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**The Teacher Education Institutions in the Philippines:
Their Accreditation Status and Performance in the
Licensure Examination for Teachers**

JASOBA

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ABSTRACT

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TITLE: The Teacher Education Institutions in the Philippines: Their Accreditation Status and Performance in the Licensure Examination for Teachers

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OBJECTIVES OF THE STUDY:

A. GENERAL:

Evaluate the Teacher Education Institutions (TEIs) in the Philippines in terms of their accreditation status and their performance in the Licensure Examination for Teachers (LET) from 1996 to 1999.

B. SPECIFIC:

1. Determine the accreditation status of the TEIs by year, by region, and by type of school.



2. Determine the LET performance of the TELS by year, by region, and by type of school.
3. Find out the significant difference in the LET performance of the TELS according to year, region, and type of school.
4. Find out the significant difference in the LET performance of the accredited and the non-accredited TELS.
5. Find out the significant difference in the LET performance of the accredited TELS according to their level of accreditation.

SCOPE AND COVERAGE:

This study focused on the accreditation status of the TELS and their LET performance from 1996 to 1999. Out of the 1,003 TELS in the CHED master list, only 774 or 77.17 percent were included in this study since only this number had the LET results in any of all of the four years covered. The data on the accreditation of the TELS were taken from the FAAP and AACUP. The data on LET performance were taken from the PRC. This study limited itself to the information provided by the said offices.

METHODOLOGY:

This study made use of the descriptive method of research which employed the documentary analysis technique. The subjects of the study were the 774 accredited and non-accredited TELS in



the Philippines with LET results in 1996, 1997, 1998 and 1999. The sources of data included the CHED list of TIEs in the Philippines, the PAAP and AACUP lists of accredited schools from 1996 to 1999, and the results of the 1996 to 1999 LET as provided by the PRC. The data were analyzed through the use of the following statistical tools: frequency distribution, percentage, z-test and chi-square.

MAJOR FINDINGS:

1. Accreditation Status of the TIEs

1.1 By Year

In 1996, 467 were non-accredited and 124 were accredited with the following levels of accreditation: 28 for Level I, 68 for Level II and 28 for Level III. In 1997, 533 were non-accredited and 151 were accredited distributed as follows: 47 for Level I, 73 for Level II, and 31 for Level III. In 1998, 568 were non-accredited and 150 were accredited with the following distribution: 45 for Level I, 78 for Level II, and 27 for Level III. In 1999, 608 were non-accredited and 138 were accredited distributed as follows: 37 for Level I, 75 for Level II, and 26 for Level III.



1.2 By Region

Region I had 15 accredited and 38 non-accredited TEIs; Region II had 15 accredited and 20 non-accredited TEIs; Region III had 16 accredited and 50 non-accredited TEIs; Region IV had 20 accredited and 75 non-accredited TEIs; Region V had 9 accredited and 51 non-accredited TEIs; Region VI had 16 accredited and 45 non-accredited TEIs; Region VII had 15 accredited and 45 non-accredited TEIs; Region VIII had 9 accredited and 24 non-accredited TEIs; Region IX had 3 accredited and 20 non-accredited TEIs; Region X had 12 accredited and 22 non-accredited TEIs; Region XI had 9 accredited and 34 non-accredited TEIs; Region XII had 9 accredited and 35 non-accredited TEIs; Region XIII had 28 accredited and 69 non-accredited TEIs; Region XIV had 7 accredited and 17 non-accredited TEIs; Region XV had 1 accredited and 11 non-accredited TEIs; and Region XVI had 3 accredited and 31 non-accredited TEIs. All in all, there were 187 accredited and 587 non-accredited TEIs in the whole Philippines.

1.3 By Type of School

There were 53 accredited and 196 non-accredited public TEIs while there were 134 accredited and 391 non-accredited



private TEIs. Only SUCs had accredited programs among the public institutions. In the private sector, more PS were accredited than the PNS.

2. LET Performance

2.1 By Year

The LET performance of the TEIs by year is as follows: 28.12 percent passing rate for 1996, 26.19 percent passing rate for 1997, 29.17 percent passing rate for 1998 and 34.25 percent passing rate for 1999. A passing rate of 29.66 was noted for the four-year period which was higher than the national passing rate of 29.23 percent.

2.2 By Region

The regional passing percentage is as follows: Region I - 37.70 percent, Region II - 36.80 percent, Region III - 31.00 percent, Region IV - 29.90 percent, Region V - 26.78 percent, Region VI - 32.74 percent, Region VII - 29.16 percent, Region VIII - 24.60 percent, Region IX - 16.37 percent, Region X - 23.84 percent, Region XI - 31.42 percent, Region XII - 19.64 percent, Region XIII - 50.14 percent, Region XIV - 46.40 percent, Region XV - 5.54 percent, and Region XVI - 20.30 percent.



Regions XIII and XIV topped the list of regional teacher qualifiers while Region XV got the lowest passing percentage.

2.3 By Type of School

The public TEs had a passing rate of 34.33 percent while the private sector had 26.77 percent passing rate.

Of the public TEs, SUCs had a 35.13 percentage of passing, LUCs/OGS have 31.98 percent, and CSI had 23.34 percent.

The PS had 33.00 percentage of passing while the PNS had 23.34 percentage.

3. Significant Difference in the LET Performance of the TEs according to Year, Region and Type of School

The computed chi-square values of 1863.38 (by year), 15008.13 (by region), and 2687.39 (by type of school) far exceeded the tabular chi-square values of 7.815, 24.996, and 3.841, respectively, at 0.05 level of significance. The null hypothesis of no significant difference in the LET performance of the TEs according to year, region, and type of school was rejected. The LET performance of the TEs considerably varied when year, region, and type of school were considered.

4. Significant Difference in the LET Performance of the Accredited and the Non-Accredited TEs



The computed z value of 62.14 was higher than the critical value of 1.96 at 0.05 level of significance. The null hypothesis of no significant difference in the LET performance of the accredited and the non-accredited TEs was rejected. Therefore, accreditation affected the LET performance of the TEs.

3. Significant Difference in the LET Performance of the Accredited TEs according to their Level of Accreditation

The computed chi-square value of 789.35 was numerically higher than the critical value of 5.991 at 0.05 level of significance. The null hypothesis of no significant difference in the LET performance of the accredited TEs by level of accreditation was, therefore, rejected. The level of accreditation affected the LET performance of the accredited TEs. Among the three levels, Level III accredited schools had the highest LET passing rate followed by Level I, then by Level II.

CONCLUSIONS:

1. In terms of accreditation:

1.1 There was a small percentage of TEs which was granted accreditation status by the PAAP.

1.2 Region XIII had the highest number of accredited schools while Region XV had the lowest number.



1.3 There were more private schools accredited than the public schools. Of the public schools, only SUCs were accredited. The other public TEIs were probably hindered financially to voluntarily submit themselves to accreditation.

2. As a whole, the percentage of passing of the TEIs in the LET can only be considered fair. It can be said, then, that the collective efforts exerted by these TEIs were not enough to attain 85 percent passing rate in the examination as specified by CHED.

2.1 Regions XIII and XIV consistently had higher percentages of passing in the LET from 1996 to 1999 than the other regions while Region XV consistently had low passing rate.

2.2 SUCs had the highest rating in the LET when the type of school was considered.

3. The LET performance of the TEIs significantly differed by year, region, and type of school.

4. Accreditation affected the LET performance of the TEIs, that is, accredited schools performed better in the LET than the non-accredited schools.

5. The LET performance of the accredited TEIs significantly differed when their accreditation levels were considered. Level III accredited institutions had the highest LET performance.



RECOMMENDATIONS:

1. The TEIs are hereby encouraged to pursue voluntary accreditation to ensure quality education. The money, time and effort to be spent in the preparation of the accreditation requirements will be worth it because accreditation will provide an opportunity for continuous institutional improvement. As emphasized in the different literature reviewed, accreditation is the best vehicle for quality assurance. It will also bring prestige to the institution. Regardless of region or type of school, applying for accreditation should be a priority program in all the TEIs in the Philippines.

2. The CHED should strictly monitor the LET performance of the various TEIs in the country. If the same TEIs continue to have a very low percentage of passing in the examination for five consecutive years, they should be given foreclosure warning unless efforts for improvement of instruction are made. The CHED should also work hand in hand with the TEC and coordinate with the PAFIE to continuously enhance the quality of TEIs in the country, one of the major indicators of which is the LET performance. Policies should be evaluated and reformulated so that all TEIs will work to increase their percentage of passing in



the LET. In this way, they may become centers of excellence and development in their respective regions.

3. If the TEIs cannot really afford accreditation, there must be a renewed and intensified effort on the part of the administrators and the faculty members to improve their instructional activities so that their graduates would be equipped with the essential knowledge and skills needed in the teaching profession, as well as in passing the required examination. Focus should be placed on the (a) improvement of teaching methodologies, (b) enhancement of learning resources and facilities, and (c) development among their students of the intrinsic love for teaching that will guide these prospective teachers in the effective performance of their duties. In this way, they can be assured that their graduates would pass the LET and would be able to function well as teachers. Also, if they have intensified their efforts to improve instruction, there is no need to conduct review classes because their students have already internalized the needed skills for the examination and the profession.

4. There is a great need for the accredited TEIs to exert more effort in strengthening instruction so that they can reach the goal of CHED for an 85.00 percentage of passing in the LET. They



should develop programs aimed at retooling the teachers, improving supervision, and enriching the school facilities and the instructional environment that would result to a better quality instruction. They should not be complacent about their present status of being accredited, instead they should be more challenged to maintain the standards expected of them by the accrediting agencies and the public.

5. Other factors related to both accreditation and LET performance of the TEs may be studied as an offshoot of this present research.