

**AN EVALUATION OF ROGATIONIST COLLEGE'S
TEACHER EDUCATION PROGRAM: BASIS
FOR CURRICULUM ENHANCEMENT
AND FACULTY DEVELOPMENT**

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ABSTRACT

Title of the Research: **AN EVALUATION OF ROGATIONIST COLLEGE'S TEACHER EDUCATION PROGRAM: BASIS FOR CURRRICULUM ENHANCEMENT AND FACULTY DEVELOPMENT**

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This study was conducted to evaluate the teacher education program of Rogationist College for curriculum enhancement and faculty development. It covered the school year 2010-2011 and the questionnaires used as evaluation tools were based on CHED Memorandum Orders on Institutional Monitoring and Evaluation for Quality Assurance (IQuAME).

The respondents were four administrators, 15 faculty members and 110 Education students of Rogationist College.

Findings from the study revealed that the administrators, faculty and students of Rogationist College generally found the teacher education program to be **Very Satisfactory**. Of the four aspects of the program

evaluated, the following were rated **Very Satisfactory**: quality of teaching, support for students, and management of resources. The aspect of relations with the community was found to be **Satisfactory**. The findings also showed that some of the relatively weaker areas of the program were in community extension, faculty development, and review and evaluation of the curriculum.

The problems encountered by the administrators in the implementation of the program included the following: lack of educationally qualified faculty, weaknesses in student performance not adequately acted upon, inadequacy of placement programs, and difficulty in recruiting students for some programs. For the faculty, at the top of the list of problems were the following: inadequacy of faculty development program; lack of financial support from the school for graduate studies; not enough incentives for professional development of faculty; trainings in new educational trends and teaching strategies not sufficient; and faculty performance evaluation not effective.

These findings imply that although the teacher education program was generally rated to be **Very Satisfactory**, some areas should be looked into, particularly recruitment and placement programs, student assessment, review and evaluation of the curriculum, community extension programs, and development programs for the faculty.

As a result of the findings, a plan of action for curriculum enhancement and faculty development is proposed. The proposed action plan focuses on the following: review and evaluation of the teacher education curriculum; improvement of recruitment and placement policies; monitoring of students' academic performance; enhancement of co-curricular and extra-curricular program; support for students with special needs; improvement of relations with the community; proper allocation of ITC resources; monitoring and evaluation of income-generating activities; improvement of the system of faculty performance evaluation; support for graduate studies and for membership in professional organizations; providing trainings, seminars, and educational tours for faculty; and giving incentives to encourage faculty to conduct research.

The study concludes that the teacher education program was generally found to be very satisfactory but some areas need to be improved and that in spite of the very satisfactory evaluation rating, the faculty and administrators encounter problems in its implementation. There is a need, therefore, to carry out the proposed plan of action for curriculum enhancement and faculty development.

The study recommends that the results of this research be disseminated to the administrators of Rogationist College and discussed with the Education Department faculty to make them aware of the status

of the teacher education program and that the administrators and faculty should pay particular attention to those items that were rated only satisfactory or lower and to the problems encountered in the implementation of the program. The administrators should consider the recommended plan of action for curriculum enhancement and faculty development since the success of its implementation is largely dependent on them. The faculty and all persons involved should wholeheartedly cooperate in carrying out the plan. A similar evaluation may be conducted of the other departments of the college to come up with plans of action for improvement of the whole school. The results of this study may be shared with other institutions offering teacher education programs so that they may also benefit from the findings.

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FIGURE

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