

SPATIO-TEMPORAL PATTERNS OF STATES UNIVERSITIES AND COLLEGES' PERFORMANCE IN TEACHERS BOARD EXAMINATION IN THE PHILIPPINES

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Abstract

This paper attempts to examine the spatio-temporal patterns of State Universities and Colleges' performance in Teachers Board Examination in the Philippines. Descriptive method of research is utilized in this study employing the secondary data of LET Results from the Professional Regulatory Commission and Professional Board Examination Directory. Results reveal that the State Universities and Colleges (SUCs) performed uniformly the same at the Elementary Level Board Examination across time and across typology (University or Colleges). However, significant difference is revealed in SUCs' performance across geographic location. In the secondary level, significant differences are discovered in SUCs' performance across time, across geographic location, and across typology. These results of the State Universities and Colleges Board Examination for Teachers, both in elementary and secondary levels, reveal patterns that can be useful for policy formulation in Higher Education. These are the policies on the redundancy of offering BEEd programs to non-normal schools that may actually result to both internal and external inefficiencies in the budget utilization of non-normal SUCs. Moreover, uniformity of compliance to minimum standards among SUCs in terms of providing quality education, regardless of their geographic location through the Regional Offices of CHED; formulation of differentiated policies that are sensitive to the local conditions of the SUCs; and the restriction of the offering of BSEd to state colleges that are, by law, mandated to offer education programs, should also be considered.

Keywords: *spatio-temporal patterns, State Universities and Colleges, LET, teachers board examination*

1.0 Introduction

The Licensure Examination for Teachers (LET) has been implemented in the Philippines to strengthen and improve not merely the teachers, but likewise the quality of the education system in the country. However, despite the implementation of LET, the Philippines is still the 3rd least competitive among the 10 Southeast Asian countries, according to the World Economic Forum (WEF) Global Competitiveness Report of 2013-2014 (Rodriguez, 2014).

This type of quality of education in the Philippines is quite alarming, particularly in the ranking of education in the world. Hence, the move of the Department of Education on restructuring the basic education system through the implementation of the

K to 12 Program is tough, but strategic action by the government in ensuring the production of competent graduates (Barlongo, 2015). The production of competent graduates is also one of the concerns of Higher Education Institutions (HEIs) in the Philippines. In fact, most of the HEIs aim to provide quality education, particularly in the Teacher Education courses to ensure that their graduates will pass the board examination.

However, despite the effort of the HEIs in providing quality education, the performance of the graduates in LET especially, in the State Universities and Colleges in the Philippines varies from one institution to another. These variations tend

to create spatio-temporal patterns of State Universities and Colleges' Performance in Teachers Board Examination.

2.0 Conceptual Framework

This study argues that the performance of State Universities and Colleges varies from one institution to another. These

variations which can be attributed to the factors, but not limited to students' performance in school, quality of schools, qualifications of instructors, and the like tend to create patterns that can be used for policy formulation in Higher Education. The spatio-temporal patterns can be viewed as the patterns of the Teachers Board Examination results across time, location, and typology.

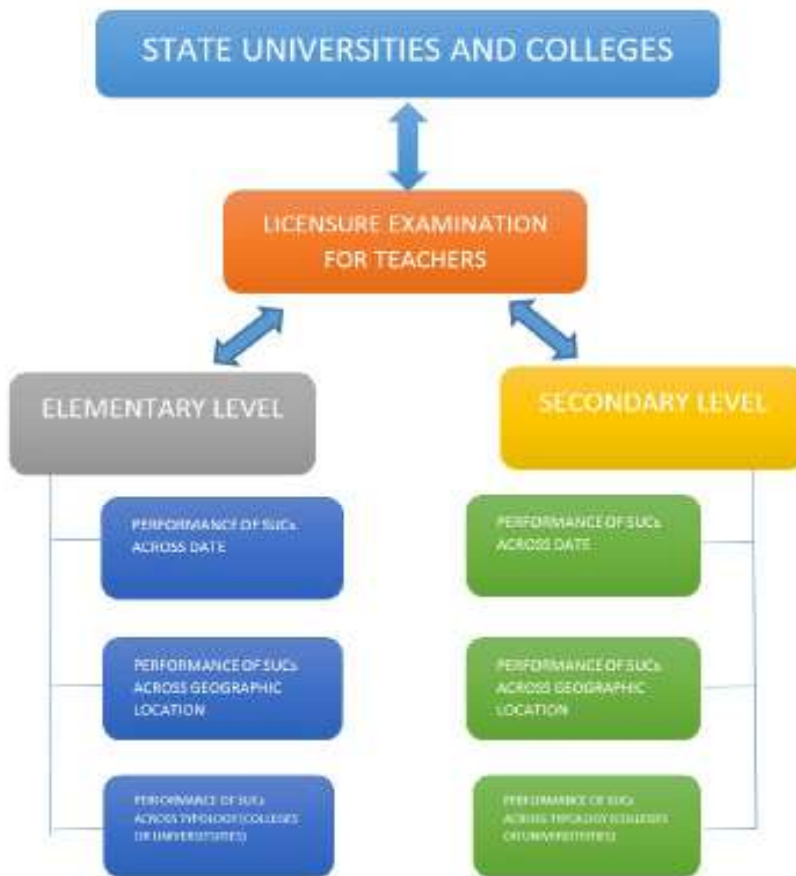


Figure 1. Schematic Diagram of the Study

The schematic diagram tacitly assumes that spatio-temporal patterns in the performance of the state universities and colleges in the country can be quite different when viewed from the teacher-training program for elementary school teachers

and when viewed from the teacher-training program secondary school teachers. The basis for such an assumption is the absence of specialization at the elementary level and the emphasis on specialization at the secondary level. It is likewise founded on the

assumption that state universities and colleges are established by law to address specific mandates deemed important to national development.

3.0 Methods and Design

The descriptive method of research was employed in this study. It utilized secondary data of the State Universities and Colleges Results in the Licensure Examination for Teachers from the Philippine Regulation Commission and PBed. These are the results of the elementary and secondary levels in LET. All the SUCs were involved in the study, however, SUCs with zero percentage of passers and/or no examinees from the succeeding years, 2011-2013

were omitted, of which only 99 SUCs from the Elementary level and 234 in Secondary level were used in the actual computation, including the satellite campuses.

Inferential Statistics was utilized in analyzing the data through T-Test. These were the data between the results of SUCs across date, geographic location and across typology (Colleges or Universities), both elementary and secondary levels.

4.0 Results and Discussion

Tables 1 to 3 presents the performance of SUCs in the Licensure Examination for Teachers at the Elementary level.

Table 1. Test of Significant Differenc between the Performance of SUCs in the Licensure Examination for Teachers in Elementary Level Across Time from AY 2011-2013

Time	Mean	StDev	T-Value	P-Value
September	48.6	23.8	1.02	0.310
April/March	46.6	23.2		

Table 2. Test of Significant Differenc between the Performance of SUCs in the Licensure Examination for Teachers in Elementary Level Across Geographic Location from AY 2011-2013

Geographic Location	Mean	StDev	T-Value	P-Value
Luzon	47.4	23.2	-2.72	0.007
Visayas	53.3	23.0		
Luzon	47.4	23.2	3.08	0.002
Mindanao	39.8	23.1		
Visayas	53.3	23.0	5.06	0.000
Mindanao	39.8	23.1		

Table 3. Test of Significant Differenc between the Performance of SUCs in the Licensure Examination for Teachers in Elementary Level Across Typology from AY 2011-2013

SUCs Typology	Mean	StDev	T-Value	P-Value
State Universities	48.4	23.3	-1.46	0.147
State Colleges	45.1	24.0		

Discussion

State Universities and Colleges performed uniformly the same at the Elementary Level Board Examination across time and across typology (University or Colleges). For this reason, the Licensure examination results at the Elementary Level cannot be used to distinguish between SUCs in terms of quality. In fact, since the performance of graduates in BEEd in the LET is equivalent to the performance of graduates of state normal schools, the continued operation of BEEd programs in non-normal schools are a redundancy that may actually result to both internal and external inefficiencies in the budget utilization of non-normal SUCs. In particular, in a World Bank Sector Study as cited by Padua, et. al (1995), a surplus of graduates of BEEd is noted every year:

supply exceeds demand every year. With non-normal SUCs joining the production of more BEEd graduates of equivalent competencies as those produced by the normal SUCs, the surplus situation may potentially be exacerbated. In fact, the significant difference of SUCs' performance in board examination across geographic location between Luzon and Visayas and Luzon versus Mindanao confirms that there are a number of non-normal schools in Luzon and Mindanao that continuously run despite their redundant operation.

Tables 4 to 6 show the performance of SUCs in the Licensure Examination for Teachers in Secondary Level with the corresponding test for significant difference in the means.

Table 4. Test of Significant Differenc between the Performance of SUCs in the Licensure Examination for Teachers in Secondary Level Across Time from AY 2011-2013

Time	Mean	StDev	T-Value	P-Value
September	39.6	20.9	5.71	0.000
March	33.4	19.9		

Table 5. Test of Significant Differenc between the Performance of SUCs in the Licensure Examination for Teachers in Secondary Level Across Geographic Location from AY 2011-2013

Geographic Location	Mean	StDev	T-Value	P-Value
Luzon	38.2	20.1	2.07	0.039
Visayas	35.6	21.3		
Luzon	38.2	20.1	3.51	0.001
Mindanao	32.7	20.2		
Mindanao	35.6	21.3	1.65	0.099
Visayas	32.7	20.2		

Table 6. Test of Significant Differenc between the Performance of SUCs in the Licensure Examination for Teachers in Secondary Level Across Typology from AY 2011-2013

Typology	Mean	StDev	T-Value	P-Value
State Universities	39.1	21.9	-8.40	0.000
State Colleges	30.5	15.8		

Discussion

On the contrary, the results of the Secondary Level Board Examination for the SUCs showed very significant differences across time, across geographic location and across typology (College or University). This implies that the LET passing rates at the Secondary Level can be effectively used as a discriminating variable to assess the general quality of the SUCs offering specialized teacher education programs.

For instance, the differences of SUCs' performance in the LET-Secondary level in terms of their geographic location may be explained by at least two (2) factors: the high concentration of subject matter experts in the National Capital Region and the rest of Luzon and their proximity to the central policy-making body in higher education. The first of these factors can be remediated by massive faculty develop-

ment in fields of specialization in Visayas and Mindanao. The second factor is a more delicate and intrinsically difficult condition to remediate. For this, at least two actions can be undertaken: (1.) ensure uniformity of compliance to minimum standards among the SUCs regardless of geographic location through the Regional Offices of CHED, or (2.) formulate differentiated policies that are sensitive to the local conditions of the SUCs in their respective areas of jurisdiction: a "one-size-fits-all" policy is generally not effective to ensure quality in higher education.

Meanwhile, significant difference noted across time (of test-taking) speaks of the quality of test-takers during those two time periods *ceteris paribus*. It is quite possible that test-takers in the September schedule are the fresh graduates while those who take the test in March or April are the re-takers. This suggests that SUCs offering

specialized secondary education programs should provide an extended review for their re-takers to ensure a passing performance in the LET examination.

Finally, results reveal that State Universities are better at producing secondary school teachers than State Colleges. The more diverse and dynamic environment, specifically found among state universities than in state colleges may account for this phenomenon. The policy implication of this result hints in the direction of restricting the offering of BSEd to state colleges that are, by law, mandated to offer education programs. State colleges whose mandate did not include teacher education should desist from offering this program in order not to exacerbate the situation. The Commission on Higher Education may initiate the Charter review of all state colleges to align their course offerings to the mandates and, likewise, prepare an assistance package program for well-aligned state colleges to improve their capacity to produce quality graduates.

5.0 Conclusion

The results of the State Universities and Colleges Board Examination for Teachers, both in elementary and secondary levels, reveal spatio-temporal patterns that can be useful for policy formulation in Higher Education. These are policies that minimize redundancy of offering BEEd programs in non-Normal schools that may actually result to both internal and external inefficiencies in the budget utilization of non-Normal SUCs. Moreover, the uniformity of compliance to minimum standards among SUCs in terms of providing quality education, regardless of their geographic location through the Regional Offices of CHED; formulation of differentiated policies that

are sensitive to the local conditions of the SUCs; and the restriction of the offering of best to state colleges that are, by law, mandated to offer education programs, should be considered.

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