

Implementation of the Certificate of Program Compliance (COPC) and Its effect on Teachers' Performance in Higher Education Institutions in Sulu

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certificate of compliance program (COPC), faculty development, teacher's performance, internationalization, standardization, faculty promotion, student development

Abstract. This study examined the implementation of the Certificate of Program Compliance (COPC) and its comprehensive effect on teachers' professional performance within the Colleges of Education at Mindanao State University-Sulu (MSU) and Sulu State University (SSU). Utilizing a descriptive-causal research design, empirical data were gathered from 35 COPC team members through a specialized researcher-made survey evaluating ten key compliance indicators, encountered challenges, and perceived effects on professional performance. Results indicated full compliance in curriculum alignment and faculty qualifications. High compliance was observed in updated instructional materials, faculty research and extension, professional development, monitoring and evaluation, institutional support, and student services. However, moderate compliance was noted in classroom and laboratory adequacy as well as stakeholder participation, highlighting significant operational and participatory gaps. The primary challenges identified were limited resources and insufficient laboratory facilities, with faculty at MSU reporting higher levels of difficulty compared to those at SSU. Despite these hurdles, teachers consistently reported that COPC positively influenced their professional performance, specifically regarding lesson planning, assessment alignment, effective use of instructional materials, and active engagement in research. Notably, no significant differences were found across length of service, gender, educational qualification, or institution, demonstrating a standardized positive effect on performance. The study strongly recommends that institutions prioritize upgrading physical facilities, provide targeted resources, and strengthen administrative and technical support for COPC teams. Such measures will ensure that operational constraints do not hinder teaching effectiveness. Ultimately, addressing these critical gaps will reinforce COPC's role as a vital developmental framework, supporting sustained instructional quality, professional growth, and long-term educational excellence across both higher education institutions in the region.

Introduction

Education is widely recognized as a cornerstone of national development, providing individuals with the knowledge, skills, and values necessary to participate effectively in society. Higher education is pivotal in preparing professionals and future leaders who can address complex societal challenges. In the Philippines, higher education institutions (HEIs) carry a critical responsibility to ensure the quality and relevance of their programs. To safeguard educational standards, the Commission on Higher Education (CHED) has established various quality assurance mechanisms, among which the Certificate of Program Compliance (COPC) plays a key role. The COPC certifies that academic programs meet CHED's prescribed policies, standards, and guidelines (PSGs).

The COPC functions as more than a certification tool; it is a mechanism for institutional accountability and continuous improvement. It ensures that programs maintain alignment with curriculum standards, employ qualified faculty, provide adequate learning facilities, and offer sufficient student support services. In this context, compliance serves both regulatory

and developmental purposes. Non-compliance with COPC requirements can have serious repercussions for higher education institutions, including suspension or non-approval of academic programs, loss of institutional credibility, reduced student enrollment, and limited access to funding or other governmental support. Such outcomes may also negatively impact faculty performance, as insufficient institutional support and resources can hinder professional development and instructional effectiveness.

Research has consistently demonstrated that compliance and accreditation systems influence teacher performance and institutional outcomes. For example, Iqbal, Taib, and Razalli (2023) found that accreditation improved institutional performance and motivated faculty to elevate their effectiveness, illustrating that external certification mechanisms can stimulate professional growth and accountability among educators. Similarly, Iqbal, Ahmad, Aftab, and Mahmood (2025) reported that academic accreditation can enhance overall institutional outcomes when aligned with quality management initiatives, reinforcing the value of structured compliance systems in driving improvement.

Despite these insights, there remains limited empirical evidence directly linking the implementation of COPC specifically to teacher performance in Philippine PHEIs. While existing studies have explored general accreditation and compliance practices, few have examined the precise mechanisms, challenges, and outcomes associated with COPC implementation. Addressing this gap is particularly important, as understanding how compliance translates into teacher motivation, instructional quality, and professional development can provide actionable insights for higher education institutions seeking to enhance both program quality and faculty effectiveness.

Therefore, this study intends to provide a detailed understanding of how COPC functions as both a regulatory and developmental tool. The findings are expected to inform policy, guide institutional practice, and support strategies for improving teaching quality and student outcomes. Ultimately, this research contributes to the broader effort of strengthening quality assurance in Philippine higher education and promoting excellence in teaching and learning.

Research Questions

This study aims to examine the implementation of the Certificate of Program Compliance (COPC) in higher education institutions-Sulu, the challenges encountered during its implementation, and its effect on teachers' performance when grouped according to length of service, gender, and educational qualification. Specifically, the study seeks to answer the following questions:

1. Are Certificate of Program Compliance (COPC) requirements implemented in higher education institutions?
2. What are challenges encountered in complying with COPC requirements during implementation?
3. Is there a significant difference in the extent of challenges in COPC implementation when schools are considered?
4. What is the perceived effect of preparing the COPC requirements to the teachers' performance?
5. Is there a significant difference in the effect of COPC to teachers' performance when classified according to length of service, gender, educational qualification and institution?

Null Hypotheses

This study tested the following null hypothesis on the effect of COPC to teachers' performance.

1. There is no significant difference in the of challenges in COPC implementation requirements when schools are considered.
2. There is no significant difference in the effect of COPC on teachers' performance when classified according to length of service, gender, educational qualification and institution.

Theoretical and Conceptual Framework

This study is anchored on theories that explain institutional compliance, quality assurance, motivation, and performance in higher education. The Certificate of Program Compliance (COPC) serves as a formal mechanism that ensures program quality and accountability. Since teacher performance is shaped by both institutional systems and individual motivation, these theories collectively provide a multidimensional view of how COPC implementation influences faculty effectiveness in higher education institutions.

Organizational Compliance Theory (Parker & Nielsen, 2020) explains how institutions establish rules, standards, and policies to meet external regulations and internal objectives. Within higher education, COPC functions as a structured system that requires programs to meet academic and operational standards. The theory emphasizes that compliance mechanisms clarify expectations, reduce uncertainty in instructional duties, and promote accountability for outcomes. When teachers understand compliance requirements, they can align their teaching strategies with institutional goals. Adherence to these standards fosters consistency and reliability in instruction, ensuring that institutional quality objectives are met. Thus, this theory highlights the role of regulatory oversight and clear procedures in shaping faculty performance.

Total Quality Management (TQM) (Deming, 1986) builds upon the principle of continuous improvement, systematic evaluation, and stakeholder satisfaction. It provides a framework for understanding how quality assurance initiatives, such as COPC, enhance teaching performance through ongoing monitoring and feedback. COPC implementation mirrors TQM by encouraging internal audits, program evaluations, and performance reviews that guide teachers in improving their instructional practices. TQM underscores that quality improvement is not a one-time task but a continuous process requiring participation from all stakeholders, especially the faculty. By fostering a culture of accountability and reflective practice, TQM shows how compliance can directly contribute to professional growth and higher teaching standards.

Expectancy Theory (Vroom, 1964) explains that motivation arises when individuals see a clear link between effort, performance, and reward. In the context of COPC, teachers are more likely to engage in compliance-related tasks when they believe their efforts will lead to positive outcomes such as recognition, promotion, or institutional support. The theory identifies three key components: expectancy (belief in one's ability to perform), instrumentality (belief that performance will lead to outcomes), and valence (the value placed on those outcomes). When COPC implementation includes transparent evaluation systems and fair recognition, it strengthens these motivational links.

Social Cognitive Theory (Bandura, 1986) emphasizes the interaction between personal, behavioral, and environmental factors in shaping individual performance. Teacher behavior is influenced not only by personal skills and self-efficacy but also by institutional conditions such as policies, peer practices, and administrative support. COPC provides an environment that encourages effective teaching through clear guidelines, resources, and opportunities for professional development. Through observation, collaboration, and feedback, teachers can model and adopt best practices.

Together, these theories demonstrate that teacher performance is affected by institutional structures, continuous improvement processes, motivational factors, and environmental support. Organizational Compliance Theory explains how structured procedures guide performance, Total Quality Management focuses on improvement and accountability, Expectancy Theory emphasizes motivation, and Social Cognitive Theory highlights the role of the learning environment. Collectively, they show that the implementation of COPC has a multidimensional impact on faculty performance in higher education institutions.

Methodology

Research Design

The study employed a descriptive-causal research design to determine the effect of the implementation of the Certificate of Program Compliance (COPC) on teachers' performance in higher education institutions. The descriptive component of the study focused on identifying the extent of COPC implementation and the challenges encountered during compliance, while the causal component examined how COPC implementation affected teachers' performance when grouped according to length of service, gender, and educational qualification. Similar studies have used this design to determine the effect of specific educational practices on performance outcomes such as Masibay and Opeña (2024) examined how institutional policies influenced teachers' research performance, and Manipula (2023) used the same design to assess the effects of teachers' compliance and readiness on instructional outcomes. These studies supported the use of the descriptive-causal design in examining how program compliance influenced teacher performance.

Research Environment

The study was conducted in Jolo, Sulu Province, Philippines, at two higher education institutions: the College of Education of Mindanao State University-Sulu and the College of Teacher Education of Sulu State University. Sulu State University is located at Capitol Site, Bangkal, Patikul, Sulu, approximately two kilometers from the Jolo town proper, providing accessible academic and administrative facilities. Mindanao State University-Sulu is also situated at Capitol Site, Patikul, Sulu, near the provincial government offices, which facilitated coordination with institutional personnel. These locations were selected because they are the main centers for higher education in the area and actively implement the Certificate of Program Compliance (COPC) within their Colleges of Education. The geographic setting, proximity to administrative offices, and accessibility of these institutions made them ideal for gathering comprehensive data from individuals directly involved in COPC processes. The locale provided a practical, relevant, and well-defined context for investigating COPC compliance, the challenges encountered, and its effects on teachers' performance.

Respondents

The respondents included all members of the COPC team in the College of Education of MSU and the College of Teacher Education of SSU. These respondents comprised faculty members, program heads, coordinators, and administrators officially involved in the preparation, management, and monitoring of COPC requirements. A total of 35 respondents

participated in the study, with 18 from MSU and 17 from SSU. Including all COPC team members ensured comprehensive data that reflected the collective experiences of those responsible for implementing and maintaining COPC standards in their respective institutions.

Group	No. of Respondents	Percentage
MSU-Sulu	18	51.43%
SSU	17	48.57%
Total	35	100%

Table 1: Frequency and Percentage Distribution of Respondents

Sampling Procedure

The study employed a purposive sampling technique to select respondents who were directly involved in the implementation of the Certificate of Program Compliance (COPC) within higher education institutions. This method was appropriate because the study specifically focused on individuals with direct knowledge and experience in COPC processes. Sampling was limited to the Colleges of Education at Sulu State University (SSU) and Mindanao State University-Sulu (MSU), where COPC implementation was actively conducted.

Research Instrument

This study employed a researcher-made survey questionnaire as the primary instrument for data collection. The survey was designed to address the research problems by determining (1) the implementation of Certificate of Program Compliance (COPC) requirements in higher education institutions, (2) the challenges encountered in complying with these requirements, and (3) the perceived effect of COPC compliance on teachers' performance across different demographic groups. The questionnaire consisted of four parts: Part I collected respondents' demographic information, including gender, educational qualification, length of service, and institution; Part II evaluated the extent of COPC implementation; Part III identified the challenges faced during the process; and Part IV assessed teachers' perceptions of how COPC compliance affected their professional performance. To ensure clarity, reliability, and content validity, the instrument was reviewed and validated by experts in education and research. The data collected allowed for analysis of differences in challenges and performance effects across institutions and demographic categories.

Data Gathering

The data were collected through the survey questionnaire, which was distributed to all members of the COPC team in the College of Teacher Education of Sulu State University and Mindanao State University-Sulu. Prior to administration, a formal letter of request was sent to the Dean of the College for each institution, seeking permission to conduct the study and distribute the research instruments to the identified respondents. Upon receiving approval, the researcher personally coordinated with the Dean or a designated representative to schedule the distribution and retrieval of the questionnaires at a convenient time for the respondents. The purpose of the study was explained, and clear instructions were provided to ensure that all items were properly understood and answered. Respondents were given sufficient time to complete the questionnaire, and their responses were treated with strict confidentiality. The accomplished questionnaires were then collected personally by the researcher to maintain data integrity. The gathered data were subsequently tallied, organized, and subjected to statistical treatment to analyze the extent of COPC implementation, the challenges encountered, and their effect on teachers' performance. This approach allowed for analysis of differences across institutions and demographic categories, providing a comprehensive understanding of COPC compliance and its impact on professional practice.

Statistical Treatment

The data gathered in this study were analyzed using statistical tools appropriate for each statement of the problem. For the first statement, frequency and percentage were used to describe the respondents' demographic profile and determine whether the Certificate of Program Compliance (COPC) requirements were complied with in the higher education institutions in Sulu. For the second statement, the weighted mean and ranking were employed to identify and prioritize the challenges encountered during COPC implementation. For the third statement, the t-test was conducted to determine whether significant differences existed in the challenges encountered across schools. For the fourth statement, the weighted mean was used to assess the perceived effect of preparing COPC requirements on teachers' performance. Finally, for the fifth statement, the weighted mean, t-test, chi-square test, and ANOVA were applied to examine whether significant differences occurred in the effect of COPC on teachers' performance when classified according to length of service, gender, educational qualification and institution.

Results and Discussion

Problem 1: Implementation of COPC Requirements

This section provides a comprehensive analysis of how COPC requirements have been implemented in the Colleges of Education at Mindanao State University (MSU) and Sulu State University (SSU). Implementation is evaluated based on faculty responses to ten key indicators that represent both procedural and operational aspects of COPC compliance.

This identifies which areas of COPC are fully complied with and which areas demonstrate variability. This analysis provides insight into how the institutions implement COPC in practice and highlights specific areas where implementation is robust versus areas that may require further attention to achieve comprehensive compliance.

Indicators	Complied/Not complied	F	%	
Alignment of curriculum with CHED policies and standards.	COMPLIED	35		
	NOT COMPLIED	0		
	TOTAL	35	100	100% Complied
Availability of qualified faculty with required credentials	COMPLIED	35		
	NOT COMPLIED	0	100	100% Complied
	TOTAL	35		
Adequacy of classrooms, laboratories, and learning facilities.	COMPLIED	26		
	NOT COMPLIED	9	74.3	74.3% Complied
	TOTAL	35		
Provision of updated instructional materials and resources	COMPLIED	32		
	NOT COMPLIED	3	91.4	91.4% Complied
	TOTAL	35		
Conduct of research and extension services by faculty.	COMPLIED	30		
	NOT COMPLIED	5	85.7	85.7% Complied
	TOTAL	35		
Availability of student support services (guidance, library, ICT)	COMPLIED	34		
	NOT COMPLIED	1	97.1	97.1% Complied
	TOTAL	35		
Regular faculty development and training programs regarding the curriculum.	COMPLIED	31		
	NOT COMPLIED	4	88.6	88.6% Complied
	TOTAL	35		
Compliance with monitoring, reporting, and evaluation requirements.	COMPLIED	31		
	NOT COMPLIED	4	88.6	88.6% Complied
	TOTAL	35		
Institutional support for accreditation and quality assurance.	COMPLIED	33		
	NOT COMPLIED	2	94.3	94.3% Complied
	TOTAL	35		
Participation of stakeholders in program evaluation and improvement of quality instructions.	COMPLIED	29		
	NOT COMPLIED	6	82.9	82.9% Complied
	TOTAL	35		

Table 2. Frequency and Percentage Distribution of COPC Implementation

The results in Table 2 show that respondents perceived full compliance in curriculum alignment with CHED policies and availability of qualified faculty, both at 100%, indicating strong adherence to academic standards and regulatory requirements.

High perceived compliance is also reported in student support services (97.1%), institutional support for accreditation and quality assurance (94.3%), provision of updated instructional materials (91.4%), faculty development programs (88.6%), monitoring, reporting, and evaluation (88.6%), and faculty research and extension activities (85.7%). This suggests that respondents generally view these areas as effectively implemented, reflecting active faculty engagement, institutional support, and accessible student services. Lower perceived compliance is noted for adequacy of classrooms, laboratories, and learning facilities (74.3%) and participation of stakeholders in program evaluation (82.9%), indicating that some respondents feel physical resources and stakeholder involvement are insufficient to fully support program quality.

The data indicate that respondents see procedural and human resource standards as largely met, while operational aspects- such as facilities and stakeholder engagement-require attention. Addressing these areas may improve perceptions of compliance and strengthen overall COPC implementation, supporting better teaching, learning, and program outcomes. This finding is supported by Agapito (2025), who emphasized that COPC implementation becomes effective when it is aligned with institutional strategic planning, leadership support, and continuous monitoring. This supports the present result because the high compliance levels suggest that the institutions have established systems and administrative mechanisms that help them meet COPC requirements.

Problem 2: Challenges Encountered in the Implementation of COPC

This section presents the analysis of the difficulties faced by the institution in fulfilling the regulatory mandates for COPC. By evaluating factors ranging from physical infrastructure to academic alignment, this data pinpoints the specific areas where the institution experiences the most significant pressure during the implementation process.

Indicators	Mean	Remarks
Limited Resources.	2.20	Moderately Challenge
Lack of laboratory equipment and apparatus.	2.11	Moderately Challenge
Student Support System	1.74	Moderately Challenge
Lack of faculty with Master's and Doctoral degree.	1.74	Moderately Challenge
Aligning academic programs	1.54	Moderately Challenge
Grand Mean	1.87	

Table 3. Challenges in the COPC Implementation Requirements

Table 3 indicated that the highest challenges were limited resources and lack of laboratory equipment, indicating operational constraints that hinder the ability to achieve the COPC standards. These challenges may limit practical learning experiences, access to updated teaching materials, and engagement in applied research activities. Lower scores in student support systems, faculty qualifications, and program alignment suggest that these areas are adequately supported and do not significantly hinder implementation.

The grand mean of 1.87 indicates that, overall, challenges are moderate, though they vary among faculty depending on departmental support or resource availability. This finding is consistent with Mendoza (2018), who identified insufficient budget for infrastructure, lack of faculty awareness, and delayed feedback from CHED regional offices as major barriers in COPC implementation. This supports the present result because limited resources and laboratory-related concerns emerged as the most notable challenges among the respondents.

Problem 3: Challenges in COPC Implementation Between Institutions

This section examines the differences in how COPC implementation challenges are perceived between MSU and SSU. The analysis identifies whether institutional context influences the extent of perceived challenges, highlighting areas where differences are significant and where perceptions are similar.

Institution	Mean	F	t	p-value	Remarks
MSU	2.24	6.149	2.93	.006	There is a significant difference
SSU	1.59				

Table 4. Comparison of Challenges Encountered in COPC Implementation Requirements Between MSU and SSU

The results indicate that there is a significant difference in the challenges encountered during COPC implementation between MSU and SSU faculty. The p-value (.006) is less than the alpha level of .05, showing that the perceived challenges are not the same across the two institutions. Specifically, faculty at MSU reported higher challenges compared to those at SSU. This suggests that institutional factors such as resource availability, infrastructure, and administrative support affect how faculty experience the implementation of COPC. Because the difference is significant, the null hypothesis, which assumes there is no difference between institutions, is rejected. This finding is supported by Dizon and Mercado (2024), who found that institutional governance structures and differences in the interpretation and implementation of COPC standards influence the compliance experiences of higher education institutions. This supports the present finding because

the significant difference between MSU and SSU may be explained by institutional differences in resources, administrative support, and quality assurance systems.

Problem 4: Effect of COPC on Teachers' Performance

This section examines faculty perceptions of how COPC influences their professional practices, teaching alignment, and collaboration. The analysis identifies which aspects of teaching are most positively affected and provides insight into how COPC contributes to consistent and standardized instructional practices across the institutions.

Indicators	Mean	Std. Deviation	Remarks
Consistently follow monitoring, reporting, and evaluation procedures	3.80	.405	Highly Agree
Plan and deliver lessons in accordance with institutional and program standards.	3.77	.4260	Highly Agree
Align my teaching and assessment practices with COPC standards.	3.74	.4434	Highly Agree
Utilize available instructional materials and facilities more effectively.	3.74	.4478	Highly Agree
Provided opportunities for professional advancement.	3.71	.4583	Highly Agree
Participate more actively in faculty development and training programs.	3.71	.5725	Highly Agree
Increased my motivation to improve as a teacher.	3.69	.4710	Highly Agree
Strengthen collaboration and sharing of best practices among colleagues.	3.69	.5827	Highly Agree
Achieve student learning outcomes as outlined in the COPC requirements.	3.69	.4710	Highly Agree
Improve the quality of my teaching through research and extension activities.	3.63	.4902	Highly Agree
Grand Mean	3.72		Highly Agree

Table 5. Teachers' Perceptions on the Effect of COPC Implementation on their Performance

The results in Table 5 show that teachers perceive COPC implementation as positively affecting their overall performance. The highest mean score of 3.80 was reported for "Consistently follow monitoring, reporting, and evaluation procedures," indicating strong agreement that COPC reinforces accountability. Other key indicators, including planning and delivering lessons according to standards (3.77) and aligning teaching and assessment with COPC requirements (3.74), also received high ratings, reflecting consistent professional practices. Other aspects such as utilizing instructional materials, participating in faculty development, professional advancement, collaboration, and engagement in research and extension activities scored between 3.63 and 3.74. The grand mean of 3.72 confirms that, overall, teachers highly agreed that COPC positively impacts their professional performance, providing a structured framework that supports accountability, growth, and effective teaching practices. This finding is supported by Javier (2024), who found that institutional quality assurance mechanisms, including COPC compliance, affect teacher performance when they are translated into professional development, mentoring, and capacity-building activities. This supports the present result because teachers perceived COPC as helpful in improving accountability, instructional alignment, professional development, and overall teaching performance.

	Length of Service	Mean	f-value	p-value	Decision	Remarks
Difference in the Effect of COPC to Teachers' Performance	1-5 Years	3.75				
	6-10 Years	3.83				
	Beyond 10 Years	3.51				
	Total	3.72	1.523	.233	Accept	No Significant Difference

Table 5.1. ANOVA Results for the Effect of COPC on Teachers' Performance by Length of Service

The ANOVA results show that the p-value (.233) is greater than the 0.05 threshold, indicating that there is no significant difference in the perceived effect of COPC on teachers' performance across different lengths of service. Teachers with 1–5 years, 6–10 years, and beyond 10 years of experience all reported similar perceptions of COPC's impact. This may explain that COPC implementation affects teachers' professional performance consistently, regardless of their teaching tenure.

Gender	N	Mean	f	t-value	p-value	Decision	Remarks
Male	12	3.57					
Female	23	3.79	16.87	-1.54	1.13	Accept	No Significant Difference

Table 5.2. T-Test Results for the Effect of COPC on Teachers' Performance by Gender

The t-test results indicate that the p-value (1.13) is greater than 0.05, showing that there is no significant difference in teachers' perceptions of COPC's effect based on gender. Male and female teachers reported similar levels of agreement regarding how COPC influences their overall performance. This suggests that COPC's impact on professional performance is consistent across genders.

		Mean	f-value	p-value	Decision	Remarks
Between Educational Qualifications	Bachelor's Degree	3.80				
	Master's Degree	3.85				
	Doctorate Degree	3.52	2.86	.072	Accept	No Significant Difference
Total		3.72				

Table 5.3. ANOVA Results for the Effect of COPC on Teachers' Performance by Educational Qualification

The ANOVA results indicated that the p-value (.072) was greater than the 0.05 threshold, showing that there was no significant difference in teachers' perceptions of the effect of COPC on their performance across different educational qualifications. Teachers holding a Bachelor's, Master's, or Doctorate degree all reported similar perceptions regarding the impact of COPC implementation.

The findings suggests that COPC has a consistent effect on teachers' professional performance, regardless of their highest academic qualification.

Institution	N	Mean	F	t-value	P-Value	Decision	Remarks
MSU	18	3.62					
SSU	17	3.83	.504	1.578	1.124	Accept	No Significant Difference

Table 5.4 Independent Samples Test for the Effect of COPC on Teachers' Performance by Institution

The p-value (1.124) exceeds 0.05, indicating that there is no significant difference in teachers' perceptions of COPC's effect on performance between MSU and SSU. Teachers from both institutions reported similar levels of agreement on the impact of COPC implementation on their overall professional performance. This suggests that, despite possible differences in institutional resources or infrastructure, COPC has a consistent and standardized effect on teachers' performance across institutions.

Conclusion and Recommendations

Conclusion

In conclusion, the implementation of the Certificate of Program Compliance (COPC) in the Colleges of Education at MSU and SSU has been largely successful in enhancing teacher performance, professional accountability, and instructional quality.

Compliance is strong in areas such as curriculum alignment, faculty qualifications, provision of instructional materials, and engagement in research and extension activities, reflecting institutional commitment to educational standards. Operational challenges, particularly classroom and laboratory adequacy and limited resources at MSU, remain areas for improvement. Despite these challenges, teachers perceive COPC as beneficial to their professional growth, supporting lesson planning, alignment of teaching and assessment practices, collaboration, and participation in professional development activities. The positive impact across all demographic groups demonstrates COPC's effectiveness as a standardized and equitable framework. Sustaining high-performing practices, organizing structured seminars for COPC focal persons, mentoring, continuous professional development, and benchmarking with high-level COPC institutions are crucial to maintaining quality, addressing operational gaps, and reinforcing institutional accountability. Overall, COPC serves not only as a regulatory compliance tool but also as a developmental framework that promotes long-term instructional excellence and professional growth.

Recommendations

Based on the findings and conclusion, the study recommends the following ten actions:

1. Institutions may allocate additional funding to improve laboratories, instructional materials, and operational facilities to support practical learning and ensure full COPC compliance. Existing high-performing resources may be maintained and periodically upgraded.
2. A crucial seminar for COPC focal persons may be organized regularly to ensure they are fully aware of COPC requirements, procedures, monitoring strategies, and documentation processes. Previously effective training programs may be continued and updated.
3. Schools may actively involve students, parents, and community members in program evaluation and quality improvement initiatives. Established engagement practices may be sustained to ensure consistent feedback and collaboration.
4. Faculty members may participate in continuous training programs aligned with COPC standards. Existing professional development initiatives that positively impact teaching performance may be evaluated and maintained.
5. Schools may conduct benchmarking visits or virtual consultations with institutions that have achieved COPC Level 2 or 3 to learn best practices in documentation, resource management, faculty training, and stakeholder engagement. Existing local practices may be sustained and refined using lessons from these high-performing institutions.
6. Administrators may establish mentoring programs pairing experienced faculty or staff with less experienced COPC team members to enhance compliance, knowledge sharing, and procedural consistency. Existing mentoring programs may be continued.
7. Institutions may prioritize upgrades in classrooms, laboratories, and instructional resources. Facilities already performing well may be maintained and periodically enhanced.
8. Schools may adopt continuous internal monitoring and feedback mechanisms to ensure COPC compliance is maintained and translated into improved teaching outcomes. Existing effective audit procedures may be continued.
9. Institutions may provide additional administrative and technical support to COPC teams, including assistance for documentation, scheduling, and coordination. Current support structures that reduce faculty workload may be sustained.

CHED may provide guidance, technical assistance, and additional resources to institutions with limited capacity. Flexible, technology-supported monitoring may enhance compliance efficiency. Existing CHED support mechanisms may be maintained and expanded to ensure sustained educational quality.

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Competing Interests Statement

The author declares no conflict of interest

Data Availability Statement

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Appendices

No appendices are attached to this study.