



Harmonizing Education: A Case Study on the Constructive Alignment Approach to Crisis in Teacher Education Curriculum and Licensure Examination Competencies

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ABSTRACT

This qualitative research examined how teacher education program coordinators address the misalignment between the teacher education curriculum and licensure examination competencies through the Constructive Alignment Approach, focusing on the intended learning outcomes, teaching and learning activities, and assessment methods. Through an in-depth interview with these coordinators from tertiary institutions who were selected through a purposive sampling technique, several themes emerged on how program coordinators deal with this crisis. The findings of this study highlight the multifaceted challenges encountered by the program coordinators that include misalignment of learning outcomes and standards due to conflicting directives, outdated and fragmented curriculum content, resource limitations, ineffective assessment methods, and difficulties in syllabus alignment. To address these issues, coordinators employ strategies such as prioritizing educational standards, continuously reviewing and revising curricula, seeking external assistance to fill resource gaps, tailoring assessments to better reflect competencies, and fostering collaboration among faculty members. They also adopt proactive and adaptive approaches by staying updated with policy changes, leveraging data and feedback for curriculum improvement, involving stakeholders in curriculum design, and promoting continuous professional development through training and expert consultations. We recommend a joint CHED-PRC-higher institution committee be organized to harmonize specifications and guidelines using constructive alignment to improve coherence and licensure exam preparation. Program coordinators must adopt flexible, feedback-driven curriculum reviews, engage in professional development, and update assessments to ensure relevance and alignment with evolving educational standards, while future researchers should explore comparative studies across board courses.

Key Words: Misalignment, Constructive Alignment Approach, Teacher Education Curriculum, Licensure Examination competencies.

1. INTRODUCTION

In the recent Philippine EDCOM II report published in 2023, a recurring issue was highlighted: the consistently low performance of the Board for Licensure Examination for Professional Teachers (BLEPT). One key problem emphasized in the report is due to policy fragmentation, where there is an apparent misalignment of contents covered in teacher education curricula and the material assessed in licensure examinations as described in the Second Congressional Commission on Education II report (EDCOM II, 2024). Consequently, this is an alarming crisis that the teacher education program heads are facing. If not addressed, it may result in future teachers struggling with licensure exams, potentially leading to a shortage of qualified educators.

The same problem has been reported in various settings. In the study of Stevenson, VanLone, and Barber (2020), for example, it was emphasized that only less than 15 percent of teacher preparation programs require coursework in classroom management in the United States, an apparent mismatch between teacher training, student needs and teachers' skills needed for licensure examinations. In the Philippine setting, the study of Binayao and Dales (2020) revealed that curriculum misalignment predominantly affects the academic and pedagogical learning of the students,

leading to a loss of motivation and determination in licensure examinations, as evident in their study on both passers and non-passers for licensure examinations for teachers. We have observed misalignment in the curriculum at the local level, which appears to result from the insufficient training and qualifications of program heads. This issue leads to inconsistencies between course outcomes and the standards established by the Commission on Higher Education. Furthermore, regarding the licensure examination, coordinators seem unprepared to effectively address the new table of specifications set by the Professional Regulation Commission. Consequently, the selection of review materials and assessments often does not align with the intended outcomes.

Several studies have been explored to address the issue. A study was conducted on the lived experiences of passers-by and non-passers of the Licensure examination of teachers (Binayao & Dales, 2020). Other research involves the exploration of the assessment practices of teachers and their alignment with the frameworks of educational reforms in the Philippines (Alonzo, Bejano, & Labad, 2022). A theoretical gap analysis has also been conducted to explore the alignment of the secondary teacher education curriculum and teacher hiring qualifications in the Philippines (Cortes, Pineda, & Jugar, 2022). A study on the performance of Bachelor of Education graduates on their performance in Licensure Examinations has also been conducted as a basis for program implementation improvement (Candelario-Aplaon & Hernandez, 2023; Navida & Cocal, 2021; Alova, 2021).

Most of the literature reviewed to address the problem was heavily focused on the perspective of teacher education graduates, theoretical perspectives, and classroom teachers. The researchers have yet to encounter literature focusing on the perspective of teacher education program coordinators, whose primary roles involve curriculum development and implementation. In line with this, other literature has highlighted a similar research gap. In the research of Karakuş (2021), few studies are available on curriculum implementation problems; thus, further research is needed. In line with all these gaps in the literature identified, this research will address the following research questions: (a) What are the challenges encountered by the teacher education program coordinators in terms of intended learning outcomes, teaching and learning activities, and assessment methods? (b) How do the coordinators of the teacher education program align their existing institutional curriculum with the competencies required for the licensure examination? (c) What lessons and insights do teacher education program coordinators gain from aligning their institutional curriculum with the competencies required for the licensure examination?

To answer the three research questions in this study, we used the Constructive Alignment Theory (CAT) and its components developed by John Biggs in 1996. CAT, as the theoretical paradigm of this study, revolves around its three core components: Intended Learning Outcomes (ILOs), Teaching and Learning Activities (TLAs), and Assessment Methods. Constructive alignment is a principle stating that teachers should try to align what the students need to do to learn with what is being assessed (Hamdoun, 2023). The first component, ILOs, refers to the specific knowledge, skills, and competencies that educational programs aim to instill in their students (Mehay et al., 2021; Biggs, 1996). In the context of this study, these outcomes relate to what the student should achieve and be able to demonstrate as required for every course under the teacher education program prescribed by the Commission on Higher Education (CHED) and the Professional Regulation Commission (PRC). For simplification, we will call the first component of this theory “competencies.” The second component, TLA, encompasses the pedagogical strategies employed to facilitate student engagement and mastery of the ILOs (Hamdoun, 2023). In the context of this study, this component relates to how competencies will be achieved. This component is often seen as teacher-focused, directed by the program coordinators, with the active involvement of students.

In contrast, the ILOs are student-focused and typically described in observable and assessable behavior. Lastly, Assessment Methods are the evaluative tools that measure whether students have achieved the intended learning outcomes (Colding, 2020). In the context of this study, assessments are in the form of licensure examinations for teachers (LET) of every course program under teacher education. Overall, our theoretical paradigm based on CAT guided our exploration of these interconnected elements, providing a comprehensive understanding of the challenges teacher education program coordinators face in reconciling the competencies taught within their curricula with those assessed in licensure examinations mandated by government regulatory commissions.

The study's urgency is strongly driven by the need to bridge these existing research gaps. If not addressed, this issue will remain a significant barrier for teacher education graduates, potentially leading to low BLEPT pass rates and a

shortage of qualified educators. Furthermore, the significance of this study lies in those who will benefit from this proposed research. Coordinators and administrators of teacher education programs would benefit from this study since it provides insightful information to help them match their curricula with the Board for Licensure Examination for Professional Teachers (BLEPT). This alignment is essential for adequately preparing graduates and giving them the skills they need to ace licensing tests. Future teacher education graduates will also benefit since they will be more prepared, which could lower obstacles to joining the teaching profession and increase BLEPT pass rates. This research will be helpful to policymakers and regulatory agencies, such as the Professional Regulations Commission (PRC) and the Commission on Higher Education (CHED), to establish better curriculum standards and promote institutional alignment. Ultimately, the study will help create a skilled teaching staff, raising the standard of education and benefiting kids all around the country.

2. METHODS

A qualitative research design—more significantly, case study research—was employed in this study. According to Conde (2021), a case study is a kind of research in which a group, individual, or event is thoroughly investigated using data from multiple factors to produce a generalizable insight. Applying this in the context of the study, the case in this research involved the challenges, coping, and insights of teacher education program coordinators in aligning their curriculum to the required competency, anchored to the components of constructive alignment theory.

For the research locale, this study was conducted in one of the private higher education institutions in Davao City. This city is a highly urbanized area within Region XI, including the provinces of Davao de Oro, Davao del Norte, Davao Oriental, Davao del Sur, and Davao Occidental. As of 2019, there is a total of 53 universities and colleges in this highly urbanized city.

Three private teacher education program coordinators were chosen as participants in this study. The Campbell (2015) guidelines, which emphasized that the case number in case study research is frequently fewer than 12 and may even be a single case, served as the foundation for selecting this number of participants. Purposive sampling was utilized to achieve this strategy. Furthermore, this strategy also helped the researchers find and select situations that maximize limited research resources by selecting participants who are likely to contribute pertinent and meaningful information (Campbell et al., 2020). The selection criteria for this purposive sample technique include: (1) must be a member of a private higher education institution, and (2) must have direct involvement in curriculum alignment and administration within their institution's course offerings.

The study used a semi-structured interview guide to collect participant data. The interview guide was thoughtfully created to elicit responses from the participants. According to DeJonckheere and Vaughn (2019), a semi-structured interview guide is a flexible instrument that can be modified to fit each participant's responses and the organic flow of the discussion. Additionally, Nuzhat Naz et al. (2022) stressed the need to create a semi-structured guide since it is a genuine and dependable technique for gathering data, ensuring the legitimacy and validity of the information acquired.

This case study also used a methodical approach to data collection to guarantee validity, accuracy, and rigor. Before beginning the study, permission was sought from the graduate school dean to establish credibility and trust, as Haven and Van Grootel (2019) suggested. Informed consent was also secured from the participants, adhering to the ethical guidelines for qualitative research promoted by Cresswell, J.W. and J.D. Cresswell. (2017). Three private higher education school program heads were chosen as critical informants based on limited sample size, comprising only qualified individuals who can significantly contribute to the study goals (Schoch, 2020). As Rutakumwa et al. (2020) recommended, in-depth interviews were conducted, audio recorded with participant consent and transcribed for analysis to guarantee a thorough data-gathering process. A member-checking certificate, which attests to the participants' agreement with the study's conclusions and the absence of misunderstandings during analysis, was also acquired to establish the study's validity and reliability (Candela, 2019).

The data were analyzed using thematic analysis. Immersion in the data was achieved by coding, theme identification, and repeated reading of the transcripts according to the guidelines of Braun and Clarke (2012). Thematic analysis effectively gathered information from the teacher education program coordinators during interviews, allowing for precise comprehension of their viewpoints. Through the lens of constructive alignment theory, this method uncovered

patterns and meanings crucial to comprehending the research subject. As a result, the researchers believe that the tool and methodology were solid and dependable, enabling a thorough examination of the case studies while considering all pertinent data from the interviews.

To guarantee that the research findings were pertinent and trustworthy, this study strictly adhered to the reliability standards recommended by Adler (2022). According to Elo et al. (2014), credibility is demonstrated by ensuring that the results fairly represent the participants' opinions and are unaffected by the researcher's motivation, prejudice, or viewpoint. An attempt was made to keep biases from affecting the data analysis by ethical principles and standards for qualitative research. Furthermore, to guarantee that the findings of this study are trustworthy and pertinent for offering genuine insights into the topic, we followed all reliability standards as recommended by Adler (2022). We also ensured that the results fairly represented the participants' opinions and were unaffected by the researcher's motivation, prejudice, viewpoint, and credibility, as Elo et al. (2014) recommended. We ensured to avoid any possible biases affecting the data analysis; measures were taken based on ethical principles and standards for qualitative research. Concerning ethical considerations, the study also strictly adhered to the guidelines of DOSR-PHREB, upholding ethical values and protecting the rights of the research participants and the Philippine Data Privacy Act of 2012 to protect their privacy further.

3. RESULTS AND DISCUSSION

This section outlines the key findings on how teacher education programs' coordinators identify, deal with, and pose solutions to the existing crisis of misalignment in the teacher education curriculum and licensure examination competencies. This thematic analysis aimed to take a closer look into what the coordinators go through in setting their institutional curricula against the competency requirements of the licensure examinations and build a consensus on the landscape of the existing problem. Furthermore, these discussions aim to elucidate the primary themes identified through qualitative data, highlighting issues related to intended learning outcomes, teaching and learning activities, and assessment methods.

3.1 Challenges Encountered by the Teacher Education Program Coordinators Related to Intended Learning Outcomes, Teaching and Learning Activities, and Assessment Methods

The challenges faced by the teacher education programs' coordinators were not one-dimensional but were deeply entrenched in the constantly shifting environment of the educational policy of the school, curriculum standards of CHED, and the PRC's licensure examinations competencies. Through a detailed analysis of responses from participants, a number of clear themes emerged: (a) issues with aligning learning outcomes and standards, (b) encountering curriculum content issues, (c) experiencing resource limitations, (d) problems in enhancing assessment methods and their effectiveness, and (e) struggling to align the syllabus. These challenges not only reflect the demands placed on teacher education institutions but also underpin the critical role effective leadership plays in framing the outcomes, activities, and methods that are responsive and relevant. We will elaborate on each of the themes in the following sections. Table 1 below shows the major themes and core ideas on the challenges encountered by teacher education program coordinators.

Table 1. Challenges Encountered by the Teacher Education Program Coordinators Related to Intended Learning Outcomes, Teaching and Learning Activities, and Assessment Methods

| Major Themes | Core Ideas |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Issues with Aligning Learning Outcomes and Standards | <ul style="list-style-type: none"> • Navigating conflicting directives from CHED and PRC • Experiencing discrepancies between PRC TOS and course focus |
| Encountering Curriculum Content Issues | <ul style="list-style-type: none"> • Grappling with the complexities of designing and delivering curricula that meet dual requirements • Experiencing confusion due to conflicting guidelines • Struggling with outdated curriculum content • Identifying gaps in the curriculum content |

| | |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experiencing Resource Limitations | <ul style="list-style-type: none">• Facing shortages of essential materials• Struggling with inadequate learning materials and references• Struggling to design valid assessments |
| Problems in Enhancing Assessment Methods and Their Effectiveness | <ul style="list-style-type: none">• Grappling with student preparedness for the licensure exams• Adapting to policy changes impacting assessment practices• Preparing for diverse assessment needs• Facing difficulties with the syllabi construction of the assigned teachers |
| Struggling to Align the Syllabus | <ul style="list-style-type: none">• Struggling to align assessments with intended outcomes in the syllabus• Desiring increased collaboration among faculty to create relevant syllabi |

3.1.1 Issues with Aligning Learning Outcomes and Standards

The first major theme identified through thematic analysis is the issue with the alignment of the learning outcomes and standards. This theme highlights the complexity of balancing the expectations of two governing bodies with differing emphases, discrepancies in the Table of Specifications (TOS) and course focus, grappling with the complexities of designing and delivering curricula that meet the requirements of CHED and PRC competencies, and experiencing confusion due to conflicting guidelines.

Participants describe the difficulty of navigating conflicting directives from CHED and PRC. They feel pressured to comply with both sets of guidelines, which can create confusion about which standards to prioritize when designing syllabi and assessments. They are expressing concerns that the TOS from PRC emphasizes certain subjects (like Biological Sciences) over others (like Physical Sciences), which does not align with their teaching focus or expertise, or capture the generality of the new course offering (like General Sciences). This misalignment according to the participants is creating difficulties in adequately preparing students for assessments. Teacher education program coordinators are grappling with the complexities of designing and delivering curricula that meet dual requirements, often resulting in incomplete or inconsistent educational experiences for students. Here are the responses of the participants:

“The problem is really just the alignment between CHED and PRC; it’s not fully aligned yet.” – IDI-1

“The first challenge is aligning the CHED-mandated course descriptions with PRC requirements and competencies. Balancing both mandates can be complex.” – IDI-2

“What happens is that we go to CHED for clarification, but they refer us back to PRC. PRC, in turn, says they are also following CHED’s guidelines, so no clear direction comes from either side” – IDI-3

The misalignment of learning outcomes and standards between CHED and PRC creates significant challenges for program coordinators, who struggle to balance conflicting directives and priorities. This disconnect, particularly evident in discrepancies within the Table of Specifications (TOS) and subject emphases, complicates curriculum design and leaves students inadequately prepared for assessments. This calls for constructive alignment of the standards and competencies set by the two government regulatory bodies and the institution’s curriculum. Constructive alignment intends to improve teaching and learning by ensuring that curriculum design, teaching methods, and assessment tasks are aligned with intended learning outcomes (Loughlin et al., 2021). Effective curriculum design requires alignment between instructional materials and assessment standards to ensure that assessments accurately measure intended learning outcomes (Bhaw & Kriek, 2024). Studies show that misalignment can lead to poor learner performance, as assessments may not reflect the curriculum’s actual intent (Bhaw & Kriek, 2024; Aga, 2023).

3.1.2 Encountering Curriculum Content Issues

The next theme is all about problems in the curriculum content. This theme centers on the struggles of the teacher education program coordinators with outdated curriculum content and the present gaps in the curriculum content for teacher education programs. Educators are grappling with outdated curriculum requirements that do not align with current educational standards. This misalignment creates additional challenges in ensuring that students receive relevant and comprehensive instruction. The participants are grappling with the need to cover topics that are no longer part of the current CHED curriculum. They express concern about gaps between the subjects included in the TOS the LET and those explicitly stated in the current CHED curriculum. Subjects like "Principles of Teaching" and "Curriculum Development" are still referenced in the TOS but are not standalone subjects in the new curriculum. This is creating confusion and misalignment between what is taught and what is assessed, particularly affecting students' readiness for the LET according to the participants. Here are the highlights of the participants:

"By the end of the semester, there must be one or the intended learning outcomes to be produced from all the separate ones. So that's what I consider the main challenge." – IDI-1

"They (the PRC) are giving more coverage. Based on my interpretation, they are putting more emphasis on the subjects that are no longer separated by the other (the CHED) that became one in the new curriculum." – IDI-2

"It was mentioned in our meeting with the PRC that there are subjects included in the LET that are no longer standalone subjects under the CHED curriculum." – IDI-3

Bajarias et al. (2024) argue that misalignment with CHED guidelines and TOS can create inconsistencies in what is taught and assessed, leading to confusion. The curriculum content in teacher education programs faces significant issues, including outdated requirements and gaps that misalign with both CHED guidelines and the LET Table of Specifications (TOS). This disconnect leaves educators struggling to provide relevant instruction and adequately prepare students for licensure exams. This requires alignment with the guidelines set by the CHED and competencies in the LET. In the study of Jaiwal (2019), constructive alignment ensures that teaching methods and assessments are directly aligned with intended learning outcomes, promoting active student engagement and deeper learning.

3.1.3 Experiencing Resource Limitations

The third major theme is about resource limitations experienced by the program coordinators. This theme emphasizes the shortages of essential materials in the teaching and learning activities and the struggles of the coordinators with inadequate learning materials and references for the classroom activities and learning processes. Participants highlighted a significant lack of necessary materials, such as chemicals and learning references, which hampers effective laboratory instruction for example. The slow processing of requests for these materials exacerbates the issue, leading to reliance on alternative activities or virtual simulations. Additionally, the availability of learning materials and references in the library is insufficient, which limits both teaching effectiveness and student learning opportunities. This scarcity creates challenges for educators trying to provide comprehensive education, especially in hands-on and laboratory-based subjects.

"One of the challenges here is the learning materials, learning references, and the books available in the library. Yes, they are lacking. It's really lacking." – IDI-1

"The problem is mainly with the materials—we don't have enough. For example, the chemicals are lacking, and it takes time to process a request for them." – IDI-2

"If there's a practical exam, performance task, or laboratory, the challenge is the lack of materials." – IDI-3

Resource limitations, including shortages of essential materials and inadequate library references, hinder program coordinators' ability to facilitate effective teaching and learning. Tibane et al. (2024) assert that resource constraints, such as outdated materials and inadequate facilities, negatively affect the teaching of critical subjects. A study by Ruge et al. (2019) argues that institutions should ensure institutional support to effectively implement constructive alignment. The lack of resources, particularly for hands-on and laboratory-based activities, forces reliance on alternative methods, compromising the quality of education.

3.1.4 Problems in Enhancing Assessment Methods and Their Effectiveness

The next theme revolves around the problems of how to enhance assessment methods and their effectiveness to meet the standards of the CHED and to capture the competencies in the LET. This theme highlights the struggles of the coordinators and their subordinate teachers to design valid assessments, grapple with the student preparedness for the licensure exams, adapt to policy changes impacting assessment practices, and prepare for the diverse assessment needs of the students. Coordinators are encountering challenges in creating assessments that accurately reflect both CHED and PRC standards, undermining the validity of student evaluations and their preparedness for licensure exams. Accordingly, the challenges in assessment design are directly impacting students' preparedness for licensure examinations. They are worrying that gaps in coverage of essential topics will hinder students' performance on the LET, leading to long-term implications for their careers. They are also responding to recent changes in PRC policies regarding licensure examinations, which add layers of complexity to assessment design and make it difficult to ensure adequate student preparation. With major subjects divided into multiple parts, there is a considerable amount of preparation required for assessments. Here are the responses of the participants:

"We worry if the test items and preparations are enough to cover LET competencies, considering our curriculum." – IDI-1

"It's easier to create remembering and understanding questions for tests, quizzes, and exams. But it's difficult to create them in reality, especially if we really follow the items in the TOS of the PRC specific for them." – IDI-2

"This situation is a significant struggle for the program because, when designing the curriculum and assessments, we rely on the program outcomes set by CHED primarily and not PRC." – IDI-3

Teacher education program coordinators face significant challenges in enhancing assessment methods to align with CHED and PRC standards while addressing students' preparedness for licensure exams. The complexity of designing valid assessments, adapting to policy changes, and ensuring adequate coverage of essential topics underscores the difficulties in preparing students effectively for the LET and their future careers. According to Loughlin et al. (2021), constructive alignment requires that teaching methods and assessment tasks are directly linked to the intended learning outcomes. Designing assessments that effectively measure complex knowledge and skills is a significant hurdle (Arlinda, 2024). This requires alignment of the outcomes to the existing standards.

3.1.5 Struggling to Align the Syllabus

The last theme that emerged is about challenges encountered by the teacher education program coordinators in the syllabus alignment. The theme centers around the difficulties with syllabus construction by the assigned teachers, struggles to align assessments with intended outcomes in the syllabus, and the desire for an increased collaboration among faculty to create a relevant syllabus. Participants highlight that while collaboration among department teams can generate valuable insights for defining intended learning outcomes, aligning activities and assessments within the syllabus requires significant effort. Varying perspectives and limited resources complicate this process. There are instances where expectations set in the syllabus are not met, particularly in lab-related subjects requiring practical skills. For example, in subjects like inorganic or organic chemistry, participants note that they struggle to align assessments with intended skill outcomes in the syllabi, even if content and conceptual understanding are addressed. Participants expressed a need for more teachers to create a more collaborative teaching environment. Having additional faculty in the syllabi-making would allow for shared responsibilities and varied instructional approaches, benefiting student learning outcomes. Here are the responses of the participants:

"I check the syllabi, and then I realize, "Oh no! This isn't aligned." At first, I think it's about their comfort zone. Second, they weren't properly guided. And third, the checking process back then wasn't very strict." – IDI-1

"The problem still arises where expected outcomes in the syllabus do not align with skill-based assessments." – IDI-2

"While collaboration can generate valuable insights for defining intended learning outcomes, aligning activities and assessments within the syllabus requires significant effort and coordination." – IDI-3

Wotring et al. (2021) argue that effective syllabus document design hinges on an alignment between learning objectives, teaching principles, and curricular policy. Teacher education program coordinators face significant challenges in syllabus revision and alignment, particularly in aligning assessments with intended learning outcomes and fostering effective collaboration among faculty. Cole et al. (2019) highlight the role of constructive alignment in ensuring that teaching methods, assessment tasks, and intended learning outcomes are all aligned to foster both content knowledge and professional skills. The need for more faculty involvement, along with better coordination and resource support, is crucial for creating relevant, practical syllabi that meet both academic and skill-based objectives, ultimately enhancing student learning outcomes.

3.2 Coping Mechanisms of the Teacher Education Program Coordinators to the Challenges Related to Intended Learning Outcomes, Teaching and Learning Activities, and Assessment Methods

Teacher education program coordinators play a crucial role in navigating the challenges associated with aligning intended learning outcomes, teaching and learning activities, and assessment methods to meet institutional and regulatory standards. Despite facing difficulties such as misaligned curricula, resource limitations, and conflicting directives, these coordinators employ various coping mechanisms to address these issues and maintain program quality. The major themes that emerged from the analysis are the posed solutions by the teacher education program coordinators to the challenges they encountered in addressing the crisis of misalignment in the teacher education curriculum and licensure examination competencies. The major themes that emerged are (a) prioritizing educational standards, (b) reviewing the curriculum, (c) seeking assistance and alternatives for resource gaps, (d) tailoring and standardizing assessments for specific needs, and (e) enhancing syllabi relevance and alignment through collaboration. The major themes and their core ideas are presented in the table below.

Table 2. Coping Mechanisms of the Teacher Education Program Coordinators to the Challenges Related to Intended Learning Outcomes, Teaching and Learning Activities, and Assessment Methods

| Major Themes | Core Ideas |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prioritizing Educational Standards | <ul style="list-style-type: none"> • seeking clarification from CHED and PRC to resolve ambiguities • prioritizing CHED's guidelines while incorporating PRC requirements • going beyond and incorporating institutional Vision, Mission, and Goals • revising and enhancing the curriculum to meet educational standards |
| Reviewing the Curriculum | <ul style="list-style-type: none"> • integrating core subjects • implementing enhancement programs • engaging in regular curriculum annotations • seeking help from outside sources when internal resources are insufficient |
| Seeking Assistance and Alternatives for Resource Gaps | <ul style="list-style-type: none"> • adopting alternative teaching methods • creating custom solutions • leveraging online resources • collaborating with libraries • developing assessments that are specifically tailored to subjects • standardizing assessment formats |
| Tailoring and Standardizing Assessments for Specific Needs | <ul style="list-style-type: none"> • conducting mock assessments • integrating topics into their learning materials to meet both CHED and PRC standards • aligning assessments with learning objectives |
| Enhancing Syllabi Relevance and | <ul style="list-style-type: none"> • prioritizing necessary updates to the syllabus and prospectus |

Alignment Through Collaboration

- seeking assistance from colleagues in the syllabus revision
 - creating and including LET-based assessments to address gaps in the syllabi
 - gathering feedback from graduates and recent passers of the LET to improve syllabi relevance
 - conducting seminars and meetings for teachers in the syllabus development
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3.2.1 Prioritizing Educational Standards

The first major theme that emerged is about prioritizing educational standards. The theme's core ideas revolve around seeking clarification from CHED and PRC to resolve ambiguities, prioritizing CHED's guidelines while incorporating PRC requirements, and going beyond and incorporating institutional Vision, Mission, and Goals (VMG). Participants seek clarification from CHED and PRC to resolve ambiguities, demonstrating their reliance on official sources for direction amidst confusion. They also recognize CHED as the primary authority influencing curriculum decisions, reflecting the hierarchy in educational standards. They seek clarification from both authorities to resolve ambiguities. Additionally, participants are striving to align their curriculum with the school's VMG. Evidence of this is the responses of the participants:

"The first step was to approach CHED for clarification, as they had not provided guidance on what to do." – IDI-1

"I can't prioritize PRC because CHED should be followed first, as it holds a higher authority than PRC." – IDI-2

"We go beyond the minimum requirements of CHED, and at the same time, we integrate the VMG of the school into the process." – IDI-3

The theme of prioritizing educational standards highlights program coordinators' efforts to navigate ambiguities by seeking clarification from CHED and PRC while prioritizing CHED guidelines as the primary framework for curriculum decisions. It is important to note that standards provide a framework for creating curricula that align with educational goals, ensuring that students achieve key learning outcomes (Keçi, 2022). Biggs et al. (2022) assert that constructive alignment of instructional practices with established education quality standards fosters positive learning environments. Alongside integrating PRC requirements, they strive to align the curriculum with their institution's Vision, Mission, and Goals, demonstrating a commitment to holistic educational standards.

3.2.2 Reviewing the Curriculum

The second theme is about reviewing the curriculum for the teacher education program. This theme highlights revising and enhancing the curriculum to meet educational standards, integrating core subjects, implementing enhancement programs, and engaging in regular curriculum annotations. Participants are actively involved in revising and enhancing the curriculum to meet educational standards.

Participant 1 states, *"When I first started, I had all the syllabi revised,"* indicating a proactive approach to curriculum management. They further explain their ongoing efforts: *"I'm still having it edited and revised right now,"* showing a commitment to continuous improvement. Participants are also taking steps to ensure students meet required competencies through additional programs such as enhancement programs or in-house review programs, which include special classes designed to cover necessary competencies that may not be fully addressed in standard curricula. *"We integrate the teaching profession subject heavily because it serves as the core or 'mother' of all ProfEd subjects,"* Participant 2 states. This highlights how they prioritize foundational topics that are critical for student success. Participants also engage in ongoing assessments of their curricula to ensure they remain current.

"Instead of revisiting the curriculum every three years, I conduct a curriculum annotation every year," – IDI-1

"To fill in the gaps, we implement an enhancement program for students." – IDI-3

The theme further underscores program coordinators' commitment to revising and enhancing curricula to meet educational standards and ensure student success. Moreover, through the integration of core subjects, implementation of enhancement programs, and regular curriculum evaluations, they prioritize foundational competencies and strive for continuous improvement to address evolving educational needs. Studies have shown that the effectiveness of curriculum delivery is a significant predictor of success in licensure examinations. For instance, effective curriculum and instruction delivery has been linked to higher passing rates in the LET (Amanonce & Maramag, 2022). Through the review process, teachers can provide feedback on the curriculum, which leads to updates that reflect current educational practices and emerging topics. This continuous improvement cycle enhances the quality of teaching and learning (Karakus, 2021). Developing curricula that clearly define ILOs and integrate appropriate teaching and assessment strategies following constructive alignment is crucial for effective learning (Ali, 2018).

3.2.3 Seeking Assistance and Alternatives for Resource Gaps

The third theme is about seeking assistance and alternatives for the resource gaps identified by the program coordinators. The theme highlights seeking help from outside sources when internal resources are insufficient, adopting alternative teaching methods, creating custom solutions, leveraging online resources, and collaborating with libraries.

Participants express the need to seek help from outside sources when internal resources are insufficient. To address specific needs, Participant 1 mentions, *"We created our own setup questionnaire,"* indicating an initiative to tailor resources and assessments to better suit their curriculum requirements. Additionally, when traditional materials are unavailable, participants find innovative ways to deliver instruction. They also actively seek online resources to fill gaps in their teaching materials.

"If we can't finish everything, we get help from outside, especially for Science and TLE, because we lack resources."
– IDI-1

"If the materials needed for the class aren't available, our option is to use virtual simulations or look for simpler activities." – IDI-2

Teacher education program coordinators addressed resource gaps by seeking external assistance, adopting creative teaching methods, and developing customized solutions. They utilize online resources, collaborate with libraries, and create tailored materials to ensure curriculum requirements are met despite limited internal resources. Lack of resources is a barrier to effective education (Du Plessis & Mestry, 2019). Teachers may struggle to deliver effective instruction because of resource constraints, impacting their confidence and ability to engage students meaningfully. Without sufficient funding or support, teachers may not participate in training programs that could enhance their skills and knowledge, further exacerbating the challenges they face in the classroom (Hobbs& Porsch, 2021).

3.2.4 Tailoring and Standardizing Assessments for Specific Needs

The fourth theme is about tailoring and standardizing assessments for the specific needs of teacher education students. This theme centers around developing assessments that are specifically tailored to subjects, standardizing assessment formats, conducting mock assessments, integrating topics into their learning materials to meet both CHED and PRC standards, and aligning assessments with learning objectives. Participants emphasized the importance of developing assessments that are specifically tailored to subjects like Technology, Livelihood, Economics (TLE), and Science. Participants also highlighted a preference for multiple-choice questions (MCQs), asserting for streamlined grading and aligning with LET preparation strategies. To prepare students for the LET format, participants implement simulation exercises. Participant 2 describes how students undergo a simulation where they wear "white polo shirts" and complete assessments using shading-type questionnaires, mirroring the actual LET setup. They also are actively integrating necessary topics into their learning materials to meet both CHED and PRC standards. On top of that, they stress the importance of aligning assessments with learning objectives and course outcomes set by CHED.

"I just tell them to find other assessments and create assessments intended specifically for TLE and Science." – IDI-1

"Assessments must be aligned with the learning objectives which in turn should be aligned with the course outcomes set by CHED." – IDI-2

“This focus on MCQs helps standardize evaluations and aligns with LET preparation strategies.” – IDI-3

The study of Abao et al. (2023) in a national study suggests strengthening curricular enhancement programs, reinforcing constructive alignment, and intensifying retention policies and mentoring practices to improve LET performance. Program coordinators tailor and standardize assessments to meet the specific needs of teacher education students while adhering to CHED and PRC standards. Efforts include creating subject-specific assessments, utilizing multiple-choice formats for streamlined grading and LET preparation, conducting mock exams that simulate licensure test conditions, and incorporating essential topics into learning materials to align assessments with learning objectives. Ali (2018) asserts that implementing assessments that accurately measure the achievement of ILOs with constructive alignment provides valuable feedback, guiding both students and instructors in the learning process.

3.2.5 Enhancing Syllabi Relevance and Alignment Through Collaboration

The last theme revolves around enhancing syllabi relevance and alignment through the collaboration of the coordinators, faculty members, and graduates of the teacher education program. The theme highlights prioritizing necessary updates to the syllabus and prospectus, seeking assistance from colleagues in the syllabus revision, creating and including LET-based assessments to address gaps in the syllabi, gathering feedback from graduates and recent passers of the LET to improve syllabi relevance, and conducting seminars and meetings for teachers in the syllabus development. Participants emphasized the importance of prioritizing necessary updates from the recent LET to the syllabus and prospectus. To enhance the quality of revisions, Participant 3 mentions seeking assistance from colleagues: *“we sought assistance from colleagues to ensure their practices could be adopted and applied across other teachers.”* They were also committed to ensuring that assessments in the syllabus align with learning objectives and licensure examination standards. To improve syllabi relevance, participants conduct focus group discussions (FGDs) with graduates who have taken the LET. Participant 3 notes, *“we conduct an FGD, asking them what came up, what they learned regarding the competencies taught in the school.”* To enhance the knowledge of the faculty members in syllabi-making, they participate in faculty development seminars.

“We concentrated on the necessary updates from the LET. We prioritized the aspects that needed urgent attention.” – IDI-1

“We still have seminars for syllabus development. We collaborate.” – IDI-2

Enhancing syllabi relevance and alignment involves collaboration among coordinators, faculty members, and program graduates to address gaps and ensure alignment with licensure standards. Efforts include updating the syllabus and prospectus based on recent LET trends, seeking peer support for revisions, integrating LET-based assessments, gathering feedback from graduates through focus group discussions, and conducting faculty development seminars to strengthen syllabi development practices. According to Wagner et al. (2023), by evaluating syllabi yearly, we can more quickly identify the occurrence of syllabus bloat and make strides to correct this. The study of Serbati et al. (2022) emphasizes that syllabi serve as primary documents for conveying course objectives, teaching strategies, and assessment methods to students. The authors discuss the importance of aligning learning outcomes with teaching activities and assessment tasks in the syllabi to enhance student engagement and learning effectiveness.

3.3 Insights of Teacher Education Program Coordinators Gained from Aligning Their Institutional Curriculum with Competencies Required For Licensure Examination

The main themes and core ideas reveal the insights of teacher education program coordinators gained from aligning their institutional curriculum with competencies required for licensure examination. After a careful analysis of the transcript of the participants' responses, six major themes emerged: (a) staying updated with institutional and policy changes; (b) fostering a culture of collaboration and cooperation across stakeholders; (c) leveraging data and feedback to drive continuous curriculum improvement; emphasizing flexibility and adaptability in the face of mandates and curriculum design; (d) emphasizing flexibility and adaptability in the face of mandates and curriculum design; (e) involving stakeholders in the ongoing process of curriculum design and evaluation; and (f) promoting ongoing professional development through training and expert consultations. Table 3 shows the major themes and core ideas

on the insights of teacher education program coordinators gained from aligning their institutional curriculum with competencies required for licensure examination.

Table 3. Insights of Teacher Education Program Coordinators gained from aligning their institutional curriculum with competencies required for the licensure examination

| Major Themes | Core Ideas |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Staying updated with Institutional and Policy Changes | <ul style="list-style-type: none"> • Staying informed about policy updates and Institutional changes • Ensuring timely access to important memorandum and announcements |
| Fostering a culture of collaboration and cooperation across stakeholders | <ul style="list-style-type: none"> • Facilitating cross-collaboration within the teaching team • Encouraging Continuous Communication with Peer Institutions and Colleagues |
| Leveraging Data and Feedback to Drive Continuous Curriculum Improvement | <ul style="list-style-type: none"> • Consulting Stakeholders for collective decision-making • Utilizing Feedback from Teachers and Graduates for Curricular Refinement • Analyzing Data to Inform Curriculum Modifications |
| Emphasizing Flexibility and Adaptability in the Face of Mandates and Curriculum Design | <ul style="list-style-type: none"> • Navigating the Balance Between Compliance and Innovation • Fostering a Culture of Openness to New Ideas and Educational Practices |
| Involving Stakeholders in the Ongoing Process of Curriculum Design and Evaluation | <ul style="list-style-type: none"> • Ensuring Inclusivity of Teachers in Curriculum Design • Promoting Joint Efforts Between Full-time and Part-time Educators |
| Promoting Ongoing Professional Development through Training and Expert Consultations | <ul style="list-style-type: none"> • Improving teacher expertise through bench marking practices. • Engaging in Peer Learning and Seeking Expertise from Experienced Educators • Facilitating Professional Development Through Targeted Seminars and Workshops |

3.3.1 Staying updated with Institutional and Policy Changes

The Education Program Head Coordinators explained that one of the insights they gained from all the challenges they face in aligning institutional curriculum with competencies required for licensure examination is the need to stay updated with institutional and policy changes mandated by the Commission on Higher Education and the Philippine Regulation Commission. Specifically, as explained by the participants, this core idea involves proactively seeking updates to ensure curriculum alignment.

As Participant 1 explained, as an Education Program Head Coordinator, it is important to be resourceful when seeking information by actively monitoring official channels, social media, and even updates from other schools and institutions, as sometimes this information is not always readily available.

"You need to check for updates from CHED. You also need to check updates from other schools, visit related Facebook pages, and be vigilant for any updates. You should not be shy, just be resourceful because not all information is readily provided." – IDI-1

Participant 3 supports this and also explains that timely access to important announcements and other memorandums is needed. This can be achieved by having constant forums and other meetings to address issues and concerns.

"There should be a constant forum and other meetings to easily address issues and concerns together with the implementing agencies since it is important to make use of data and even feedback." – IDI-3

Staying updated with institutional and policy changes is an important aspect of ensuring curriculum alignment. As supported by Mangali (2019), proactive meetings and proper communication of memoranda improve both curriculum and instruction management. This also ensures that the syllabi and teaching practices are well aligned and meet the education objectives.

3.3.2 Fostering a culture of collaboration and cooperation across stakeholders

The interviewed Program Head Coordinators explained that they also gained insight into the importance of fostering a culture of collaboration and cooperation across stakeholders. Multiple participants mentioned the benefits of collaboration and cooperation within and between institutions.

Participant 2 explained the importance of building strong collaborative networks within the teaching faculty to encourage the exchange of ideas and expertise in curriculum design. Participant 2 stated that all teachers and faculty members should be present during faculty meetings, such as during curriculum revisitation, and that the ideas of both teachers and other experts in the field should be considered when designing the syllabus and other learning materials.

"If possible, there should be a curriculum revisit, and these teachers and administrators should be present because somehow the confidence of a teacher is different if he/she has a contribution in designing the syllabus or the learning materials. And if there are a lot of experts in the meeting, there are more suggestions and, at that moment, we can easily evaluate assessments and determine what should be changed." – IDI-2

Similarly, participant 3 encourages continuous communication with peer institutions and colleagues. This insight gives emphasis on maintaining an open line of communication to gather valuable insights and maintain a shared vision.

"Another is cooperation and collaboration within the group. In our case, we consult from time to time with the teachers, we also consult from our colleagues because it is very important." – IDI-3

Similar to the second participant, explaining the need to consult stakeholders for collective decision-making. This core idea highlights the importance of engaging teachers, administrators, and external experts in the decision-making process to ensure curriculum adjustments.

"We should ask for help or assistance. Ask for consultation from the school [stakeholders] since there are a lot to consider such as from CHED and PRC mandates" – IDI-2

Relevant literature supports this insight into the importance of fostering a culture of collaboration and cooperation across stakeholders. Engaging all stakeholders and consistently evaluating and modifying the curriculum allows educators to align it with program goals and objectives, enhancing student understanding, involvement, and overall academic achievement (Tadeo et al., 2024).

3.3.3 Leveraging Data and Feedback to Drive Continuous Curriculum Improvement

Another insight that the interviewed Program Head Coordinators gained is the importance of leveraging data and feedback to drive continuous curriculum improvement. This means that institutions should consider the feedback from teachers and graduates who previously took the licensure examinations if they wish to align their taught competencies to improve the curriculum. As participant 3 explained, it is important to actively gather this feedback to pinpoint areas of strength and opportunities for improvement.

"We should make use of data and feedback coming from teachers and graduates who took the licensure examination to further improve our curriculum implementation and alignment from time to time." – IDI-3

Similarly, participant 2 also uses data from previous LET Assessments to further improve future implementations of the curriculum. He carefully analyzes the percentage of the contents of the subjects that were included in the previous licensure examinations.

"We check such as in the social science subject, what area [in the subject] has the highest percentage of the content [included in the exam] that should be used for future discussions. We make adjustments based on these contents." – IDI-2

Data from previous licensure examinations and as well as feedback from previous examinees who took the exam are both valuable in making alignment in the taught curriculum. This is one of the skills that instructional managers such as program coordinators should consider. This is supported by Mangali et al. (2019), stating that contemporary instructional management requires deeper engagement with teaching technologies, more advanced views on professional development, and a focus on data-driven decision-making. Curriculum leaders must collect learner performance data to create initiatives that enhance teaching and learning.

3.3.4 Emphasizing Flexibility and Adaptability in the Face of Mandates and Curriculum Design

The interviewed Program Head Coordinators also explained that there is also the need to be flexible and to learn to adapt based on the mandates coming from the Commission on Higher Education (CHED) and Philippine Regulation Commission (PRC). This can be achieved by striking a balance between meeting mandated requirements and ensuring the curriculum remains innovative and responsive to the needs of students. This is evident in how Participant 1 explains how they manage their time while ensuring that both mandates from CHED and PRC were followed.

"We (program coordinators) should meet halfway between the mandates of CHED and the PRC. What we do is for the first five units, we all follow the mandate of CHED, and for the remaining weeks, we also implement the mandates of PRC to ensure that nothing is left behind." – IDI-1

Another core idea related to this theme is fostering a culture of openness to new ideas and educational practices. Participant 2 explained that being flexible should also include being open to new ideas and being willing to learn.

"We should be flexible, willing to learn, we should be open-minded and aware of different CHED memorandums." – IDI-2

As these Program Head Coordinators also play a vital role as instructional managers, they also need to adapt and be flexible from challenges that they face in curriculum implementation. Supported by Pak et al. (2020), curriculum reform and implementation requires leaders working with and learning from, various stakeholders to iteratively develop fundamental changes.

3.3.5 Involving Stakeholders in the Ongoing Process of Curriculum Design and Evaluation

The interviewed Program Head Coordinators also emphasized the importance of involving stakeholders in the ongoing process of curriculum design and evaluation. This is supported by the first core idea with regard to ensuring the inclusivity of teachers in curriculum design. This is supported by the response of participant 2 that teachers, administrators, and other stakeholders should be present when revisiting curriculum contents. Furthermore, participant 2 also explained the importance of ideas contributed by regular teachers during these curriculum revisits.

"If possible, there should be a curriculum revisit, and these teachers and administrators should be present because somehow the confidence of a teacher is different if he/she has a contribution in designing the syllabus or the learning materials." – IDI-2

As higher education institutions welcome part-time educators, these Program Head Coordinators also emphasized the second core idea of the theme on the importance of joint efforts between them and full-time educators. This can be achieved by involving these part-timers during curriculum planning and other relevant seminars as there are times that they are not available and they also need to abide by other schedules in their regular teaching professions. As participant 2 explained,

“...there should be regular meetings, although we also have regular meetings in our institution it is really different when it comes to part-timers versus full-time. If there are seminars, these part-timers cannot be invited readily as they are working under the department of education, and they have their own working hours to follow.” – IDI-2

This theme is supported by relevant literature as involving stakeholders is an important aspect in improving curriculum design to successfully achieve desired learning outcomes. Similarly, Erjavec (2021), supports the idea that identifying and assigning stakeholders to the appropriate stages of the curriculum development process, with clearly defined roles, is essential for effectively shaping its content and delivery.

3.3.6 Promoting Ongoing Professional Development through Training and Expert Consultations

The last major theme from the insights gained by the program coordinators is the importance of promoting ongoing professional development through training and expert consultations. This is composed of the first core idea about improving teacher expertise through benchmarking practices. The Program Head Coordinators explained the importance of learning from other institutions and benchmarking curriculum practices against best practices as a means of constructive curriculum alignment. As participant 3 explained:

“Updating is very important as well as benchmarking. Practices from other institutions and other programs should be benchmarked to further improve curriculum alignment” – IDI-3

Another core idea of this theme is how the importance of engaging in peer learning and seeking expertise from experienced educators. Participant 2 explained that less experienced teachers should seek guidance from more seasoned colleagues and experts in the field to deepen their understanding and improve curriculum alignment.

“It also has to do with how you learn, you should not hesitate to ask for clarification from your colleagues especially those who have already experience, and at the same time, there should be constant communication with other teachers.” – IDI-2

The last core idea for this theme is the importance of facilitating professional development through targeted seminars and workshops. Participant 2 explained the importance of offering extended workshops or training programs (e.g., 3-day seminars) to ensure that teachers and administrators fully grasp complex curriculum updates and mandates which in turn ensures constructive alignment in the curriculum.

“There is a need to attend seminars and workshops, there are a lot of free seminars about curriculum, and we can also use it for professional development.” – IDI-2

Ongoing professional development is an important aspect of constructive alignment in the curriculum. This also ensures that both educators and the entire educational institution are updated with the latest trends in education. This is supported by Diano et al. (2023), stating that if educators lack ongoing professional development opportunities, they might struggle to keep up with the latest global trends and teaching methods.

4. IMPLICATION AND FUTURE DIRECTIONS

The results of this study imply a pressing need for stronger collaboration between teacher education institutions, CHED, and the PRC, as the ongoing misalignment of curriculum standards and licensure competencies continues to hinder progress. It becomes evident that the strategies employed by teacher education program coordinators, such as fostering collaboration and relying on feedback-driven improvements, demonstrate the power of leadership in overcoming these challenges. Central to these efforts is the concept of constructive alignment, which emphasizes the seamless connection between intended learning outcomes, teaching activities, and assessment methods to ensure coherence and relevance. The focus on aligning assessments and syllabi further underscores the importance of developing dynamic and inclusive curriculum review mechanisms that involve all key stakeholders. Additionally, the recognition of priorities in the curriculum and the precedence of CHED requirements as prime concerns highlights the importance of equipping coordinators with the tools and knowledge needed to uphold program quality in the face of resource limitations and changing policies. These insights strongly suggest that policymakers, both the government and the higher education institutions, must adopt a more comprehensive and responsive approach to address the

systemic effects of policy changes on teacher education and licensure outcomes. Based on the findings of the study, we propose the following recommendations:

1. To address the misalignment between CHED and PRC standards, a joint committee should be created, involving representatives from both bodies and teacher education institutions. This committee should focus on harmonizing the Table of Specifications (TOS) and curriculum guidelines to eliminate conflicting directives and ensure clarity in expectations. Using the methods of constructive alignment, a guided intended learning outcomes, teaching activities, and assessment methods will bring forth better curriculum coherence and licensure exam preparation.
2. Program coordinators should adopt a curriculum review framework based on constructive alignment. Regular collaboration with faculty, stakeholders, and experts through workshops and focus groups can provide helpful insights and strengthen efforts to improve the curriculum. Additionally, updating assessments based on the LET, revising syllabi to match licensure trends, and gathering feedback from graduates will ensure programs prepare students for licensure exams while staying relevant and consistent.
3. Program coordinators should intensify flexibility and adaptability in curriculum design so that they can swiftly respond to new mandates from PRC and CHED standards. This can be achieved through professional development with targeted training and expert consultations, equipping them with the latest pedagogical skills and knowledge and fostering excellence in constructive curriculum alignment.
4. The result of the study supports the Constructive Alignment Approach. In line with this, we recommend that program coordinators adopt the Constructive Alignment Approach in curriculum development. Integrating the principles of constructive alignment will enable program coordinators to ensure that their curricula not only meet the standards set by CHED and PRC but also effectively address the evolving needs of the teaching profession.
5. Future researchers may conduct a comparative study across different board courses other than teacher education program. This provides a better understanding of how the misalignment in the program curriculum and the board competencies may be similar or different if seen from a specific perspective.

5. CONCLUSION

This case study concludes that coordinators of teacher education programs face multifaceted challenges in aligning institutional curricula with the competency requirements of the CHED and PRC licensure examinations. These challenges include misalignment of learning outcomes and standards due to conflicting directives, outdated and fragmented curriculum content, significant resource limitations, ineffective assessment methods, and difficulties in syllabus alignment. Coordinators navigate these obstacles by prioritizing educational standards, continuously reviewing and revising curricula, seeking external assistance to address resource gaps, tailoring and standardizing assessments to meet specific needs, and fostering collaborative efforts among faculty members. Moreover, they emphasize the importance of staying updated with institutional and policy changes, leveraging data and feedback for ongoing curriculum improvement, maintaining flexibility and adaptability in response to mandates, involving stakeholders in curriculum design and evaluation, and promoting continuous professional development through targeted training and expert consultations. These coping mechanisms not only mitigate immediate challenges but also enhance the overall quality and relevance of teacher education programs. The insights gained highlight the critical role of strategic curriculum management, resource optimization, stakeholder collaboration, and professional growth in effectively addressing the persistent misalignment issues, thereby ensuring that future teachers are well-prepared to meet the evolving demands of the educational landscape.

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