Research Article

Enhancing the Implementation of PCG NSTP-CWTS: Perceptions, Challenges, and Recommendations

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ABSTRACT

This study assessed the Philippine Coast Guard (PCG) National Service Training Program-Civic Welfare Training Service (NSTP-CWTS) program through identification of the demographic profile of the students and instructors. It also examined the student's perception of the delivery, support system, and teaching outcome. The instructors assessed the program's content and support system and identified the challenges they experienced. The study revealed the relationship between the challenges experienced by the instructors when grouped according to profile.

The study used a quantitative-correlational research design using a researcher-made questionnaire to gather data from 251 students and 31 instructors from selected institutions where PCG has a memorandum of agreement for providing the program.

The data showed that students were male second-years enrolled in maritime courses who attended primarily face-to-face classes. The instructors were mostly junior-ranked with limited years of service and little to no NSTP-CWTS-specific training. The students' perception was generally positive. The instructors had effective communication, and the program was aligned with the training objectives, although concerns were raised about the sufficiency of the allocated time and adequacy of training materials. The curriculum was aligned with the national. The challenges experienced include resource availability, graduate deployment, and institutional collaboration with universities and LGUs. It was revealed significant relationships between the challenges experienced and specific demographic aspects such as unit assignment and years in service.

The study suggested strengthening institutional partnerships, instructor training and development, improving logistical support, structuring the graduate deployment process, and program modification to match students' diversity and career aspirations.

Introduction

As Dr. Jose P. Rizal eloquently expressed, "The youth is the hope of the nation," which remains pertinent and influential to the current generation (Rodriguez, 2023). It is imperative to instill in every young Filipino a sense of patriotism during their formative years, allowing them to cultivate a strong sense of civic duty to their homeland. Having a strong foundation in patriotism will guide every youth to become a productive and reliable adult in building a progressive nation.

It is essential to instill in younger generations a profound moral and social consciousness that stems from their deep-rooted patriotism. The National Service Training Program (NSTP) serves as a platform for civic education and defense readiness for tertiary students in the Philippines, primarily cultivating their patriotism, social accountability, and civic awareness. In 2012, the Philippine Coast Guard (PCG) entered into a Memorandum of Agreement (MOA) with the Commission on Higher Education (CHED) to administer the PCG NSTP-CWTS in various educational institutions throughout the country. As mandated by Republic Act No. 9993, the PCG is tasked with enhancing maritime community relations, encompassing civic engagement, participation in the NSTP, youth empowerment, recreational safety, and other related activities.

However, the Coast Guard School for Special Maritime Affairs (CGSSMA), the primary unit of the PCG tasked with conducting the PCG NSTP-CWTS Instructor's Training Course, found that some instructors do not meet the requisite qualifications. According to the circular, instructors must possess a Bachelor of Science or Bachelor of Arts degree, have completed the Training Course for Instructors or the International Maritime Organization (IMO) 6.09, and have undergone the NSTP Instructor's training conducted by the unit. It is essential to note that trainers for PCG NSTP-CWTS are primarily PCG personnel and auxiliaries who may not have a background in education or a professional teaching license.

Educators must possess a profound understanding and expertise in their respective fields and undergo comprehensive training in pedagogical strategies and evaluation techniques (Vujičić et al., 2020). Hence, PCG personnel who will be detailed as instructors for the PCG NSTP-CWTS must be well-equipped and trained before their teaching deployment to ensure a smooth and meaningful teaching-learning system. Additionally, it has been noted that instructors are no longer monitored or evaluated after the PCG NSTP-CWTS Instructor's Training Course and during their deployment to different schools. Likewise, there is a lack of empirical studies on the duty assessment and performance management of all PCG NSTP-CWTS instructors. The study by Striteska (2018) highlighted that the most overlooked aspect of performance monitoring is reviewing, modifying, and implementing performance measures. Ensuring the proper management of PCG personnel performing as PCG NSTP-CWTS instructors through effective management and assessment will ensure the effectiveness and efficiency of the program delivery.

Hence, this study provided a comprehensive review of the program in terms of content, delivery, support system, and training outcome that may offer evidence-based insights that will serve as bases for program enhancement and policy formulation. The study also identified the challenges experienced by the instructors in implementing it and recommended enhancements and sustainability for the program. As this study highlighted its alignment to Sustainable Development Goal Number 4, or Quality Education, this reaffirms the role of PCG in contributing to international and local academic objectives, as the PCG NSTP CWTS Program promotes students' leadership, civic responsibility, and lifelong learning, thus expanding the PCG's effect on maritime safety and security.

Methods

The study employed a quantitative-correlational research design. The collected data through survey questionnaires were analyzed

and presented as numerical data using percentages, frequencies, and descriptive statistics. The study employed a quantitative research design to systematically investigate the demographic profile of the students and instructors. Descriptive statistics were used to assess the perception of students and instructors on the PCG NSTP CWTS in terms of delivery, support system, teaching outcome, and content. Frequency and percentage were used to identify the challenges of instructors in delivering the program. Correlational analysis was used to identify the relationship between the challenges experienced and the instructors' demographics when grouped into profiles.

The study's respondents were drawn from two specific groups: 31 instructors of PCG NSTP-CWTS programs and 251 students for the 2023-2024 school year from identified colleges and universities where PCG has a Memorandum of Agreement to provide the program.

The study utilized two researcher-made survey questionnaires. The survey for the student questions focused on identifying their demographic profiles and perceptions of the program regarding delivery, support systems, and teaching outcomes. The instructor's questionnaire included demographic profiles, participants' perceptions of the program content, the support systems they received while delivering the program, the challenges they encountered during delivery, and their recommendations for improving the program.

Frequency and percentage were used to analyze and present the demographic profile of the instructors and students. Using mean and verbal interpretation, the perception and assessment of PCG NSTP CWTS were presented and interpreted. Mean and frequency were used to present the different challenges experienced by the instructors in delivering the program. Correlational analysis was used to determine if the challenges experienced have a significant relationship to the demographics when grouped into profiles

Results and Discussion

Profile of the Survey Respondents. Based on the result of the survey on respondents are young, male and majority are enrolled in maritime programs such as Marine Transportation. Non-maritime course comprised of a small portion such as BS information Technology as the most common among the non-maritime course. The largest number of the students are enrolled in their second year, the rest are in their third year and majority attend face to face classes. Majority of instructor-respondents held ranks of Apprentice Seaman to Seaman First who has less experience in teaching and most of them had 1-5 years of PCG experience. In terms of PCG NSTP CWTS Class and its inclusive date, majority of the respondents came from Class 19-2024. Most of the respondents started teaching PCG NSTP CWTS in universities in 2024 with very few having taught in college or university since 2019. The instruction of PCG NSTP CWTS program was predominantly face-to-face with online classes also fairly common while blended learning was the least. In terms of unit assignments, the instructor-respondents were mainly assigned to different Coast Guard Districts and Civil Relation Service, which suggests that the two mentioned units are the primary sources of PCG NSTP-CWTS instructors. Most of the instructors were currently teaching at Lyceum International Maritime Academy, Palawan State University and Lyceum Northwestern University. In terms of seminars attend, 58% attended seminars related to teaching. A vast majority has no NSTP-CWTS related seminars attended.

The PCG NSTP-CWTS Program as Assessed by the Students. The findings provide insights into the effectiveness of the program's delivery, support system, and teaching outcomes, based on the responses of 251 students. The analysis highlights key strengths and areas for potential improvement, as indicated by the weighted means and verbal interpretations in Tables I, II, and III.

Table 1. Delivery of PCG NSTP-CWTS Program as Perceived by the Students

INDICATORS	WM	VI
1. The topics on the PCG-NSTP CWTS are aligned with the training objectives.	2.95	*Agree*
2. The instructor is able to communicate the lessons effectively.	2.95	*Agree*
3. The learning objectives of the PCG-NSTP CWTS are clearly defined.	2.94	*Agree*
4. The course is well-organized.	2.94	*Agree*
5. The instructor has an expertise on the topics of the program.	2.92	*Agree*
6. Assignments, examinations, or other forms of student assessments are accurately reflected on the course materials.	2.90	*Agree*
7. The teaching methodologies used by the instructors are aligned with the course requirements.	2.81	*Agree*
8. A course evaluation is conducted after the course to provide a basis for improvement.	2.80	*Agree*
9. The duration of the course is enough to cover all the topics.	2.79	*Agree*
10. The PCG-NSTP-CWTS schedule is manageable.	2.77	*Agree*
OVERALL WEIGHTED MEAN	**2.88**	***Agree***

The data on the assessment of the students on the PCG NSTP CWTS program in terms of delivery showed that students generally agreed that the delivery of the program is effective, with the highest-rated aspects being the alignment of the topics with training objectives and the ability of the training instructors to communicate the lessons effectively. The importance of the alignment of program outcomes, course objectives, learning objectives, and student assessment serves as a foundation for effective teaching and learning. Alignment serves as a straightforward path for students to gain the knowledge, skills, and information needed for the program (Nova Southeastern University, 2019). These suggest that the student-respondents find the delivery of the program well-structured with competent instructors. Though there is room for improvement, specifically on the manageability of the schedule and adequacy of course duration, which implies challenges with the time allocation and pacing of the program. Based on the study conducted by Karabacak (2020), if a certain course is not adequately programmed and the professional values are not adequately nurtured prior to service, this will be a striking problem for the nation.

Table II. Support System of PCG NSTP-CWTS Program as Perceived by the Students

INDICATORS	WM	VI
1. There is a harmonious class interaction to support the student learning.	2.93	*Agree*
2. The members of the training directorate immediately address any form of conflict or any incident that happens during the conduct of the course.	2.92	*Agree*
3. The members of the training directorate foster mutual respect among the students.	2.91	*Agree*
4. Learning materials such as lecture notes, presentations from the instructors, and training course syllabus are given to the students.	2.90	*Agree*
5. Student's participation in civic welfare activities such as tree planting, coastal clean-up, disaster management, and the like is supported by the unit that handles the PCG-NSTP CWTS course.	2.88	*Agree*
6. There is a standard policy used for rewards, recognition, and punishment.	2.86	*Agree*
7. The members of the training directorate are accessible for student's questions or concerns.	2.84	*Agree*
8. Course feedback is addressed appropriately.	2.83	*Agree*
9. Adequate time is given to the students to comply with various learning tasks.	2.82	*Agree*

INDICATORS	WM	VI
10. The members of the training directorate of PCG NSTP CWTS provided the students with training materials such as training kits (bag, pen, notebooks, etc.) needed for the course implementation.	2.73	*Agree*
OVERALL WEIGHTED MEAN	**2.86**	***Agree***

In terms of support systems, the data showed that students agreed on all ten indicators demonstrating the support system of the PCG-NSTP CWTS program. The harmonious class interaction and promptness of the training directorate were rated the highest, while the provision of training materials such as training kits received the lowest rate.

According to the study of Ahmed (2023), the availability of instructional materials has a big impact on students' academic achievement. Instructional materials are essential in raising students' motivation and exam scores, improving retention, and helping them grasp difficult topics.

Table III. Teaching Outcomes of PCG NSTP-CWTS Program as Perceived by the Students

INDICATORS	WM	VI
1. The course is applicable to real-world scenarios.	2.93	*Agree*
2. The teaching outcomes of PCG NSTP CWTS is aligned with the current needs of the universities and colleges.	2.91	*Agree*
3. A post-assessment is given to assess the understanding of the students from the PCG-NSTP CWTS course.	2.90	*Agree*
4. The knowledge gained from the course is applicable to the other courses that the student is enrolled in.	2.88	*Agree*
5. The competencies acquired from PCG NSTP CWTS are useful for achieving student's personal goals.	2.87	*Agree*
6. A pre-assessment is conducted to determine the student's learning profile.	2.86	*Agree*
7. Feedback on assessment is provided to the student.	2.85	*Agree*
8. The PCG-NSTP CWTS is relevant to the student's needs.	2.85	*Agree*
9. Opportunities, such as teaching positions in colleges and universities, await students after completing the PCG-NSTP course.	2.77	*Agree*
10. Graduates of PCG NSTP CWTS program will be given priority when joining the Philippine Coast Guard service	2.77	*Agree*
OVERALL WEIGHTED MEAN	**2.86**	***Agree***

Respondents agreed on the evaluation of the program's teaching outcome, indicating that the students were satisfied with the alignment of teaching outcomes with the current needs of the university, which obtained the highest mean. Although there is a potential improvement, such as the opportunities after completing the course, which is rated as the lowest

The PCG NSTP-CWTS Program as Assessed by the Instructors. Tables IV and V present the perception of the instructors on the assessment of the PCG NSTP-CWTS program in terms of content and support system

Table IV. Content of PCG NSTP-CWTS Program as Assessed by the Instructors

CONTENT	WM	VI
1. The curriculum adheres to RA 9163 or the Implementing Rules and Regulations of NSTP 2009.	3.39	*Agree*
2. The course content is relevant to the needs of the community.	3.32	*Agree*
3. The course content is well organized.	3.26	*Agree*

CONTENT	WM	VI
4. The Training Course Syllabus of PCG NSTP CWTS was revised based on the results of course evaluations from the recently concluded classes.	3.19	*Agree*
5. The course content of PCG NSTP CWTS provides practical applications including examples.	3.16	*Agree*
6. The topics on the Program of Instruction are aligned with the course outcome of PCG NSTP CWTS.	3.13	*Agree*
7. Instructors have academic freedom on how to teach their assigned topics.	3.10	*Agree*
8. The course content is relevant to the needs of the students.	3.06	*Agree*
OVERALL WEIGHTED MEAN	**3.20**	***Agree***

The data on the content of the PCG NSTP CWTS program showed that the instructors generally agreed that the course content is adequate and aligned with the program objectives. The curriculum's adherence to RA 9163 and the NSTP implementing rules of 2009 obtained the highest mean, while the lowest indicators are the relevance of the content to the needs of the students and the level of academic freedom given to the instructors. Academic freedom is the liberty of instructors and students to teach, learn, and conduct research without unreasonable interventions or limitations from law, organizational rules, and public pressure. Academic freedom encourages critical thinking, intellectual growth, advancement of knowledge, and analysis of new ideas (American Association of University Professors, 2020).

Table V. Support System of PCG NSTP-CWTS Program as Perceived by the Instructors

SUPPORT SYSTEM	WM	VI
1. The instructor undergoes training on content pedagogy prior to teaching PCG NSTP CWTS Course.	3.32	*Agree*
2. Training directorate is available during discussion to assist the instruction when needed.	3.23	*Agree*
3. The CGETDC through CGSSMA provides activities involving knowledge sharing between the instructors and members of the training directorate.	3.23	*Agree*
4. The members of the training directorate immediately address any form of conflict or any incidents that happen during the conduct of the course.	3.19	*Agree*
5. Trainings related to teaching methodologies are given to the instructor prior to the conduct of PCG NSTP CWTS course.	3.10	*Agree*
6. Sufficient time is provided to the instructor for course preparation.	3.10	*Agree*
7. The instructor is given the materials needed (i.e., sample presentation, prepared lecture notes) prior to their teaching schedule.	3.03	*Agree*
8. The schedule of classes, as outlined in the Program of Instruction, is properly followed.	3.00	*Agree*
9. The members of the training directorate are accessible for instructor's questions or concerns.	3.00	*Agree*
10. Course feedback is reflected in the subsequent PCG NSTP CWTS classes.	2.97	*Agree*
OVERALL WEIGHTED MEAN	**3.12**	***Agree***

In terms of support systems, the instructors generally agreed that the PCG NSTP CWTS Program's support system is satisfactory, having the requirements for the instructor to undergo training on content pedagogy, availability of training directorate during discussion, and facilitation of knowledge-sharing activities. Although there is room for improvement, such as the reflection of feedback in subsequent classes and accessibility of the training directorate for

instructors' questions and concerns. According to Chard (2025), instructors can effectively teach topics by utilizing educational theories, best practices, and approaches when they possess pedagogical content knowledge. Instructors that possess a thorough understanding of the subject matter and know how to apply it can create a compelling teaching strategy.

Challenges Experienced by the Instructors in the Delivery of the PCG NSTP-CWTS Program. Table VI presents the challenges experienced, with an overall weighted mean of 2.77, verbally interpreted as "often," indicating that instructors frequently encounter difficulties in different aspects of program execution.

Table VI. Challenges Experienced by the Instructors

CHALLENGES	WM	VI
1. Challenges in ensuring the availability of learning materials for students.	2.94	*Often*
2. Challenges in ensuring the availability of teaching materials for instructors.	2.94	*Often*
3. Challenges in endorsing and deploying PCG NSTP CWTS graduates to universities and colleges.	2.94	*Often*
4. Limited availability of a PCG NSTP CWTS development program.	2.90	*Often*
5. Challenges in aligning activities with the intended training outcomes.	2.87	*Often*
6. Limited availability of partnerships between PCG and universities or colleges.	2.87	*Often*
7. Difficulty in adhering to the scheduled number of programs per year.	2.81	*Often*
8. Limited availability of civic activities, such as tree planting, coastal clean-up, and disaster management, during the course.	2.81	*Often*
9. Challenges in ensuring the applicability of the PCG NSTP CWTS course in partnerships between PCG and universities/colleges.	2.77	*Often*
10. Limited availability of training or seminars related to teaching and content pedagogy for instructors.	2.77	*Often*
11. Challenges in ensuring adherence to CHED provisions in the PCG NSTP CWTS program.	2.77	*Often*
12. Difficulty in maintaining a conducive environment for teaching and learning.	2.74	*Often*
13. Infrequent conduct of student assessments and course evaluations.	2.58	*Often*
14. Issues with clear communication among the training staff, instructors, and students.	2.42	*Seldom*
15. Lack of transparency in feedback from student assessments and course evaluations.	2.35	*Seldom*
OVERALL WEIGHTED MEAN	2.77	*Often*

The data showed that instructors often experienced challenges in delivering the program which indicate that instructors frequently encounter difficulties in various aspect of PCG NSTP CWTS Program. Some of the challenges encountered by the instructors are the availability of learning and teaching materials, endorsing and deploying PCG NSTP CWTS graduates to colleges and universities, unavailability of PCG NSTP-CWTS development program, challenges in aligning activities with intended training outcome, limited availability of partnership between PCG and universities, difficulty in adhering to the scheduled program per year and limited availability of training materials. The result of the study conducted by Tibane et.al., (2024) proved that the impact of limited resources on teaching and learning has long lasting consequences on educational disparities.

Significant Relationship between the Challenges Experienced by the Instructors When Grouped According to Profile

DEMOGRAPHIC PROFILE		CHALLENGES
1. Rank:	Correlation Coefficient	-.352
	Sig. (2-tailed)	.052
	N	31
2. PCG NSTP-CWTS Class:	Correlation Coefficient	.087
	Sig. (2-tailed)	.643
	N	31
3. Modality of PCG NSTP Class Attended:	Correlation Coefficient	.320
	Sig. (2-tailed)	.076
	N	31
4. Number of Years in the PCG:	Correlation Coefficient	-.086
	Sig. (2-tailed)	.647
	N	31
5. Unit Assignment:	Correlation Coefficient	**.510****
	Sig. (2-tailed)	.004
	N	31
6. Number of Years in the Current Assignment:	Correlation Coefficient	**.448***
	Sig. (2-tailed)	.012
	N	31
7. Current Status as PCG-NSTP-CWTS Instructor at a University or College:	Correlation Coefficient	.080
	Sig. (2-tailed)	.656
	N	31
8. Inclusive Dates of Teaching PCG NSTP-CWTS:	Correlation Coefficient	**-.487****
	Sig. (2-tailed)	.010
	N	27
9. Seminars Attended Related to Teaching:	Correlation Coefficient	.290
	Sig. (2-tailed)	.110
	N	31
10. Seminars Attended Related to NSTP-CWTS:	Correlation Coefficient	-.080
	Sig. (2-tailed)	.656
	N	31

Note: *. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

It was revealed on the correlational analysis that there are significant relationships on the challenges faced by the instructors of PCG NSTP-CWTS Program and certain areas of their demographic profile. The instructor's unit assignment has the strongest significant relationship which indicates that the specific unit an instructor was assigned significantly relates to the level of challenges an instructor encountered. The number of years of instructor in the current assignment also has a positive correlation suggesting that instructors who have been assigned in their current assignment for a longer period of time are experiencing more challenges. Inclusive dates of teaching PCG NSTP CWTS shows a significant negative correlation which implied that instructors with fewer teaching experience faced fewer challenges while the modality in which the instructors of PCG NSTP CWTS attended show significance but do not reach the statistical threshold. Other demographics such as the class attended by the instructors, number of years in PCG, current status and seminars related to teaching has no significant correlation with the challenges experienced.

Instructors' Recommendations to Improve the PCG NSTP-CWTS Program. Table VIII

presents the most frequently suggested recommendations, which align with the challenges previously identified, highlighting the instructors' concerns about resource limitations, institutional partnerships, and instructional support

Table VIII. Proposed Recommendations by the Instructors

Recommendations	F
Memorandum of Agreement with Universities and Colleges for the deployment of graduates of PCG NSTP CWTS.	22
Collaboration with LGUs for civic welfare programs.	22
Additional personnel for training directorates.	19
Crafting the PCG NSTP CWTS Development Program.	17
Conduct a tracer study to the PCG NSTP CWTS graduates.	16
Collaborative activities with universities and colleges for instructors' capabilities.	14
Consultative meeting with the Commission on Higher Education.	11
Following the yearly scheduled convening of the PCG-NSTP CWTS Program.	10
Additional non-uniformed personnel as instructors.	10
Transparency on the result of student assessment and course evaluation.	7
Hiring of non-uniformed personnel as members of the training directorate.	4

The recommendations suggested by the instructors to improve the PCG NSTP CWTS program strongly aligned with the challenges experienced. The most common recommendation emphasized the need for established institutional partnerships and increased program resources. The establishment of MOAs with universities and colleges will directly address the problems of limited partnerships and difficulties in the deployment of PCG NSTP CWTS graduates. The collaboration with the civic welfare program will enhance the availability of civic engagement activities. According to Adao (2024), the improvement of educational programs is significantly impacted by the support that local government entities provide to schools or any academic institutions. This highlights how government agencies and educational establishments collaborate to foster a learning environment and raise the student's accomplishments.

Increasing the number of training directorate personnel will respond to workload constraints and difficulties in adhering to the schedules of the program. The crafting of PCG NSTP CWTS program development will address the unavailability of structured training and seminars for the instructors. According to Bangayan (2022), a faculty development program will empower instructors to develop professionalism in adapting to changing environments such as technological advancements and help the PCG achieve its vision of becoming a world-class coast guard by 2028. By choosing the most suitable faculty development model for the PCG training institute, this will guarantee that all needed knowledge, comprehension, skills, proficiencies, and competencies are available to sustain the creation of competent and qualified Coast Guard officers capable of carrying out the organization's numerous mandates.

The conduct of tracer studies for the PCG NSTP CWTS graduates will assess the program's effectiveness and improvement of the deployment of the graduates. The collaborative activities with colleges and universities will improve the training and development of the instructors. The consultative meeting with CHED will improve the adherence of PCG NSTP CWTS to the standards and provisions of the program. The following yearly scheduled convening of the PCG NSTP CWTS program will address the challenges in logistics and scheduling. The hiring of NUP as instructors will alleviate the shortage of instructors and training staff, and lastly, the transparency of student assessment and course evaluation will address the reported transparency in class feedback.

Conclusion

The student-respondents were predominantly second year, mostly are male and enrolled at maritime courses and attended face to face classes while profile of the instructor-respondents showed that instructors are, junior-ranked and recently trained with limited NSTP-CWTS-specific training. While majority of the instructors are engaged actively and have a relative stable role in PCG, the lack of programmed professional development for instructors could impact the instructional quality and consistency of program delivery. This will affect the quality and delivery of PCG NSTP CWTS Program.

The students generally agreed with the support system provided by program but there is a notable are for potential improvement in the provision of physical training materials. In terms of outcomes, students agreed that outcomes are satisfactory particularly the relevance of the course and assessment methods. However, there are lower level of agreement on the direct career opportunities resulting from the program

Instructors agreed that the PCG NSTP CWTS program contents are aligned with the national standards and relevant to the community. Although there are areas identified for potential improvement such as the need to tailor the content to better meet the needs of the students and support the academic freedom of instructors. Instructors also agreed on the support system of PCG NSTP CWTS program particularly in valuing the preparatory training for instructors and institutional support mechanism. However the data revealed that there are areas for improvement such as how the course feedback were utilized and ensuring that there is consistency on the accessibility of training directorate for instructor support.

The instructors often faced significant challenges related to the availability of resources, graduate deployment, program development, curriculum alignment, professional development opportunities, partnership with other educational institutions and logistical issues. While feedback and communication are less frequent issues, they still present areas for improvement. The other concerns raised by the instructors showed the need for greater institutional support in terms of compensation and resources to enhance the delivery of program.

The unit assignment, length of time an instructor has been in the current role are significantly correlates with the challenges experienced, while more recent teaching experience is correlated with fewer perceived challenges. The results conclude that targeted support strategies may be needed based on instructor's unit and tenure.

The instructors suggested recommendation such as the need for better institutional collaborations with LGUs, colleges and universities, increased on personnel and resources for training directorate and instruction, development of structured development plan, conduct efforts to track graduate outcomes and improvement and transparency in evaluation process.

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