

INSTITUTIONAL STANDARDS AND PERFORMANCE OF TEACHER EDUCATION INSTITUTIONS IN REGION IX

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ABSTRACT: *The quest for quality in education has become increasingly important in determining the achievements and failure of educational associations. And the essence of quality standards in educational institutions is critical to achieving primary goal of producing high-quality outcomes. This research study is purposely to establish the institutional standards of state universities and colleges (SUCs) in Region IX and the institutional performance in the Licensure Examination for Teachers. This is a quantitative descriptive correlational study designed to investigate the institutional standards of the Teacher Education Institutions in Region IX that has an effect on the Licensure examination for Teachers (LET) performance. Survey questionnaires was used to gather information, and 77 respondents are purposely chosen. Based on the result it indicated a significant relationship on the level of implementation of institutional standards and the result in the LET. The higher level on SUCs levelling has higher level of implementation on institutional standards and perform better in the LET. Additionally, for accreditation status of BSED program level 3, and level 2 are the same as the level implementation of institutional standards. BEED program the higher the accreditation status has the higher level of implementation and performs better in the LET. An institution with ISO accreditation has a high level of implementation on institutional standards and high institutional performance in LET.*

1. INTRODUCTION

Higher learning organizations have a vital responsibility to develop citizens equipped with the knowledge, skills, and attitude they desired. With the challenges in the labor division, it is then demanded of the educational sector to assure that it produces qualified and productive graduates, especially in an economy that demands a knowledgeable and skill-based individual. Setting standards in educational institutions is critical to achieving the primary goal of producing high-quality outcomes. In order to achieve excellence in education, CHED has encouraged state universities and colleges (SUCs) to commit to various quality assurance mechanisms such as voluntary accreditation, recognized as the center of excellence or development (COE or COD), international certification such as ISO, international world rankings and others.

Thus, HEIs take a programmatic approach and serve as the foundation of improving curricular programs [1]. For instance, institutions offering teacher education programs also establish excellence in educational reputation through the percentage of performance indicators such as the licensure examination for teachers [2]. The performance of SUCs in the qualifying examination for teachers is also a critical standard established by CHED in the process of the application as COD and COE. But based on the analysis of HEIs, it points out that there are fewer passers each year to supply teachers in the basic sector. There are identified regions with lower LET passers and few performing teacher education institutions and the majority of repeaters failed the exam compare to the first-time takers. Dr. Rosita Navarro, chairperson of the Philippine Regulatory Commission stated that there are some TEIs that do not enforce policies that scrutinize the capability of students to be part of the program compared to other fields such as engineering and sciences, that even students who had low grades in high school are admitted to the course, compromising their performance in the licensure.

As a result, in hovering the quality of HEI, CHED came out with different strategies to include the quality assurance system. Several researchers have examined and implemented existing evidence of the benefits of quality assurance mechanisms such as accreditation, quality management systems through ISO international certification and so on that can help improve performance in various educational areas.

Hence, with the various advantages provided by various types of quality assurance mechanisms in the educational field, this research on institutional standards and the performance of teacher education institutions has been conceptualized. This purposely assesses the level of implementation on institutional standards of the different tertiary institutions in Region IX.

2. RELATED LITERATURE

Quality in instruction and learning is relatively important for academic objectives to be realized in higher learning. It involves multi-dimensional aspects to include the construction of curriculum and the educational framework, assessing educational consequences, educational setting, and learners and academic support services [3]. The search for the global competitiveness of education is the pristine goalmouth of tertiary institutions [4]. Moreover, quality assurance can provide a means to achieve the goal of a viable advancement in the presence of an effective approach and collaboration with stakeholders[5].

Higher Learning is an area of great attention, which has a concern for the country's instructive strategies, the improvement of skilled manpower, and the value of professional life. The 1987 Philippine Constitution recognizes the essence of quality in tertiary learning Section 1 of Article 14 emphasizes the government's responsibility to fulfill the mission to assure quality.

There are several researchers that have analyzed the influence of quality assurance mechanisms such as accreditation, quality management system through ISO international certification, etc. that prove to impact the performance of the different educational programs, organizations, and other important areas that employ quality in their management. The majority of the study makes a similar structural assumption.

A study with the objective to explore on the education program findings presented it showed a disparity between programs with accreditation and those without accreditation specifically in the consideration of areas in curriculum, teaching and evaluation wherein programs that undergo accreditation show strong points in the areas [6]. Additionally, the accrediting institutions locally for both public and private revealed that the

QA tools are used by tertiary institutions to reflect quality outcomes [7].

Moreover, the comparison between the outcomes of those institutions that submit for accreditation and those without accreditation status. It revealed that the nursing licensure exam is dependent on the level of accreditation of the institution offering the nursing program[8].

3. METHODOLOGY

3.1 RESEARCH DESIGN

	Pearson r	Sig. (2-tailed)	Interpret
Level of implementation on vs. results in the LET	0.266	0.019	S

The current study was a quantitative descriptive and correlational survey research design. The survey questionnaire was prepared to gather data and quantify the institutional standards. The survey method investigates a sample of the population and a numeric description of the trend based on the responses of a large group.

3.2 RESEARCH RESPONDENTS

The study adopted the purposive sampling of a total of 77 respondents including the Vice President for Academic Affairs (VPAA), the 5 Deans of the College of Education or any equivalent designation, the 61 Directors, and the 6 Department Heads of BEED and BSED program or any equivalent designation. The total number of 6119 BEED and BSED graduates who took the LET from 2017 - 2020. The study included five (5) SUCs in Region IX.

3.3 RESEARCH INSTRUMENT

The survey instrument used in this research study is a 41-item test prepared by the researcher which was subjected to validity and reliability tests. After the development of the survey instrument, it underwent a validity test. The survey instrument was pilot tested further revealing a reliability test value of 0.865. The instrument has three (3) criteria namely core criteria, learning environment, and program specialist, and each criterion has its own corresponding category. The different criteria were rated using a five-point Likert scale. The scales were: 1- Not Implemented, 2- Slightly Implemented, 3- Somewhat Implemented, 4- Moderately Implemented, and 5- Fully Implemented.

3.4 DATA GATHERING PROCEDURE

Before commencing with the gathering of data, the proposal underwent an ethics clearance. This process was required to ensure that all necessities for the respondents and the necessary elements were considered, such as informed consent, in the study.

The data gathering in the study would follow an efficient method. A letter of permission was sent to the head of the SUCs offering the teacher education program for the distribution of research instruments and the gathering of relevant information.

During the process of distributing research instruments in each institution, the researcher would deliver a brief discussion on the importance of the study to the participants and explain that their participation in the study would be voluntary. Google forms were also used in gathering responses.

The official result of the licensure examination for teachers was requested from the Professional Regulations Commission and Registrar's Office. Document investigation was employed to gather the solutions to some of the research problems.

4. RESULTS AND FINDINGS

The findings reveal a significant relationship between the level of implementation of the institutional standards and the results in the LET. A Pearson R-value of 0.266, the probability value of the level of implementation on institutional standards and performance in the licensure examination for teachers is 0.019. Moreover, there is a significant difference between the level of implementation of the institutional standards and the SUC leveling. This implies that institutions in Region IX with SUC level 3 perform higher in the LET compared to institutions with SUC level 2. On the BSED program, the results showed that institutions with level 3 accreditation have a slightly higher mean score of 3.3211 than institutions with level 2 accreditation have a mean score of 3.2959. it reveals the p-value of .588. Hence, there is no significant difference among the level of implementation of institutional standards and the accreditation status of the BSED program in Region IX.

On the other hand for the BEED program, the results showed that an institution with an accreditation level of 4 has the highest mean score of 3.52, followed by an institution with an accreditation level of 2 with a mean score of 3.30, and institutions with an accreditation level of 3 have the lowest mean score of 3.11. However, one-way ANOVA has a probability value of .033 which is less than alpha 0.05. Therefore, there is a significant difference between the level of implementation of institutional standards and the accreditation status of the BEED program.

It also revealed a significant difference between the institutional results in the LET and SUC leveling. Institutions with SUC level 3 have a higher mean score compared to institutions with SUC level 2 with an independent sample t-test its result is .001 (<0.05).

A significant difference between the institutional result in the LET and the level of local accreditation in the BSED program. Institutions with level 2 accreditation achieved a higher mean score than those with level 3 accreditation with an independent sample t-test of 0.001 (<0.05).

For the BEED program, institutions with level 4 accreditation achieved the highest mean score followed by institutions with level 2 and level 3. When statistically analyzed using one-way ANOVA the F value was 60.496 and the p-value was 0.001 (<0.05) thus, there is a significant difference between the institutional results in the LET and the level of accreditation. Further, the results showed that ISO accreditation institutions had a mean of 40.8218 while those without ISO accreditation had a mean score of 19.5682. When tested using an independent sample t-test, it gives 0.001 (<0.05). Thus, a

significant gap between the institutional result in the LET and ISO accreditation.

5. CONCLUSIONS & RECOMMENDATIONS

The institution's system is deemed to have implementation or integration of the key requirements. The learning environment at the university is set up and employs suitable admission and retention procedures. On the institutional LET result, two Institutions above the national percentage for the BSED and BEED program, The level of a certain institution's SUCs' implementation of institutional standards in Region IX has an impact on the LET's outcome. The likelihood that the institution will provide better results and have higher LET passing rates increases with the level of implementation.

Institutional standards are implemented at a higher degree in SUCs with higher SUC levels. The higher the SUC leveling of the institutions the better the LET performance. And ISO-accredited institutions perform better institutionally in LET.

As the results were analyzed and presented, it is a recommendation that the SUCs in Region IX should evaluate the level of standards offered in the institution because this has an effect on the performance in the LET. They should find ways and means in order to apply relevant standards. Furthermore CHED and the distinguished accrediting institutions should introduce standard requirements used in the international arena. Furthermore, it is In this way, it provides an opportunity for institutions to incorporate necessary policy and integrate it in the preparation of the strategic direction of the institutions.

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