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A MULTI-GROUNDED ANALYSIS OF STANDARDS AND PRACTICES FOR TEACHER EDUCATION CURRICULUM QUALITY ASSURANCE IN PHILIPPINE SUCS

ABSTRACT

Recent literature has shown the need to harmonize Philippine quality assurance (QA) mechanisms to improve higher education outcomes, particularly in teacher education. To achieve this goal, this study was conducted to provide theoretically-sound baseline information on the QA standards and conformance practices for teacher education curriculum development and implementation in Philippine State Universities and Colleges (SUCs). The primary data were obtained from a series of key informants' interviews and were supplemented by content analyses of pertinent documentary sources. A total of twelve academics from four SUCs were theoretically chosen to participate in the semi-structured interviews, while select documents such as Policies, Standards, and Guidelines, including evaluation tools and accreditation instruments, were employed in the document analyses. Drawing upon a Multi-Grounded Theory—encompassing empirical, theoretical, and internal grounding—the three-stage grounding procedure yielded six theoretical categories of QA standards and seven conformance practices. Results revealed that Philippine SUCs develop and implement teacher education programs guided by six QA standards embodied by the following theoretical categories: curriculum structure, human resources, physical resources, student support, teaching and learning, and program performance. Philippine SUCs conform to these standards by operationalizing various compliance strategies represented by seven theoretical categories: structuring quality curriculum, validating curriculum quality, establishing paper trails, standards-based hiring, breaking barriers, performance monitoring, and maximizing administrative support. The results of the three-stage codification were subsequently subjected to theoretical matching and internal validation, thereby strengthening the validity of the findings and confirming their alignment with established constructs in the field of teacher education QA. The evolved theoretical categories hereinafter articulated may serve as excellent baseline information for QA harmonization in Philippine Higher Education (HE).

Keywords

Teacher education programs; QA standards; QA conformance practices; Multi-Grounded theory.

1. Introduction

In the past decade, Philippine teacher education (TEd) performance has shown a sustained decline across multi-dimensional indicators (Second Congressional Commission on Education [EDCOM II], 2024; Generalao et al., 2022; Orbeta & Paqueo, 2022). In light of this, QA mechanism has emerged as a critical tool for promoting and sustaining HE quality and for addressing broader institutional reforms (Adomavičienė & Tamošiūnas, 2023; Eaton, 2021; Kinser & Lane, 2017).

In the Philippines, QA has evolved within the HE system since 1937, transitioning from a predominantly accreditation-driven approach to a more comprehensive framework. Amid its proliferation, harmonization has recently been advanced as a strategic approach to strengthening TEd quality (Aldaba et al., 2024). However, it is argued that for harmonization initiatives to succeed, a systematic examination of QA standards and conformance practices is imperative. Hence, this study examined these variables by addressing the following research questions: (1) Which QA standards inform the development and implementation of TEd programs in Philippine SUCs? and (2) How do selected SUCs conform to these standards in curriculum development and implementation?

2. Related Literature

A major QA reform in Philippine HE was introduced in 2012 with the Commission on Higher Education's (CHED, 2012) adoption of outcomes-based education (OBE) and a typology-based QA framework (CMO No. 46, s. 2012). This reform marked a shift toward the institutionalization of program-level QA mechanisms that systematically govern curriculum development and implementation. Such mechanisms are operationalized through the enforcement of relevant Policies, Standards, and Guidelines (PSGs), the implementation of monitoring and evaluation systems, and the subsequent issuance of Certificates of Program Compliance (COPC). The COPC, in turn, functions as a key criterion for the designation of Centers of Excellence and Centers of Development, while voluntary external accreditation serves to further enhance program credibility and effectiveness (Cuyegkeng et al., 2013).

Existing literature indicates that these mechanisms encompass diverse QA standards and practices essential to TEd quality enhancement and alignment with national and international expectations. Core indicators commonly cited include faculty qualifications, curriculum alignment, learning resources, infrastructure, and research, alongside leadership quality, teacher preparation, teaching competence, community engagement, and the effective use of assessment results (Premila & Manivannan, 2011; De Silva, 2024; Sinsay-Villanueva et al., 2025). Other studies likewise underscore the role of adequate resources, stakeholder awareness, flexible institutional cultures, and internal and external QA mechanisms—particularly accreditation—in fostering continuous improvement and graduate competitiveness (Mukhatayev & Kobenova, 2023).

Despite the existence of these frameworks, persistent gaps in TEd performance raise concerns about curriculum development and implementation quality (EDCOM II, 2024; Generalao et al., 2022). The literature points to fragmented QA standards and misaligned frameworks as barriers to effectiveness, reinforcing calls for a harmonized QA framework (Ryan, 2015; Tabora, 2018). Responding to this gap, the present study examines QA standards embedded in the regulatory frameworks of Philippine SUCs and explores institutional conformance practices in TEd curriculum development and implementation, providing baseline evidence to support the harmonization of the Philippine TEd QA system.

3. Methodology

This section presents the research methodology, detailing the research design, participants and their selection, as well as the data-gathering procedures and framework for data analysis.

3.1 Research Design

This study used Multi-Grounded Theory (MGT) (Goldkuhl & Cronholm, 2010) to examine the standards and practices in TEd curriculum QA, following its three-stage grounding process: empirical, theoretical, and internal. The use of MGT allowed the researcher to combine and validate empirical findings with extant theories and perform internal validation, resulting in more contextually valid theoretical categories of QA standards and practices in Philippine SUCs.

3.2 Selection Criteria and Participants of the Study

A multi-stage sampling technique was employed in the study (Basu et al., 2022). In the first stage, SUCs were selected based on predefined quality performance criteria: (1) at least Level III accreditation in Bachelor of Elementary Education (BEEd) or Bachelor of Secondary Education (BSEd) within the past three years; (2) valid COPC for both programs; and (3) consistently satisfactory Licensure Examination for Teachers (LET) performance. Based on these criteria, four of the eleven HEIs in Eastern Visayas were included.

The second stage involved the selection of key informants, consisting of four deans and eight BEEd and BSEd program heads. Eligibility required at least three years of academic leadership, assignment to Level III-accredited and COPC-compliant units, and supervision of programs with LET performance above the national passing rate over the past three years.

This rigorous sampling approach combined theoretical and dynamic sampling to ensure information-rich cases, allowing conceptual variations and strengthening construct development and data triangulation (Goldkuhl & Cronholm, 2010).

3.3 Research Instrument and Data Collection Procedure

The primary data were collected through semi-structured in-person and web-based key informant interviews (KIIs) with an average duration of twenty to thirty minutes. This was supplemented by a desk review of relevant documents, including accreditation instruments, COPC monitoring and evaluation tools, CHED's PSGs for BEEd and BSEd programs, and other official policy documents.

An interview protocol was developed by the researcher and validated by a panel of five experts in Curriculum and Instruction and QA. Upon securing consent through an ethics-approved communication letter, interviews were conducted in two phases. The first phase explored QA standards and practices in curriculum development, the second phase focused on curriculum implementation. Probing questions were used throughout to elicit deeper insights and to clarify emerged points of interest. Recording was done to truthfully capture response of the KIs.

3.4 Data Analysis

The entirety of the data analysis is summarized in Figure 1, showing the three-tier grounding of the Multi-Grounded Theory.

3.4.1 Empirical Grounding (From Inductive to Pattern and Selective Coding)

A line-by-line analysis of interview transcripts and documentary sources was initially conducted to ensure familiarity with the data. Subsequently, in vivo codes were extracted and organized into a conditional coding matrix using Microsoft Word. These in vivo codes were then assigned comprehensive labels or inductive codes related to QA standards and conformance practices.

Inductive codes were further analyzed to identify relational patterns, leading to the classification into categories and subcategories that served as analytical axes. All throughout the process, an audit trail was maintained, linking each relationship to specific data excerpts to preserve empirical grounding.

Consequently, pattern codes were synthesized into theoretical categories through iterative abstraction and selective coding, ensuring internal coherence and accurate representation of the social phenomena (standards) and actions (practices) being examined. These categories were refined through repeated analysis and cross-referencing with literature, ensuring both conceptual clarity and empirical validity.

3.4.2. Theoretical Matching

Consequently, an extensive literature review was conducted to identify theories and models that could support the emerged theoretical categories. This deductive process ensured that the constructs were both relevant and grounded in established academic discourse. The review confirmed the distinctiveness of the categories, avoiding redundancy or conflict with existing theoretical frameworks.

3.4.3. Theoretical Cohesion

Finally, the internal consistency and cohesion of the theoretical categories were evaluated to ensure conceptual soundness and logical integration within the broader analytical framework. Relationships between categories were carefully examined and mapped to highlight their direct and indirect associations, demonstrating the depth and interconnectedness of the findings.

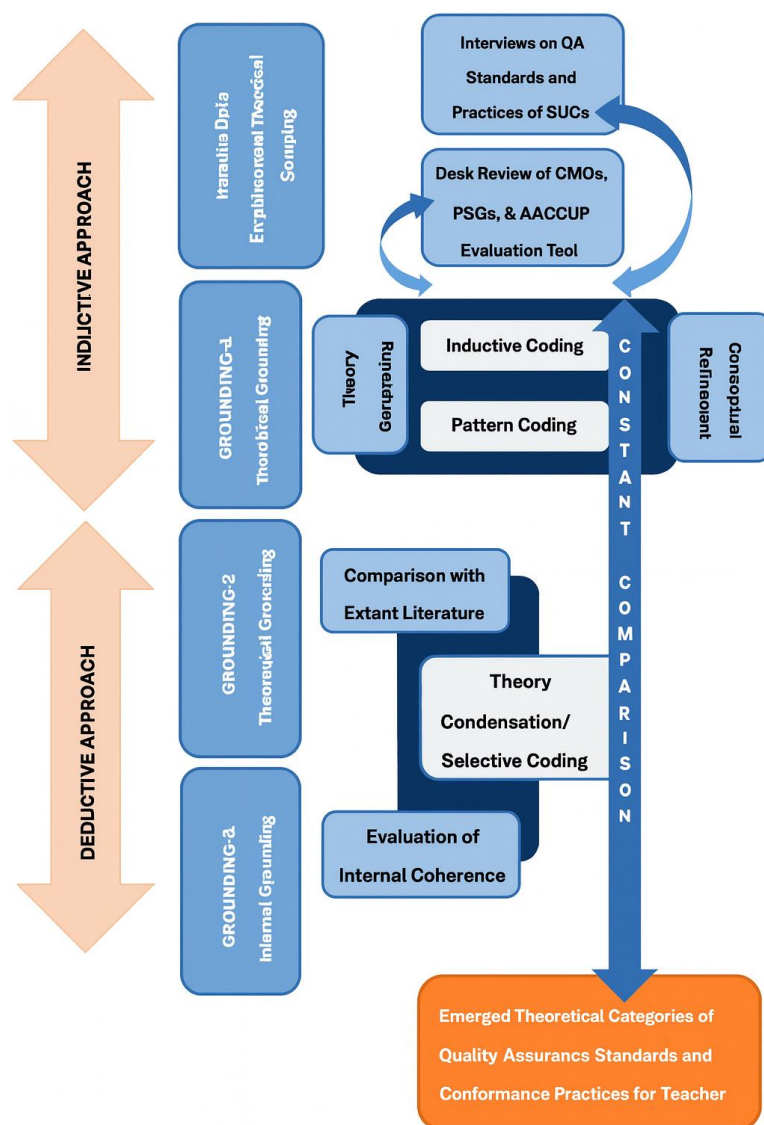


Figure 1: Contextualized diagram of the data analysis of the study

3.5 Data Validation and Trustworthiness

The study employed a triangulation scheme for data validation. This includes strict data grounding (i.e., empirical, theoretical, and internal), multiple outside analysts or expert examination, and member checking (Arias Valencia, 2022; Birt et al., 2016; McKim, 2023). Inter-coder reliability was also employed (Cheung & Tai, 2021). Two coders (i.e., the researcher and an external analyst) independently analyzed the interview transcripts and documents, yielding 286 initial codes for QA standards and 160 open codes for conformance practices. A high level of agreement (i.e., 90% concurrence for standards and 92% for practices) was observed between the inter-coders, resulting in more objective formulation of theoretical categories. The coders discussed and later reconciled any inconsistencies in coding. Following all these steps, the study evolved to be valid and reliable, significantly enhancing its trustworthiness.

3.6 Ethical Considerations

The study was granted Ethics Clearance from the Philippine Normal University. This was possible by considering ethical standards and principles, such as strict data confidentiality and anonymity, informed consent, nonmaleficence and beneficence, including accountability and transparency.

4. Findings and Discussion

This section presents the findings of the multi-grounded analysis, highlighting the MGT-generated QA standards and practices implemented by selected Philippine SUCs. The first part delineates six theoretical categories of QA standards, followed by the identification and discussion of seven theoretical categories of QA conformance practices.

4.1 Quality Assurance Standards

4.1.1 Human Resources

Human Resources constitute the first QA standard, encompassing both instructional and support personnel. This standard emphasizes the requirement for adequate instructional human resources, including faculty members and academic leaders (i.e., deans and department chairs), as well as support personnel, such as librarians, administrative staff, and other non-instructional human resources. The analysis further revealed that, at a minimum, faculty members are expected to hold a valid Professional Regulation Commission (PRC) license and a relevant master's degree—preferably in education or allied disciplines—aligned with their undergraduate preparation and teaching assignments.

Similarly, academic leaders should typically possess a doctoral degree, a valid PRC license, and demonstrate records of high professional performance. Across institutions, continuous professional development emerged as a critical indicator, underscoring the importance of sustained capacity building to ensure that TED programs are led and supported by qualified, competent, and well-prepared personnel. As elaborated by one KI:

KI-1: Opening a program is challenging in the absence of faculty whose academic preparation is aligned with the program.

UNESCO (2023) concurred that quality education is contingent upon quality teachers. The general goals of educational systems can only be attained with the availability of the required faculty (Oghene, 2016). Human resources' planning and development are, therefore, imperative, since teachers are the major instrument for educational program implementation (Onukwu et al., 2020).

4.1.2 Curriculum Structure

Curriculum Structure was identified as the second QA standard, reflected in institutional compliance with CHED-mandated program requirements. This standard is characterized by the implementation of standardized curricula, adherence to prescribed course specifications and unit requirements, and the logical sequencing of curricular contents. The results further indicate key indicators such as the alignment of prerequisites, contextualization of program goals and objectives, conduct of feasibility analyses, and provision of electives courses that enhance over-all curricular relevance and responsiveness. As elaborated by one of the deans:

KI-1: The sequencing and allocation of subject offerings must strictly comply with the provisions of the relevant CMO, including the prescribed number of units.

It may be said that curriculum organization is indeed inherently complex, requiring careful planning and strategic decision-making (Garcia de Hurtado et al., 2025), further demanding the management of complexities such as alignment of diverse stakeholders' needs, and the application of strategic thinking to respond effectively to changing conditions (Garcia de Hurtado et al., 2025; Sinsay-Villanueva et al. (2025).

4.1.3 Physical Resources

Physical Resources represent another critical QA standard for TEd curriculum development and implementation, encompassing both instructional and instructional support assets that facilitate teaching and institutional effectiveness (Eric & Ezeugo, 2019; Derese & Senapathy, 2022). This standard highlights the adequacy of instructional resources that include textbooks, reference materials, and academic journals, and instructional support resources, such as laboratories, equipment, and facilities. The results indicate that sufficiency, functionality, currency, and proper management by qualified personnel are key indicators of this standard. One of the KIs explained:

KI-5: Additional criteria are also considered, including the availability of facilities and laboratories, as well as classroom capacity to accommodate the required number of students.

Given the critical role of *physical resources* in enhancing the learning environment, they should be prioritized in curriculum planning and implementation (Sharma, 2020). Sinsay-Villanueva et al. (2025) and De Silva (2024) both highlight physical resources as essential factors in improving the quality of Philippine TEd.

4.1.4 Student Support

Student Support also emerged as another QA benchmark reflected in effective, transparent, and student-centered administrative policies on admission, retention, and promotion (Arifin, 2018). Results have shown that successful SUCs typically implement grade-based admission criteria to attract the most capable students (Greenbank, 2006). These policies facilitate the retention and advancement of high-performing students, contributing to effective talent management. On this note, one program head mentioned:

KI-4: We conduct interviews at the entry level, a college admission test and the application of program-specific cut-off grade policies.

In the study of Padama et al. (2014), it was cited that employment of strict admission and retention policies helps bring about success both in the planned and implemented curriculum. Alfonso (2019) underscored that most Teacher Education Institutions (TEIs) are cognizant of the importance of these policies since these are strong predictors of board examination success.

4.1.5 Teaching and Learning

The analysis further highlights *Teaching and Learning* as a core QA standard of TEd programs in SUCs. This encompasses the selection and enactment of appropriate pedagogical approaches, including aligned evaluation and assessment methods that enhance pre-service teacher education. The findings indicate that this standard spans the use of diverse teaching–learning strategies and the application of both traditional and contemporary mechanisms for curriculum implementation. According to KI-3:

KI-3: Programs are required to identify at least eighteen instructional strategies and their corresponding resources, in compliance with COPC standards, which require that all resources be dated within the past five years.

This standard aligns with established curriculum models that underscore teaching and learning experiences as central to curriculum design, notably Tyler's Rationale, which emphasizes the identification of learning opportunities that facilitate meaningful learner–environment interaction (Tyler, 1949), and Taba's Grass-Roots Approach, which highlights the selection of instructional methods that actively engage learners with content (Taba, 1962; Bhuttah et al., 2019).

4.1.6 Program Performance

Program Performance is further identified as another standard for TEd quality, reflected in various quality program outcomes such as licensure examination passing rates and graduate employability. As articulated by one KI:

KI-3: There should be a high passing rate. The passing percentage should be above the national passing rate to maintain COPC.

According to Esmeralda and Perez-Espinosa (2015), a high LET passing rate reflects the competence of graduates, which results from the effective implementation of a well-designed TEd program and the subject-specific expertise of its faculty.

4.2 Conformance Practices

4.2.1 Quality-oriented Practices

4.2.1.1 Structuring Quality Curriculum

Analysis of the QA practices shows *Curriculum Structuring* as one of the conformance practices of the SUCs, aligning programs with needs-based and standards-based requirements. Needs-based strategies ensure relevance to students, faculty, and industry partners, while standards-based strategies ensure compliance with regulatory bodies such as CHED. Articulating this practice, one KI stated:

KI-1: We conduct a feasibility study to assess the employment market needs. We do not want our graduates to be left without opportunities if there is no demand in the community. We also examine the requirements of public schools, and based on these findings, we propose a program.

According to Ornstein and Hunkins (2018), it is integral to involve internal stakeholders (e.g., students) in the curriculum development process to be able to select appropriate and meaningful curriculum content. Doing this helps fulfill the social role of TEIs particularly in ways the curriculum addresses and considers the interests of the local community and future societies at the local and global levels (Ornstein & Hunkins, 2018).

4.2.1.2 Validating Curriculum Quality

Validating Curriculum Quality emerged as another key conformance strategy, involving both internal and external mechanisms. Internally, faculty and academic personnel address curriculum issues and recommend improvements. Externally, programs are voluntarily submitted to third-party QA bodies, such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP, 2022).

According to KI-4:

KI-4: We engage in curriculum or academic interchanges to discuss course offerings, requirements, and implementation issues regarding the curriculum. We also submit for accreditation to gauge and validate program credibility.

Kinser and Lane (2017) affirmed that implementation of internal-based curriculum quality validation facilitates the analysis of institutional strengths and weaknesses based on standards and guidelines set out by QA agencies, consequently improving academic programs quality (Martin et al., 2020; Mukhatayev & Kobenova, 2023). Additionally, external QA mechanisms like accreditations, are necessary for quality validation and triangulation (Kinser, 2014; Mukhatayev & Kobenova, 2023); hence, all Philippine SUCs are encouraged to submit for accreditation to measure their credibility and competitiveness (Malolos & Tullao, 2018).

4.2.1.3 Monitoring Performance

Monitoring Performance is another effective compliance practice that enhances the teaching and learning quality in SUCs. Operationalizing this, academic heads closely monitor the implementation of curriculum within the classroom setting, enabling students to engage more effectively with the contents. This practice provides opportunities for feedback mechanism, essential to revisiting and improving curriculum components. This was illuminated by KI-6 saying:

KI-6: One of our duties is to ensure faculty faithfully implement the syllabi. Program chairs monitor class attendance and verify that teaching aligns with the syllabi.

The significance of performance monitoring is linked to the profound importance of teaching and learning as an invaluable curriculum element (Stufflebeam's CIPP model, 1983). Without proper performance monitoring, the quality of teaching and learning is potentially hampered, consequently creating a fissure between quality curriculum implementation and quality program outcomes attainment.

4.2.1.4 Establishing Paper Trails

Establishing a Paper Trail evolved as a critical conformance mechanism for ensuring TEd quality. This practice is reflected in various strategies such as systematic filing, verification, and organization of documents—including submission to QA agencies—which support evidence-based evaluation. This enables agencies to verify the authenticity of institutional claims, largely determining the success of QA processes in SUCs. As concurred by KI-7:

KI-7: All institutional claims, including the availability of facilities, must be substantiated with proper documentation or photographic evidence.

Al maraghi (2024) concurs that documentation is critical in implementing QA activities and in reviewing institutional performance against QA standards.

4.2.1.5 Hiring Faculty Based on Standards

Setting Standards-Based Hiring Policies surfaced as a key conformance mechanism of the SUCs. Analysis shows that SUCs strictly follow CHED's PSGs for faculty recruitment, requiring applicants to hold at least a master's degree in education or related fields with specializations aligned to program needs.

As articulated by KI-4:

KI-4: Faculty applicants are required to be licensed teachers and to have completed or be at the thesis stage of their master's degree.

The evaluation instrument of the AACUP, Inc. cites this need for hiring policies that meet CHED's demand, articulating mandatory requirements, such as academic qualifications, teaching ability, and communication skills (AACUP, 2022).

4.2.2 Sufficiency-Targeted Practices

4.2.2.1 Breaking Down Barriers

Evidence from the analysis also indicates '*Breaking Down Barriers*' as a key strategy to optimize educational operations, specifically in meeting physical resource requirements. Contextually, this involves employment of internal strategies, such as institutional resource sharing, and optimization of external strategies, such as inter-institutional or agency partnerships formalized through Memoranda of Agreement. KI-3 briefly declared:

KI-3: Laboratory equipment is borrowed through coordination with other colleges, as the required resources are not available within the department.

The need for networking, especially with external partners, resonates with Premila and Manivannan (2011) who cited community linkage as a QA criterion for TEd quality.

4.2.2.2 Maximizing Administrative Support

The final conformance practice involves *Maximizing Support from SUC Administrations*. As the driving force behind the attainment of institutional Vision, Mission, Goals, and Objectives (AACUP, 2022), the effectiveness of the administrative structure and the quality of internal relationships are critical for successful TEd curriculum development and implementation. As described by KI-7:

KI-7: The administration consistently provides strong support, particularly by ensuring the availability of adequate resources, including books and other library materials.

5. Theoretical Matching of the Emerged QA Standards and Conformance Practices

Theoretical Matching constitutes the second grounding of the MGT, completed by subjecting the emerged theoretical categories (i.e., QA standards and conformance practices) into a comprehensive examination of their direct and indirect association with existing theories, models, and frameworks.

One dissertation paper (Agamata et al., 2014), three QA frameworks (Kankuzi et al., 2022; Karam et al., 2021; Tanweer & Qadri, 2016) and four pertinent curriculum models (Tyler, 1949; Taba, 1962; Wheeler, 1997; Pawilen, 2012) were critically matched with the evolved theoretical categories. The framework of Agamata et al. (2014), which outlines three domains—instruction, research, and extension/community engagement—shows conceptual alignment with the emerged theoretical QA categories. Domain one (*instruction*) matches well with *curriculum structure*. *Faculty profile* aligns with *human resources*, while *network and linkages* support the quality practice of *breaking barriers*. In the Online Learning QA framework by Kankuzi et al. (2022), five of six QA standards align conceptually, including *physical resources*, *teaching and learning*, *human resources*, and *faculty support*. Karam et al.'s (2021) QA framework for Virtual Real-Time Courses also corresponds with the evolved QA categories. Its components—*ICT support*, *teaching and learning support*, and *course management systems*—reflect *professional development*, *curriculum structure*, and *teaching and learning*, especially in course design and instructional strategies. Tanweer and Qadri (2016) reinforce these categories through strategies like *validating curriculum quality*, *structuring quality curriculum*, and standards such as *teaching and learning* and *professional development*. Lastly, the curriculum models of Tyler (1949), Taba (1962), Wheeler (1997), and Pawilen (2012) also align, confirming the relevance of *teaching and learning*, *physical resources*, and *curriculum structure*.

6. Internal Grounding of the Emerged QA Standards and Conformance Practices

The hypothetical interrelationship among the theoretical categories of QA standards and the conformance practices is shown in Figure 2. Figure 2 emphasizes the reciprocal interrelations between these categories, indicating that success or failure in one standard (e.g., teaching–learning) affect and are affected by others (e.g., program performance, student support, or curriculum structure). In connecting quality-oriented and sufficiency-targeted practices, Figure 2 depicts that effective QA hinges on reconciling the supply of resources and support systems with the pursuit of excellence and ongoing improvement.

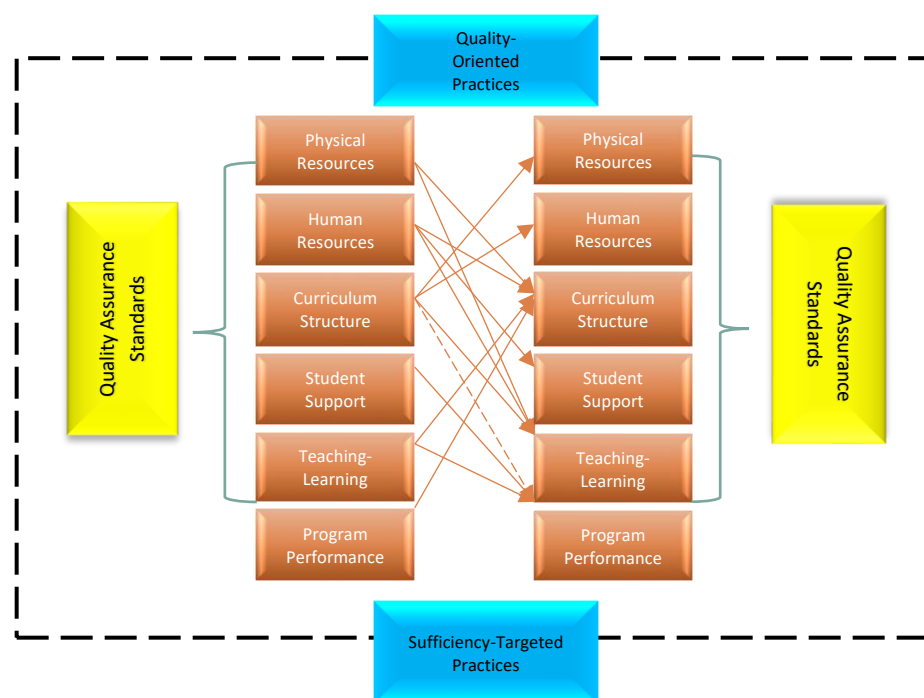


Figure 2. Illustration of the hypothetical interrelationship among the emerged QA standards and conformance practices

Results of this study synthesizes the QA standards that govern TEd curriculum development and implementation in Philippine SUCs as revealed through six (6) MGT-derived theoretical categories: curriculum structure, human resources, physical resources, student support, teaching and learning, and program performance. Curriculum structure underscores the alignment of standards-based and needs-responsive content organization, implying the necessity for systematic curriculum review anchored on policy mandates, licensure demands, and stakeholder needs. Human resources emphasize the sufficiency and qualifications of instructional and support personnel, highlighting the importance of sustained faculty development, role clarity, and competency-based staffing. Physical resources refer to the adequacy and functionality of instructional and support facilities, suggesting the need for strategic resource planning and maintenance aligned with curricular needs. Student support encompasses structured policies on admission, retention, progression, and learning continuity, reinforcing the value of data-driven student services and contingency mechanisms. Teaching and learning focus on pedagogical and andragogical practices, pointing to continuous instructional innovation and systematic teaching evaluation. Program performance, as the outcome-oriented standard, highlights the use of quality indicators to assess curricular effectiveness, implying the institutionalization of outcomes-based monitoring systems linked to graduate performance and employability.

Complementing these standards are seven QA conformance practices clustered into quality-oriented and sufficiency-targeted practices.

Quality-oriented practices—namely quality curriculum structuring, validation of curriculum quality, monitoring of teaching and learning, establishing paper trails, and standards-based faculty hiring—operationalize QA through evidence-based planning, evaluation, and accountability mechanisms. These practices imply the institutionalization of regular benchmarking, internal and external validation processes, formative instructional monitoring, systematic documentation, and merit-based faculty recruitment aligned with curricular specialization. In contrast, sufficiency-targeted practices, which include breaking barriers, networking and linkages, and maximizing administrative support, address resource adequacy constraints. These practices reflect adaptive strategies through inter-institutional collaboration, internal resource optimization, and administrative facilitation to ensure continuity and sustainability of curriculum implementation.

Overall, TEd curriculum QA extends beyond compliance toward a dynamic, context-sensitive system that integrates quality enhancement and resource sufficiency. The MGT-generated standards and practices offer empirically grounded insights for QA framework development, policy refinement, and institutional decision-making in TEd.

7. Conclusion

In response to the research questions, the study provides a baseline information on the standards and conformance practices that govern TEd curriculum QA. Philippine SUCs develop and implement TEd curricular programs based on six standards—*curriculum structure, human resources, physical resources, student support, program performance, and teaching and learning*—that generally revolve around two broad principles of quality and adequacy. Policymakers and TEd authorities must ensure that QA policies for TEd programs prioritize both the merit and sufficiency of all human and material resources. This implies allocating sufficient funding, setting clear quality benchmarks, and supporting capacity-building initiatives across SUCs. Meanwhile, the quality requirements of QA agencies are satisfied by seven quality conformance practices. These include *structuring quality curriculum, validating curriculum quality, establishing paper trails, establishing standards-based hiring policies, monitoring performance, breaking down barriers, and maximizing administrative support*. In light of the continuing efforts to sustain QA in SUCs, particularly in TEIs, the consistent implementation of quality conformance practices should be embedded in national QA policy frameworks. These practices should be formally recognized, guided by clear standards, and supported through training, monitoring, and incentives. Doing so will reinforce a culture of continuous improvement and elevate the overall quality and accountability of TEd programs nationwide.

The use of MGT in analyzing the TEd QA standards and practices of Philippine SUCs demonstrates a unique and emerging approach to critically exploring social phenomena in TEd.

This method enables the emergence of valid perspectives and guiding principles derived from both empirical and secondary data, which may later serve as robust foundations for the development of meta-frameworks and syntheses that inform policy formulation, scholarly dialogue, and decision-making.

Future education science researchers who may have the same research interest may explore the use of MGT as demonstrated in this paper.

8. Final Considerations

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