EVALUATION OF THE TEACHER EDUCATION PROGRAM OF THE CITY COLLEGE OF TAGAYTAY: BASIS FOR A PROPOSED IMPROVEMENT PROGRAM

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ABSTRACT

Title of the Research: **EVALUATION OF THE TEACHER EDUCATION PROGRAM OF THE CITY COLLEGE OF TAGAYTAY: BASIS FOR A PROPOSED IMPROVEMENT PROGRAM**
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This descriptive-evaluative study was conducted to evaluate the processes and procedures used in the implementation of the teacher education program of the City College of Tagaytay in the areas of supervisory program, co-curricular programs and activities, and research and community extension program. This study was anchored on Zwaenepoel's Input, Process, Output (IPO) system approach in educational programs.

The respondents of this study were 69 students, 139 alumni, 43 faculty, and 2 administrators of the City College of Tagaytay.

Findings of the study revealed that the respondents were *aware to a great extent* of the VMGO of the College. They found that the processes and procedures involved in the implementation of the teacher education program were *implemented to a great extent* in the areas of supervisory program, co-curricular programs and activities, and research and community extension program.

These findings imply that the teacher education program is generally effective but there are still other areas that need improvement like compliance

to the minimum requirements for faculty, library, admission and retention, and the performance in the Licensure Examination for Teachers.

The study concludes that the teacher education program is generally *effective* although there are areas that should be looked into.

The study, thereby, recommends that the result of this study be disseminated to the management of the teacher education program to make them aware of the present situation of the program and find ways for its further improvement. The VMGO should be properly disseminated to students, parents, faculty, and staff. It should also be included in the discussion during student and faculty orientations, and in the curriculum course of the students. It should be fully understood by the institution's stakeholders. Continuous upgrading of the facilities and equipment, and compliance to the policies and standards of the undergraduate teacher education curriculum should be observed. There should also be periodic review and evaluation of teacher education curriculum. There should be strict compliance to the policy of the Education Department in the admission and retention of students. Pre-board examinations should be given to candidates for graduation and emphasis should be given to those who get very low ratings. Taking review classes should be a prerequisite before they are allowed to take the board exam. There should be incentives to faculty members to encourage research.

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