What are the strengths of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni?

2.2 What are the weaknesses of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni?

Are there significant differences in the perceptions between the middle-level administrators and faculty?

3. What is the level of performance and/or efficiency of the teacher education program of state universities in terms of: a) average work competencies of the middle-level administrators, faculty and alumni during the last three school years; b) number of graduates and c) student achievement in the LET?

4. What are the best predictors of the perceived level of quality assurance of the teacher education program of state universities?

HYPOTHESES OF THE STUDY:

There are no significant differences in the perceptions between the middle-level administrators and faculty on the level of quality assurance of the teacher education program of state universities of Region II.

There are no significant differences in the level of performance and/or efficiency of the teacher education program of state universities in terms of: a) average work competencies of the middle-level administrators, faculty and alumni during the last three school years; b) number of graduates; and c) student achievement in the LET.

CONCEPTUAL FRAMEWORK:

PRINCIPLES OF QUALITY ASSURANCE IN EDUCATION:

There are two approaches which define the methods and type of Quality Assurance processes that higher education institutions can combine:

(1) The intrinsic qualities refer to the basic ideals and values which form the very heart of higher education. These focus on the knowledge creating processes and student learning. Intrinsic quality represents the core of academic quality. The academic community can be seen as guardians of intrinsic quality.

The first approach expresses that society expects higher education institutions as potential sources of relevant and functional knowledge, wisdom and experiences. The educational services delivered should conform to the learner – the heart and center of all efforts consumed by the academic community.

(2) The extrinsic qualities refer to the capacities of higher education institutions to respond to the changing needs of the society with whom they interact. Extrinsic quality concerns the demands that society directs towards higher education.

GENERAL PRINCIPLES CONCERNED WITH QUALITY SYSTEMS IN HIGHER EDUCATION (ASHWORTH AND HARVEY,1994)

1. A recognition of fitness for purpose based upon agreed objectives and standards
2. The need to set quality issues with the institution's own strategic plans or mission statement
3. Recognition that quality must be planned and managed
4. All aspects need to be focused upon since quality is only as strong as the weakest link
5. The need for some form of continuous monitoring system
6. An acknowledgement of the merits of the different quality control and assurance systems which are available
7. An emphasis towards quality enhancement
8. A recognition of the importance of the committed program team

METHODOLOGY:

The study utilized the descriptive- survey type of research in order to determine the level of quality assurance of the teacher education program of state universities of Region II.

A descriptive study is described by Best (1989) as the type of research concerned with describing existing conditions and relations, clear effects, opinions held and developing trends. It is concerned with the present although not disconnecting both the events and influences of the past in relation to the present.

The participants of the study was composed of eight (8) middle-level administrators such as the deans, directors and academic chairs; fifty five (55) faculty of the college of education of Cagayan State University (CSU), Tuguegarao City; Isabela State University (ISU) Cabagan, Isabela; and Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya. Fourteen (14) alumni from Cagayan State University (CSU) Tuguegarao City, and Nueva Vizcaya State University (NVSU) in Bayombong, Nueva Vizcaya were included in the study. Questionnaires for the alumni of Isabela State University were distributed; unfortunately not a single questionnaire was retrieved.

In the choice of participants, no random sampling technique was employed because all the middle - level administrators and faculty of the college of education were taken as participants. As regards the selection of alumni as subjects, ten (10) were taken from each of the three institutions. Because questionnaires for the alumni of Isabela State University were not retrieved, they were not included in the analysis of data.

Three sets of instruments were used to gather data. The first set was the "Socio-demographic Profile" of the respondents. The second set was the questionnaire used by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) to survey the level of quality assurance of the teacher education program. The last set was a questionnaire to gather comments and suggestions from the respondents on the teacher education program of their institution and/or Alma Mater

Frequency, percentage, means, standard deviation, and stepwise multiple regression were computed to derive comparative information from the responses of the respondents.

RESULTS AND DISCUSSION:

1. On Profile of Participants

Age. Generally, the middle-level administrators, faculty and alumni fall within the age bracket of 36 and beyond. This shows that most of them fall under middle-level and late adulthood.

Gender. In the three institutions the dominance of female administrators, faculty and alumni teachers over the male participants appears significant.

Length of Teaching Experience. The middle-level administrators, faculty and alumni have been in their present job for 16-20 years.

Highest Educational Qualification. Most of the middle-level administrators are Ph. D. graduates while the faculty and alumni are generally MA graduates.

Present Position/Rank. Half of the middle-level administrators occupy the ranks of Associate Professor I-V and Professors I-VI. Most of the alumni are Master Teachers I and II.

Home Atmosphere. Most of the middle-level administrators preferred a democratic home atmosphere while the faculty went for authoritarian home atmosphere.

Work Atmosphere. The flexible and warm atmospheres prevailed among the participants.

Leadership Style. Most of the participants opted for a democratic leadership style.

Home Management Style. Almost all the participants showed preference for a democratic home management style.

Health Status. Majority of the middle-level administrators, faculty and alumni are excellent, very satisfactory and satisfactory in their health status.

Performance Rating. Generally, the participants received a very satisfactory rating during the school years 2000-2001, 2001-2002 and 2002-2003.

Special Talents. Majority of the participants have flair in singing, dancing, painting, playing musical instruments, etc.

Scholarly Works/Publications. Nearly all the participants have written and published articles in journals and magazines, conducted researches and wrote their theses and dissertations.

Extension/Community Involvement. Majority of the participants have served as project/program coordinator. Others have functioned in other roles such as project/program initiator, director, consultant etc.

Length of Administrative Experience. Majority of the middle-level administrators have rendered administrative experience for 1-5 years; while the faculty members have served for 5-10 years.

Work Values. Most of the participants in the three institutions have excellent and very satisfactory work values.

Moral Values. Almost all the participants perceived themselves as excellent and very satisfactory in their moral values.

Personality Traits. Majority of the participants evaluated themselves as excellent and very satisfactory in their personality traits.

Level of Religiosity. In general, the participants considered themselves as satisfactory, very satisfactory and excellent in their level of religiosity.

Emotional Intelligence Quotient. Nearly all of the participants evaluated themselves as very satisfactory and excellent emotionally.

Managerial Competencies. Majority of the participants perceived themselves to be very satisfactory and excellent in their managerial competencies.

2. On the level of quality assurance of the teacher education program of state universities of Region II in terms of: a) mission, goals and objectives; b) faculty; c) curriculum and instruction; d) students; e) research; f) library; g) physical facilities and learning resources; h) extension and community involvement; and i) administration.

Table 1. Over-all Mean Ratings of the Level of Quality Assurance of the Teacher Education Program of State Universities of Region II

Indicators	Over-all Mean Rating	Level
I. Mission, Goals and Objectives	4.30	Very Good
II. Faculty	4.27	Very Good
III. Curriculum and Instruction	4.33	Very Good
IV. Students	4.25	Very Good
V. Research	4.15	Very Good
VI. Library	4.02	Very Good
VII. Physical Facilities and Learning Resources	3.89	Very Good
VIII. Extension and Community Involvement	4.08	Very Good
IX. Administration	4.17	Very Good
Mean Average	4.16	Very Good

Table 1 shows the over-all mean ratings of the level of quality assurance of the teacher education program of the three state universities of Region II. The mean average is 4.16 indicating a very good level of quality assurance of the program. The result confirms that the teacher education program is in conformance with the standards of quality and excellence. Also, the institutions can guarantee with confidence and certainty that the standards and quality of its educational provisions are maintained and enhanced.

The findings corroborate with Hersch's (1989) study which identified some characteristics of effective educational programs. These are: 1) school wide academic and social behavioral goals are clearly established and understood by all students,

parents, teachers, administrators and community; 2) curriculum is closely linked to school wide goals as well as community needs; 3) teachers hold high expectations not only for students, but for themselves as well; 4) students achieve a high rate of success with learning activities; 5) administrators are strong leaders but always listen to, and act upon requests of students, teachers and community leaders; and 6) parents and community members are encouraged to support and participate in the various school activities.

2.1 On the strengths of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni.

Table 2. Summary of Ranking of Strengths of the Teacher Education Program of State Universities of Region II

Cagayan State University	F	%	Isabela State University	F	%	Nueva Vizcaya State University	F	%
Mission, Goals and Objectives	9	66	Mission, Goals and Objectives	8	65	Mission, Goals and Objectives	6	65
Faculty	7	63	Curriculum and Instruction	6	62	Faculty	5	63
Curriculum and Instruction	6	61	Faculty	5	60	Curriculum and Instruction	4	60
Extension and Community Involvement	4	57	Extension and Community Involvement	4	58	Extension and Community Involvement	3	58
Administration	2	54	Students	2	54	Administration	2	55
			Administration	1	52			

The table reveals the summary of ranking of the strengths of the teacher education program of state universities of Region II as perceived by the participants.

In the three institutions, the area of the program which ranked first is Mission, Goals and Objectives. In Cagayan State University (CSU), Faculty ranked second; Curriculum and Instruction ranked third; Extension and Community Involvement ranked fourth and Administration ranked fifth.

The area of the teacher education program of Isabela State University (ISU) which ranked second is Curriculum and Instruction. The area which ranked third is Faculty; Extension and Community Involvement is ranked fourth; Students fifth; and Administration sixth.

In Nueva Vizcaya State University (NVSU), the area of the teacher education program which ranked second is Faculty; third is Curriculum and Instruction; fourth is Extension and Community Involvement and fifth is Administration.

As a whole, the strengths of the teacher education program as perceived by the participants of the three state universities of Region II are mission, goals and objectives, faculty, curriculum and instruction, extension and community involvement, students and administration.

2.2 On the weaknesses of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni.

Table 3. Summary of Ranking of Weaknesses of the Teacher Education Program of State Universities of Region II

Cagayan State University	F	%	Isabela State University	F	%	Nueva Vizcaya State University	F	%
Physical Facilities and Learning Resources	12	75	Physical Facilities and Learning Resources	10	70	Research	8	72
Library	7	65	Library	8	66	Physical Facilities and Learning Resources	6	67
Research	5	60	Research	7	65	Library	4	61

Table 3 indicates the summary of the weaknesses of the teacher education program of state universities of Region II based from the perceptions of the participants.

The area of the teacher education program of Cagayan State University (CSU) perceived to carry the greatest weakness is Physical Facilities and Learning Resources. The area on Library is second and third is Research.

In Isabela State University (ISU), the area of Physical Facilities and Learning Resources was perceived to be the number one weakness of the program. The area on Library is the second; and third is Research.

The area of the teacher education program of Nueva Vizcaya State University (NVSU) perceived to get the most attention by the administration and the faculty is Research. The area which needs the second consideration is Physical Facilities and Learning Resources and third is the Library.

In conclusion, the weaknesses of the teacher education program of the state universities of Region II are: Physical Facilities and Learning Resources, Library and Research.

On the significant differences in the perceptions between the middle-level administrators and faculty?

Table 4 of State Universities of Region II. Summary of Differences of Participants' Perceptions on the Level of Quality Assurance of the Teacher Education Program

Participants	Mean	Standard Deviation	t-value	P	Interpretation
Middle-level Administrators	4.25	0.30	1.159	.05	Not Significant
Faculty	4.11	0.30			

A glean on the table affirms that there exist no significant differences in the perceptions between the middle-level administrators and faculty on the level of quality assurance of the teacher education program of state universities of Region II.

The findings imply that both the middle-level administrators and faculty carry a shared vision, full knowledge and commitment to the nature, mission, goals and objectives of the program. It can also be construed that the middle-level administrators consistently pose great challenges to the academic as well as the non-academic community to continually maximize their full potentials and efforts to achieve the most desirable outcomes of the program. Moreover, it can be implied that the faculty are informed as regards the trends, updates and other related information about the program which in a way have pushed them to work further for the good of the whole institution.

3. On the level of performance and/or efficiency of the teacher education program of state universities in terms of: a) average work competencies of the middle-level administrators, faculty and alumni for the last three school years; b) number of graduates and student achievement in the LET?

Table 5. Summary of the Level of Efficiency of the Teacher Education Program

Institution	School Year	Curricular Programs	Enrolment 1 st sem/2 nd sem	Number of Graduates	No. of Passers/% tage of Passing in the LET	Performance Rating of Participants
Cagayan State University	2000-2001	BEEd	501/519	164	73	Very Satisfactory
	2001-2002	BSEd	469/447	135	51	
	2002-2003	BEEd	458/451	157	85	
		BSEd	427/402	110	68	
		BSEd	577/555	138	81	
Isabela State University	2000-2001	BEEd	560/546	162	67.65	Very Satisfactory
	2001-2002	BEEd	341/336	186	65	
	2002-2003	BSEd	252/251	186	28	
		BSEd	346/342	71	36/60	
		BSEd	287/279	50	15/40.54	
Nueva Vizcaya State University	2000-2001	BEEd	341/354	102	36/45	Very Satisfactory
	2001-2002	BSEd	280/260	64	30/55.55	
	2002-2003	BEEd	179/154	86	73/60	
		BSEd	156/133	115	85/64	
		BSEd	80/63	130	85/54	
	2002-2003	BEEd	107/110	27	11	Very Satisfactory
		BSEd	71/71			

Table 5 reflects the level of efficiency of the teacher education program of the three state universities of Region II.

The level of performance and/or efficiency of the teacher education program of Cagayan State University as measured by the number of graduates and student achievement in the LET is very good. Generally, the participants have a performance rating of very satisfactory. The level of performance and/or efficiency of the teacher education program of Isabela State University as measured by the number of graduates and student achievement in the LET is very good. The average work performance of the participants for the past three years is very satisfactory.

The level of performance and/or efficiency of the teacher education program of Nueva Vizcaya State University as measured by the number of graduates and student achievement in the LET is very good. In general, the work performance of the participants is very satisfactory.

The over-all data confirm that the level of efficiency of the teacher education program is very good. This is so because the school personnel as well as the non-teaching staff hold clear perceptions on the mission, goals and objectives of the program.

4. There exist no significant differences in the level of performance and/or efficiency of the teacher education program of the state universities in terms of average work competencies of the participants for the last three school years, number of graduates and student achievement in the LET.

5. On the best predictors of the perceived level of quality assurance of the teacher education program of state universities.

Table 6. The Best Predictors of the Level of Quality Assurance of the Teacher Education Program as Perceived by the Middle-level Administrators

Step	Predictors	Partial R**2	Model R **2	F Value	Prob>F	Interpretation
1	Involvement in Extension/Community Services	0.5344	0.5344	43.6090	0.0001	Very Significant
2	Work Values	0.1997	0.7340	27.7781	0.0001	Very Significant
3	Personality Traits	0.1404	0.8744	40.2268	0.0001	Very Significant
4	Length of Administrative Experience	0.1135	0.9879	327.5054	0.0001	Very Significant
5	Performance Rating	0.0105	0.9984	222.6279	0.0001	Very Significant
6	Highest Educational Qualification	0.0016	1.0000	2273.0099	0.0001	Very Significant

The table shows the factors which best predict the level of quality assurance of the teacher education program of state universities of Region II as perceived by the middle-level administrators.

The over-all computations indicate that: involvement in community/extension services, work values, personality traits, length of administrative experience, performance rating, and highest educational qualification are the factors which best predict the level of quality assurance of the teacher education program.

If the academic community and other non-teaching personnel show an active involvement in the different extension and community activities; executing different roles and functions and they observe and practice work values such as competence, efficiency, effectiveness, dedication etc.; these would undoubtedly redound to the furtherance of the program. Likewise, a consistent demonstration of the different favorable personality traits like competence, sociability, open-mindedness, initiative, resourcefulness etc would cause the increase in the influences of the program.

Moreover, it could be attested that the length of administrative experience and performance rating significantly influence the level of quality assurance of the program. It can be stated that the longer the administrative experience, the better the administrator in his leadership and management. Furthermore, constant and objective evaluation of management practices challenges and motivates education managers to improve.

And finally, highest educational qualification is another factor which predicts the level of quality assurance of the teacher education program. It can be inferred that the highest educational attainment of the person serves as his weapon and motivation in working for the best of the program. The higher

is his educational qualification the better and more capable he is in playing his role in pursuit for quality and excellence of the program.

CONCLUSIONS:

The following conclusions are drawn based from the findings of the study:

1. The middle-level administrators and faculty of the college of education as well as the alumni are qualified and prepared to serve in their respective functions and positions.
2. The teacher education program carries relevance and quality as regards the requirements set by the national government.
3. The three institutions support strongly the provisions and conditions recommended by the evaluators to significantly improve the teacher education program.
4. Both the middle-level administrators and faculty show an in-depth knowledge, understanding and appreciation of the vision, mission, goals and objectives of the teacher education program and both are committed to the realization of the same.
5. The best predictors of the perceived level of quality assurance of the teacher education program are: involvement in extension/community services, work values, personality traits, length of administrative experience, performance rating, and highest educational qualification.
6. The developed and proposed plan of action and monitoring scheme would eventually lead to the improvement of the teacher education program of PNU Isabela Campus, Alicia, Isabela.

RECOMMENDATIONS:

On the basis of the findings and conclusions of the study, the following recommendations are offered:

1. To ensure consistent desirable outcomes, adherence to the mission, goals and objectives of the teacher education program should be monitored and evaluated. The results should also be disseminated to all concerned.
2. There must be regular and objective monitoring and evaluation of the teacher education program to determine the extent of realization of the goals and programs. The findings can serve as benchmark for an adequate and more integrated planning, organization and implementation of the areas of the teacher education program.
3. The administration should encourage and challenge the academic community to delve into variety of researches.
4. Prepare a monitoring scheme on the procedures that would be undertaken to improve the program.
5. An assessment should be made to keep track of activities and development of PNU Isabela Campus and to ensure that special efforts are exerted towards improving the institution.
6. Great attention must be accorded the areas identified as weaknesses namely: research, physical facilities and learning resources and library.
7. The designed monitoring scheme is strongly recommended to be adopted to follow-up the development of the teacher education program of PNU Isabela Campus.
8. The study can be replicated involving stakeholders for more reliable and comprehensive findings.
9. In the replication of the study it is suggested that the latest questionnaire on evaluating the level of quality assurance of the teacher education program be used.
10. The findings of the study are recommended to be disseminated to all concerned for feedback and improvement of the program.

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