Challenges confronting Educators in Accrediting the programs of Bachelor of Special Needs Education, Bachelor of Elementary Education, and Bachelor of Secondary Education: Engendering the Organizational Analysis Framework

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Abstract: The current investigation is part of a larger research project. This specific portion of the study reports the challenges experienced by teachers involved in the accreditation processes specifically in three programs – the Bachelor of Special Needs Education (BSNEd), Bachelor of Elementary Education (BEEd), and Bachelor of Secondary Education (BSEd). Instrumentation and data analysis were anchored on Boleman and Deal's (2008) Organizational Analysis Framework. The investigation revealed interesting results.

Keywords: Challenges, Organizational Analysis Framework, Special Needs Education, Education

Introduction

Over the years, one of the most significant agenda of Higher Education Institutions (HEIs) is the pursuit of providing quality higher education. This is in adherence to the provision stipulated in Section 2 of the Republic Act 7722, otherwise known as the Higher Education Act of 1994 which states that "the state shall protect, foster and promote the right of all citizens to affordable quality education at all levels." Thus, this mandate serves as a guide to Higher Education Institutions as they address the quest for excellence in the delivery of higher education in the country.

Providing quality higher education is indeed essential for many reasons. The kind of graduates produced by HEIs determines the availability of competent human resources that is vital to the progress of a nation. As the Philippines opens its borders to the ASEAN community, there is also now high demand for universities to provide the type of education that addresses not only the needs of students in the local levels but rather the needs of students in international level. Another important aspect to consider why quality higher education should be the goal of every higher institution is to be able to meet the demand of globalization. With this taking place, the competition for graduates to be able to land a good job in the market is no longer just within their community or country but as well as graduates from other countries (Pavel, 2012).

However, the quest of ensuring the quality of higher education isindeed a challenge for the Philippine higher education system. Hence, standards for monitoring and evaluation are therefore in place. Efforts at creating these standards gave birth to the evolution of accreditation in the Philippines, a system adopted by HEIs to achieve high-quality education on a voluntary basis.

Accreditation is operationally defined by Accrediting Agency of Chartered Colleges and Universities of the Philippines, Inc. (AACCUP) (Corpus & Ngohayon, 2012, p. 74) "as a process by which an institution at the tertiary level evaluates its educational activities, in whole or in part, and seeks an independent judgment to confirm that it substantially achieves its objectives and is generally equal in quality to comparable institutions". In the accreditation of the programs, the focus is on the implementation of the programs being accredited and its alignment to the curriculum.

The teacher education program is one of the programs of Higher Education Institutions (HEIs) that has a substantial number of enrollees. Hence, most if not all the HEIs teacher education programs in the Philippines are accredited. In Region IX alone, most of the teacher education programs of the State Universities and Colleges in the region are accredited at different levels.

Accredited programs can bring many benefits to the institution. Aside from the prestige, it can be a basis for an institution in producing quality graduates since accredited programs, being able to pass the rigor of the accreditation process, are believed to have achieved the quality standards set. Such recognition is very important to stakeholders like parents. Through this, they will be informed as to what academic program that parents can send their children to acquire quality education. According to AACCUP, administrative decision-making can also be based on the status of accreditation of the program. One example is that of the teacher education program. Graduates applying for a position in the Department of Education (DepEd) who earned their degrees in an accredited teacher education program are granted credit points. Accreditation is also used as the basis for granting Center of Excellence (COE) and Center of Development (COD) to a program which in turn provides benefits in terms of funding, student scholarships, and Faculty Development Program.

Accreditation of the Teacher Education program is undeniably essential in producing competent human resources in the teaching force of the nation. According to Ancheta (2012), producing workers that are educated, well-trained, and highly motivated is essential in societal development – a role that has been assumed by Teacher Education Institutions (TEIs) every time they undergo the process of accreditation. Improving the standards in teacher education, enhancing the quality of teachers and school leaders, strengthening the profession through clear guidelines in the entry to the teaching profession, progression and career development are also possible with a well-established accreditation process (Ingvarson et al., 2005).

Accreditation of the Teacher Education program is given importance by Higher Education Institutions. However, undergoing the accreditation process is no easy task. There are standards of quality set by the AACCUP for the ten (10) criteria that are used in program assessment. These standards are found in the instruments used by the accreditors as their working guide in accrediting different programs. To be able to pass these standards of quality entails time, resources, administrative support, hard work, and determination.

According to Castro (2013) and Staub (2019), accreditation is a very tedious process. During the accreditation process not only those people in the program being accredited are involved but the entire institution as well. Preparations of the documents by the different facets of university operation are arduous. A Series of meetings must be conducted to identify and discuss the strength and weaknesses, opportunities, and threats of the program to be accredited. Everyone, the administrators, faculty, staff, and student, is involved. Involvement alone may not be enough. They need to understand the standard of the quality set. They need to know how these accreditation standards of quality are met. Most importantly they need to understand their roles in meeting and sustaining these standards.

However, after the program has been accredited and successfully attained the level it applied for, it is observed that sustaining the standards the programs have attained seems to be difficult (Staub, 2019). The energy seen from those who are involved during the preparation and actual accreditation process seems to dwindle. Documents could hardly be updated. This is perhaps due to documentation, which the faculty considers being a very laborious task and could hardly be done (Castro, 2013). The quality of instruction exhibited during the accreditation process may not show the real picture of how teaching is done on a day-to-day basis. In a study conducted by Staub

(2019), some administrators and teachers viewed accreditation as mere compliance. Some are even doubtful of the essence of accreditation because to them this is just an addition to the many tasks that they are already engaged with as classroom teachers. Hence, when the next phase of accreditation is due, people who are involved are again cramming to beat the deadline to meet the accreditation standards. In other words, the sustainability of the accreditation standards attained by the program remains to be a problem. Consequently, the quality of higher education provided by such an accredited program is also questioned.

After cross-examining several faculty members from private, public, small, large, secular, and sectarian universities, Erickson and Wentworth (2010) found that results were the same across educational programs. The accreditation procedure caused irritation and even worry in each institution. The same respondents, however, said that recognized programs have a beneficial influence in their institutions and that the accreditation process assisted in making their curricular programs more successful.

Submitting the teacher education programs to the accreditation process has its benefits and drawbacks. There is no doubt about the importance of accreditation, since accreditation, according to Conchada and Tiongco (2015), is one method that HEIs can utilize to keep themselves aligned with the standards - criteria that govern the quality of education given by the institutions. However, for many institutions and programs in such situations, deciding to go through the accreditation process, as well as reaching and maintaining the defined criteria, means venturing into unknown territory, causing doubt, hesitation, and resistance as people and programs go through this potentially rigorous procedure (Staub, 2019).

With all this information, the researcher is interested to determine the accreditation status of teacher education programs of State Universities and Colleges in the region. Also, there seems to be limited research conducted on the challenges experienced by those people involved in the process of accreditation as well as the approaches utilized by SUCs in sustaining the standards achieved through accreditation. The lack of accreditation research may be explained by the fact that certification impacts many different types of institutions in several ways. Therefore, it is in this context that this study is deemed necessary to be undertaken.

Research Questions

1. What are the challenges confronted by the respondents in accrediting Education programs (BSNEd, BEEd, and BSEd) with respect the Structural Frame?
2. What are the challenges confronted by the respondents in accrediting Education programs (BSNEd, BEEd, and BSEd) with respect the Human Resource Frame?
3. What are the challenges confronted by the respondents in accrediting Education programs (BSNEd, BEEd, and BSEd) with respect the Political Frame?
4. What are the challenges confronted by the respondents in accrediting Education programs (BSNEd, BEEd, and BSEd) with respect the Symbolic Frame?

Research Design

This study employed a descriptive research design with the quantitative-qualitative approach. A descriptive study is the type of research concerned with describing existing conditions and relations, clear effects, opinions held, and developing trends (Alieto, 2018; Best&James, 1993; Perez & Alieto, 2018; Torres & Alieto, 2019). This design involves describing, recording, analyzing, and interpreting the condition that exists (Sevilla et al., 1984). It also involves some types of comparison

and contrast. Quantitative research highlights data collection and analysis in the form of numbers (Clark & Creswell, 2010). It targets higher precision, reliability, and it is replicable. However, one of its weaknesses is that it does not reflect human experience, as people are different in constructing their meanings and describing their experiences (Clark & Creswell, 2010). Hence, a qualitative approach was also employed in this study in the form of an interview. Qualitative data show the features, attributes, and characteristics of a phenomenon that can be interpreted thematically. It can "paint a picture" of a phenomenon that might be hidden with a more dispassionate quantitative review. It is a systematic subjective approach used to describe life experiences and give them meaning. This aimed to gain insight, and explore the depth, richness, and complexity inherent in the phenomenon. The qualitative data that were collected are also aimed to support and corroborate the findings of the quantitative data.This method was the most appropriate technique to employ in describing the information that was gathered with the use of a survey questionnaire and interview guide.

Respondents of the study

The respondents of the study were the SUCs Chair of Accreditation/Quality Assurance Director, Teacher Education Institution (TEI) Deans, and faculty of the teacher education programs.A total enumeration was employed in selecting the sample to answer the survey questionnaire since the population in each SUCs' Teacher Education Institution is not that large.For the interview, all Accreditation Chair/Quality Assurance Director and TEI Deans were interviewed. However, only 10 % of the population from the faculty members in each TEIs were interviewed using simple random sampling. This sampling technique was chosen to obtain a true representation of the population. According to Patton (2015), a commonly stated principle for determining sample size in a qualitative study is that N should be sufficiently large and varied to elucidate the aims of the study. Hence in this study, only 10% of the faculty respondents from each SUCs were interviewed as this sample was large enough to obtain the needed qualitative data that helped answer the research questions and support the findings of the quantitative data.

Results

Confronted Challenges with respect the Structural Frame

Table 1.0
Encountered challenges with respect the Structural Frame

No.	Statements	Mean	Description
1	The person in charge of the accreditation process in the department is not properly identified.	1.72	Not at All Serious
2	The faculty do not fully understand their roles in the accreditation assigned to them.	1.88	Less Serious
3	The roles of the faculty and personnel in the accreditation team are not properly defined.	1.83	Less Serious
4	The faculty are not properly oriented on their roles and responsibilities in the accreditation process.	1.89	Less Serious
5	The communication system for the accreditation process is not properly established.	1.92	Less Serious
6	There is lack of administrative support from the institution in terms of accreditation.	1.75	Not at All Serious
	Average Weighted Mean	1.83	Less Serious

As gleaned in Table 6, the item with the highest weighted mean of "1.92" which described as "less serious" was "*The communication system for the accreditation process is not properly established*". This was followed by "*The faculty are not properly oriented on their roles and responsibilities in the accreditation process*" (1.89), then by "*The faculty do not fully understand their roles in the area of accreditation assigned to them*" (1.88), and "*The roles of the faculty and personnel in the accreditation team are not properly defined*" with a weighted mean of "1.83" described as "Less Serious".

This means that the communication system for the accreditation process were established properly, roles and responsibilities of the faculty in the accreditation process were properly oriented and the roles and responsibilities of the faculty and personnel in the accreditation team were properly defined since the respondents agreed that these challenges were less seriously encountered.

On the other hand, the lowest weighted mean was reflected in statements, "*The person in charge of the accreditation process in the department is not properly identified*" (1.72) and "*There is lack of administrative support from the institution in terms of accreditation*" (1.75) both described as "Not at all Serious". This means that the respondents believed that there are no problems with the person in charge and administrative support from the institutions with regards to the conduct of the accreditation process.

The average weighted mean for the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education program on structural frame was "1.83" described "less serious". This implies that the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education on structural frame was less seriously encountered. These corroborate Bolman and Deal (Staub, 2009), views of the structural frame wherein the organizations through goals, roles, and formal relationships, designed to maximize effectiveness and efficiency, while minimizing the influence of personal preferences over the good of the organization (Staub, 2009).

Confronted challenges with respect the Human Resource Frame

Table 2.0
Challenges encountered with respect the Human Resource Frame

No.	Statements	Mean	Description
1	There is lack of cooperation of some faculty members and personnel in providing needed documents.	2.16	Less Serious
2	There is insufficient manpower in the preparation of documents.	2.31	Less Serious
3	The faculty do not have common free time to meet for follow-ups of needed credentials.	2.27	Less Serious
4	The faculty do not work as team.	1.79	Less Serious
5	The contribution of the faculty and the personnel in the accreditation are not duly recognized.	1.98	Less Serious
	Average Weighted Mean	2.10	Less Serious

For the Human Resource Frame**,** the statement which obtained the highest weighted mean (2.31) described as 'less serious' was "*There is insufficient manpower in the preparation of documents*". This was followed by "*The faculty do not have common free-time to meet for follow-ups of needed*

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credentials" (2.27), "*There is lack of cooperation of some faculty members and personnel in providing needed documents*" (2.16), "*The contribution of the faculty and the personnel in the accreditation are not duly recognized*" (1.98) and "*The faculty do not work as team*" (1.79) with all four statements also described as "less serious".

This means that there is sufficient manpower in the document preparation with respect to the accreditation program, faculty have free time to meet needed credentials for the accreditation process, cooperation of some faculty was evident in providing documents, faculty and personnel in the accreditation were duly recognized and teamwork was being shown when it comes to accreditation process. The average weighted mean for the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education program on human resource frame was "2.10" described "less serious".

This implies that the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education programs on human resource frame was less seriously encountered. These agree with Bolman and Deal human resource frame which underlines the essential role the administration plays in how employees perceive their value within the workplace (Fleming-May & Douglass, 2014; Staub, 2009).

Confronted challenges with respect the Political Frame

Table 3.0
Challenges encountered with respect the Political Frame

No.	Statements	Mean	Description
1	All out support from top administrative officials is not so evident in the institution.	1.97	Less Serious
2	There is lack of financial support for accreditation from the institution resources	1.99	Less Serious
3	It is not so easy to request some documents from other colleges especially on the area of curriculum and instruction	2.02	Less Serious
4	It is difficult to secure needed documents for accreditation from other departments/units of the institution.	2.03	Less Serious
5	There are problems on the continuity and sustainability of the extension program especially with a change of political leaders in the community.	2.09	Less Serious
6	There is scarcity of resources such as library and laboratory facilities and supplies.	2.12	Less Serious
	Average Weighted Mean	2.04	Less Serious

For the Political Frame, the statement which obtained the highest weighted mean of 2.12 which described as "less serious" was "*There is scarcity of resources such as library and laboratory facilities and supplies*". This was followed by "*There are problems on the continuity and sustainability of the extension program especially with a change of political leaders in the community*" (2.09), "*It is difficult to secure needed documents for accreditation from other departments/units of the institution*" (2.03), "*It is not so easy to request some documents from other colleges especially on the area of curriculum and instruction*" (2.02), "*There is lack of financial*

support for accreditation from the institution resources" (1.99) and "*All out support from top administrative officials is not so evident in the institution*" (1.97) with all four statements described as "less serious".

This means that there is sufficient library and laboratory facilities and supplies, extension programs continue even there is a change of political leaders in the community, documents for accreditation needed from the other departments/ units in the institution were easy to secure, it is also easy to request of documents from other colleges, financial support for accreditation is sufficient and support from top administrative officials was evident in the institution.

The average weighted mean for the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education program on political frame was "2.04" described "less serious". This implies that the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education on political frame was less seriously encountered. In the political frame perspective, the organization is viewed as competitive arena where conflict is an everyday fact of life defined by the tension between those with need who are vying for limited resources and those allocating the resources (Staub, 2009). In this case, a balance between achieving the vision of the teacher education programs of being accredited while also satisfying the need of the individuals and groups involved in the accreditation process was attained since lessproblems and issues were encountered during the process.

Confronted challenges with respect the Symbolic Frame

Table 4.0
Challenges encountered with respect the Symbolic Frame

No.	Statements	Mean	Description
1	Some of the faculty perceive accreditation as tiring and sometimes very demanding of one's time and effort.	2.46	Less Serious
2	The institution vision, mission, goals, and objectives are not well internalized by the students, faculty, and stakeholders.	2.08	Less Serious
3	The faculty views the accreditation process as a mere compliance.	2.21	Less Serious
4	The faculty put up emphasis on the facelifting and sprucing up of the college only during the accreditation visit.	2.19	Less Serious
5	The faculty do not believe in the accreditation process as a quality assurance mechanism and are in doubt of its outcomes on the overall educational systems	2.01	Less Serious
6	The culture of accreditation is not well accepted and understood by the people involved in the process.	1.97	Less Serious
7	The faculty do not view accreditation as a status symbol of the institution's standard of quality.	1.98	Less Serious
	Average Weighted Mean	2.13	Less Serious

For the Symbolic Frame, the statement which obtained the highest weighted of "2.46" which described as "less serious" was "*Some of the faculty perceive accreditation as tiring and sometimes very demanding of one's time and effort*". This was followed by "*The faculty views the accreditation process as a mere compliance*" (2.21), "*The faculty put up emphasis on the face-*

lifting and sprucing up of the college only during the accreditation visit." (2.19), _"The institution vision, mission, goals and objectives are not well internalized by the students, faculty and stakeholders"_ (2.08), _"The faculty do not believe in the accreditation process as a quality assurance mechanism and are in doubt of its outcomes on the overall educational systems"_ (2.01), _"The faculty do not view accreditation as a status symbol of the institution's standard of quality_ (1.98) and _"The culture of accreditation is not well accepted and understood by the people involved in the process"_ (1.97) all six statements described as "less serious".

This means that accreditation is not that tiring and demanding of one's time and effort, the accreditation process is not for compliance only, sprucing once college was not done only during accreditation visit, the VMGO of the college was well internalized by students, faculty and stakeholders, the faculty believed that accreditation process as assured mechanism and gives better view on the status symbol of the institution standard of quality, and accreditation culture was well accepted and understood by the people involved in the process.

The average weighted mean for the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education programs on symbolic frame was "2.13" described as "less serious". This implies that the challenges confronted the SUCs in Region IX with respect to the accreditation of teacher education programs on symbolic frame was less seriously encountered. According to Staub (2009) the symbolic frame is best characterized as the culture of the organization. Since less problems and issues were encountered in the accreditation process relative to this framework, it can be said that the accreditation process is already embedded in the culture of the accredited teacher education programs of SUCs in Region IX.

Discussion

It can be said that as that the problems and issues encountered by the teacher education programs of SUCs in Region IX when undergoing accreditation process specifically along the structural, human resource, political and symbolic frames were _'Less Serious'_. This means that the accreditation process is viewed positively by majority of the respondents of the study. Therefore, through the lens of Bolman and Deal's four frames of analytical framework, it can be said that all the accredited teacher education programs of SUCs in Region IX manifested readiness in all its accreditation process.

In the interview conducted, all the respondents said they are aware of their role in the accreditation process. This affirms Bolman and Deal's (2008) views on structural framework which emphasized that to maximize people's performance on the job they should be aware of their roles.

The same interview also revealed that some (13 out 23) respondents said they are confident in doing their role in the accreditation process. One respondent said _"I become confident because of our head. Our task force leader is willing to assist and help us"_. Another respondent said, _"I'm confident that I can do the tasks as I am also an accreditor$_{S5R1}$"_ In contrast, the rests said they could have used some orientation and training before giving them the tasks as part of the accreditation process. One respondent said _"When I started working for the accreditation of the College of Teacher Education nobody trained me. I would personally have to ask what I need to do$_{S1R4}$."_ Another respondent said _"We only had few weeks for preparation. And to be honest we were not really informed on how to do this and that."_

As to the challenges they experienced that are associated to their roles with regards to the accreditation process, two (2 out 23) respondents mentioned the word "tiring' when doing the accreditation process. One respondent said _"So the challenge was really very big. Since I was the_

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key player in the area for research...I cannot describe my role...it was just so tiring. I was documenting, I was collecting, I was printing...It was just so tiring. It was difficult to document the undocumented$_{S1R5}$." And another one revealed that *"Before the accreditation, during the preparation phase, challenge din pala maam nuh yung mga sleepless nights, nakakapagod talaga, yung nag stru-struggle yung heart and mind mo kasi may iba kapang task as a teacher you have to prepare modules for your students, you have check everything for your students, and then isipin mo si accreditation$_{S4R3}$"* (**trans**. the challenge also were the sleepless nights. It's just so tiring where your heart struggles with your mind because you still have other tasks as a teacher. You must prepare modules for your students. You need to check everything for your students then think also of the accreditation).

Two (2 out 23) mentioned it's a "trial and error" thing. One respondent said *"There were no trainings. There were no orientations. It's just like trial and error and learning by ourselves, and I think that it was quite a challenge"* Another respondent revealed *"Nobody teaches you what evidence to provide for that parameter. It was a trial and error...komo Kung bright ka, ikaw na kabalu unsa imong ibutang"* (**trans**. if you are bright, you'll figure out what to put as evidence.)
Two (2 out of 23) mentioned difficulty is assigning faculty. One respondent said *"Before the accreditation, one challenge is the availability of the faculty to do the accreditation work. Because they are also having teaching load."* Another also revealed *"Oo, tiene ali mga teacher in the middleman resign ya, kabar tiene ali serka ya accreditation ta abla le na nukere mas le. hindi man tu pwede abla uy ya pirma tu, so el challenges ali buska tu otro so kien pwede kunese aksepta so nuay kame maystra ken man accept si dale tu kunele abla time na kwanto diya yalang."* (**trans**. Yes, we have teachers who resign in the middle. Then there are those when the accreditation is getting nearer, will tell you that they don't like to do it anymore. So, the challenge is to look for a teacher to accept the task. But no teacher will accept because in a matter of days it will already be the accreditation.)

Three (3 out of 23) mentioned some offices are not cooperative in providing documents and all the rests (14 out or 23) mentioned that compiling of documents is challenging. One respondent mentioned *"Because we have problems on documents that we cannot find. Kasi may mga offices minsan are not cooperative."* (There are offices which are sometimes not cooperative.) Another respondent revealed *"In the gathering of the documents the challenge is how to deal with the different offices."*

When asked what most challenging part of the accreditation is, a great number (22 out of 23) of the respondents said that indeed gathering of documents was very challenging especially during the preparation stage of the accreditation process. One respondent narrated *"kay kanang naa dyud ubang documents kana dyud bitaw kinahanglan sa accreditation na lisud pangitaon. Pero usahay man gud maam diba maghatag man jud nag recommendation then and uban man gud gam-on ra and recommendation kung tig accreditation lang pud, so diha ra pud mi mag lisud."* (**trans**. There are documents that are really needed but very difficult to look for. And sometimes recommendations are given only when accreditation is near. That makes the work difficult). Another respondent revealed *"The difficulty and the challenges encountered mostly is on the retrieval and request or sometimes it will take time for you to be able to secure the necessary documents. And sometimes they are hesitant to provide the documents so that becomes a challenge in preparation and compiling of the documents."*

Moreover, most of the respondents (22 out 23) said that accreditation has somehow brought positive aspects to their institutions such as it has improved their system and raised the quality of education standard provided by the teacher education programs. One respondent said *"Yes, I think it improve the quality of education we provided to the students because of the parameters that we have. And so*

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far, based on my observation and based on the recommendation of the accreditors, I think we have satisfied those parameterS1R4." Another respondent narrated "*It helps a lot. We aim for excellence. We aim for quality education. And with AACUP accreditation team coming over to see us and to evaluate us, we were able to see our success and make improvement in our weaknesses. So, accreditation really is a big help to the improvement of our institution.*"

Furthermore, there were a few of them (6 out of 23) revealed that while the accreditation process is tiring, stressful and caused sleepless nights, it is at the same time fulfilling. One respondent narrated "*accreditation brings mixed emotion because you really must exhaust all your brain to locate the file, exhaust all your time, you feel exhausted. And yet there is fulfillment because you were able to give back and you know you were able to share to the college to achieve the level you aimed$_{S1R5}$.*" Another respondent said "*When the accreditation is near like one week before the accreditation, we have sleepless nights already. That's accreditation. But after that, especially when you get the higher level, it's really fulfilling. It's worth all the effort.*

Rosa et al. (2019) revealed that on the analysis of 1484 academics' answers to a questionnaire distributed in 16 higher education institutions, the analysis revealed a moderately positive attitude of academics towards accreditation, reflected in an only moderate knowledge of the process as well as in a mild agreement with its characteristics and implementation features. This suggests that there is room for improvement to bring this quality assurance mechanism closer to academics' expectations and needs and therefore to improve accreditation's effectiveness. In a study conducted by Khojah and Shousha (2020) using a semi-structured interview, they found out that the challenges, encountered by those who are involved in the accreditation process fall into three categories: technical, social, and managerial. Among the technical challenges are measuring and evaluating English Language Institutes (ELI) practices against the Commission on English Language Accreditation (CEA) standards, having a mission, organizational structure, and faculty appraisal. The social and managerial challenges included changing the negative attitude towards change, documentation, time constraints, increasing workload, updating faculty data and files, file organization, and training staff, student, and administrators on the concepts of accreditation. The finding also mentioned "documentation" as one of the accreditation challenges. Many participants had difficulties in documenting or reporting the completed work for CEA. This finding is in accordance with findings reported by (Ryhan, 2013) and (Collins, 2015).

Conclusion

The challenges that the accredited teacher education programs of State Universities and Colleges in Region IX confront when undergoing accreditation process specifically along the structural, human resource, political and symbolic frames are less serious. This means that the accreditation process is viewed positively by majority of the respondents of the study. However, the interview revealed that most of the respondents experienced problem in gathering of documents for accreditation.

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