

Institutional Transformation of Teacher Education Institutions (TEIs) Through Accreditation in CALABARZON Region, Philippines

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Abstract - *This study described the performance of Teacher Education Institutions (TEIs) of State Universities and Colleges (SUCs) as to their enrolment, faculty qualification and passing rate in licensure examination. Accreditation status as to level of accredited programs, grand and area means of accredited areas are also considered. Likewise, it also determined the problems encountered in accreditation with respect to administrative support, logistical support and human resources. The descriptive research design was used in the study with the questionnaire as data gathering instrument complemented by documentary analysis and interview. Fifty-eight local accreditation chiefs, deans, department chairs, and Area Coordinators from Southern Luzon State University, University of Rizal System and Batangas State University were the respondents. The findings revealed that from School Year (SY) 2009-2013, there was an increasing enrolment trend, above average passing rate in Licensure Examination for Teachers (LET) and highly qualified faculty among the SUCs offering Teacher Education programs. SUC A had the most number of undergraduate and graduate programs accredited followed by SUC C and SUC B.*

Among the ten areas of accreditation, Administration got the highest area mean and Research got the lowest. In Level II and III- Phase I, highest grand mean was garnered by SUC C and SUC A got the lowest. In Level III-Phase II, SUC A obtained the highest grand mean while SUC B and C got the same. As to problems encountered, lack of incentives given to the faculty/personnel involved in accreditation was encountered to a great extent. Management strategies for institutional transformation were proposed.

Keywords: *Institutional Transformation, Teacher Education Institutions, Accreditation Status, Licensure Examination for Teachers*

INTRODUCTION

Higher education institutions regulate under a certain premise that defines their organizational performance. Deming's Theory of Management [1] details the steps that must be taken to transform a company's quality culture. It is a theory that means it is insufficient to simply solve problems that arise because culture of continuous improvement must be established and maintained with the overall goal of achieving customer satisfaction. His philosophy requires the highest level of corporate cultural change. The initiative to implement the Deming approach must start at the top and will almost without doubt change many of the traditional views held by the organization. Without support from the top, changes of this nature will fail.

In addition, Deming's System of Profound Knowledge is an extension to his teaching of a method for quality management. He stressed that the prevailing management style must undergo transformation, and that appropriate transformation requires a view from outside, as transformation requires an outsider's view for the people to understand and optimize the organizations that they work in as done through peer program accreditation.

Emmanuel [2] cited that institutions should engage in meaningful and constructive understanding of the organization within the context of both internal and external perspectives. The external world includes community and federal government, political-interest entities, governing boards, accrediting agencies, professional associations, as well as for-profit entities

that rank institutions for consumer information and interest. Moreover, institutions of higher learning are also expected to be responsive to the institutional culture defined by administrators, faculty, students, alumni, and friends of the institution. These constituencies are critical in shaping, defining, and determining the future of the organization.

According to Mole and Wong [3] quality management in a university may fall into three main patterns: accreditation, assessment, and quality assurance. Accreditation provides for an internal, or external, estimate of whether the unit or program assessed has reached a threshold standard. Assessment provides an evaluation on some scale of the quality level being achieved. Quality assurance seeks to establish systems that ensure continuous improvement.

The current thrust of the government to effect economic and social changes in the lives of the Filipinos is manifested in the paradigm shift and transformation in the Philippine educational system. This was envisioned for institutions of higher education to produce highly qualified and competitive graduates at par with the graduates of international Higher Education Institutions (HEIs) through quality education recognized here and abroad. With the recent plan of the Philippines to join the Southeast Asian countries for an open trade for qualified graduates, the Commission on Higher Education (CHED) sets stricter qualification standards measured through minimum set of criteria evaluated by accrediting agencies.

Relative to this, CHED Memorandum Order No. 40 series of 2012 [4] was issued to evaluate compliance of SUCs' board program to CHED policies, standards and guidelines. The memorandum ensures that deficiencies of the board program will be rectified or phased out so as not to compromise the standard quality of the board program and the rights of the students to quality education. According to Mole and Wong quality management in a university may fall into three main patterns: accreditation, assessment, and quality assurance. Accreditation provides for an internal, or external, estimate of whether the unit or program assessed has reached a threshold standard. Assessment provides an evaluation on some scale of the quality level being achieved. Quality assurance seeks to establish systems that ensure continuous improvement.

To ensure compliance with the CHED mandates on academic excellence, service and quality student

turnovers, incentives, budget and State Universities and Colleges (SUCs) leveling are measured in terms of performance indicators. Thus, an institution has to uphold and workout for the delivery of quality services through the performance of its four mandated functions of instruction, research, extension and production. Several government policies have been crafted and implemented to measure, monitor and evaluate the quality of services offered by SUCs. One of these is the Task Force on Quality Assurance which aims to oversee educational programs to guarantee their quality and help meet international standards.

The Task Force on Quality Assurance was created in the premise that quality assurance can be carried out with the help of external agencies, CHED and accrediting bodies. The role of CHED is to oversee a rational and cohesive system that recognizes different types of HEIs as having different requirements in terms of the desired competencies of their graduates, their programs, the qualifications of their faculty, their learning resources and support structures, and the nature of their linkages and outreach activities [5].

On the other hand, external monitoring system through peer evaluation of programs offered by SUCs is provided for by accrediting agencies such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). State universities and colleges are members of the AACCUP and are actively subjecting their programs to accreditation. Accreditation is an evaluation system based on the standards of an accrediting agency to improve the quality of education. Its focus is the assessment of programs by external accrediting bodies using peer reviewers.

Accreditation provides an opportunity for academic institutions to demonstrate they are committed to maintaining their programs' quality and that their programs are performing at the level required by the professions they serve. Programs undergo specific accreditation to ensure that they continue to meet quality standards set by the profession. The result provides lasting benefits to students, the institution, employers, the professions and society as a whole [6].

Accreditation processes of teacher education programs do not differ from those of the other programs. Since almost all universities and colleges has a College of Teacher Education which focuses on elementary, secondary, and pre-elementary education, different perspectives on the nature of accreditation are presented generally. It has always been a rigorous

undertaking that requires investment of time, effort, energy and funds, add to these the cooperation of faculty and personnel to assist in the rigorous work and implementation of AACCUP policies, requirements and standard. Thus, challenges arise as universities prepare for program accreditation. SUCs which subject their programs to accreditation should address these areas of concern to ensure quality performance of state-funded learning institutions. Programs have to be responsive so as to provide the best education by producing quality/competent graduates. The challenge then is to have the best professors, and provide the best and adequate facilities which are some of the indicators of institutional performance.

Organizational performance is reflective of managerial performance; hence, there are extravagant expectations from today's managers [8]. Normally the activities of the organization are of a wide variety so that the incidence of problems tends to gain high frequency. People in the organization have to interact cooperatively and the manager finds it hard to perform all leadership functions with increasing effectiveness. The culture in most organizations suppresses awareness of personal feelings and their impact on others. Hence, the manager or the formal leader needs increased interpersonal competence, skills in the dynamics of group action and in handling individuals and groups toward more productive and satisfying relationships. Creating a culture of its own with values which help decrease the basic causes of conflict, frustration and failure will enhance the organization's optimum development.

The study of Ancheta [7] found that some of the issues and problems on accreditation were also attributed to the lack of time, money, material and manpower resources to conduct research and extension/ community involvement activities. In addition, faculty members were also overloaded that they had no time to conduct related activities along their instructional functions. On the part of the students, the problem was on the performance on the licensure examination for teachers. Included also was the problem in the lack of administrative support for the effective instruction delivery and personal services.

Similarly, Castro [8] found that the most pressing problems on accreditation common to the faculty and administration were lack of cooperation of some faculty members and personnel in providing needed documents. Moreover, Naperi [9] found that there

were problems and constraints in the implementation of the ten basic educational components. Among the weaknesses of the college were along the areas of research, extension and community involvement. The study also revealed that areas rated good or moderate extent are on library, physical plant and facilities and laboratories while those assessed as very good are on the areas on mission, goals and objectives, curriculum and instruction, students, faculty and administration.

Given the above considerations and having experienced the same being a faculty of the teacher education program, the researcher was moved to conduct the study to identify means by which the performance of TEIs Regions IV-A may be strengthened through the accreditation of the Teacher Education programs.

OBJECTIVES OF THE STUDY

This study aimed to assess the accreditation status of selected state universities in Regions IV-A with an end view of transforming Teacher Education Institutions (TEIs). The objectives of the study are as follows: to describe the organizational performance of selected state universities in terms of their enrolment status, academic qualification of faculty and passing rate in licensure examination; to determine the accreditation status of the selected institutions with respect to level of accredited programs and grand and area means of the different accredited areas; to determine the extent of the problems encountered in accreditation relative to administrative support, logistical support and human resources; and to propose management strategies towards institutional transformation of TEIs.

METHOD

The descriptive research design was used in the study with the questionnaire as main data gathering instrument complemented by documentary analysis and interview as other research tools applied to substantiate data. Purposive sampling technique was used in selecting the participants. The researcher chose the sample based on the criteria appropriate for the study.

There were three SUCs considered in the study. The fifty-eight respondents are from State Universities in Region IV-A with Level- III Re- accredited status. These included local accreditor chiefs, College deans, department chairs and faculty assigned as program coordinator and area coordinators. They are purposively chosen because they are directly involved

in the implementation of accreditation protocol, thereby exposing them to the different challenges and problems as regard accreditation process.

The questionnaire was prepared and presented to AACCUP senior accreditors, expert practitioner in education and local accreditation task force for content and face validation. It was pilot tested to 20 teachers not involved in the study and the reliability was established through Cronbach Alpha and its reliability index of 0.89 made the instrument reliable.

Prior to the distribution of the questionnaire to the intended respondents, the researcher wrote a letter of request seeking approval of the concerned authorities. Endorsement letter from Philippine Association of State Universities (PASUC) was also prepared and given to the office of the President of the selected State Universities. Codes are used to represent the names of the universities in discussing the findings as per confidentiality agreement.

A four-point scale patterned from Likert's was used to score responses to the questionnaire items. Each item was scored following the scale shown in Table 1.

Table 1. Scale and Range Used to Describe Verbal Description

Scale	Range	Verbal Interpretation
4	3.50 – 4.49	Very Great Extent
3	2.50 – 3.49	Great Extent
2	1.50 – 2.49	Moderate Extent
1	1.00 – 1.49	Low Extent

To describe the accreditation status of State Universities, the grand and area means of Teacher Education Programs are used based from the AACCUP Training Notes as shown in Table 2.

Table 2. Rubric in Converting Mean Score to Describe Accreditation Status

Mean Score	Verbal Description
4.50 – 5.00	Excellent
3.50 – 4.49	Very Satisfactory
2.50 – 3.49	Satisfactory
1.50 – 2.49	Fair
1.00 – 1.49	Poor

Sources of documents needed for documentary analysis were obtained from the records on file at the Dean's office and Internal Assessment Office. Likewise, interview with the Dean of the College and Chief of the Local Task Force for accreditation was

also carried out. The statistical tools used in the study were ranking and weighted mean.

RESULT AND DISCUSSION

Performance of the Selected TEIs in Regions IV-A

Enrolment status. The enrolment in the Bachelor in Elementary Education and Bachelor in Secondary Education of the College of Teacher Education from 2009 to 2013 in each of the selected state universities is presented in Figures 1 and 2, respectively.

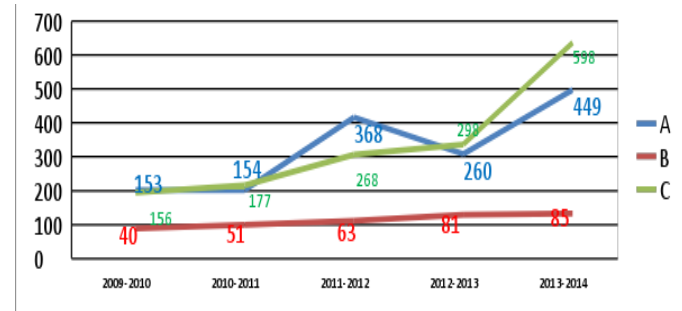


Figure 1. Enrolment per Semester in the BEED by SUC from 2009-2013

It can be gleaned in the figure that during the first semester of 2009, the total enrolment in the Bachelor in Elementary Education in the selected state universities was 349 from first year to fourth year. Total enrolment in the SUC C was the biggest with 156 students or 44.70 percent and the least enrolment was in SUC B with only 40 students or 11.46 percent, while SUC A had 153 enrollees or 43.84.

During the school year 2010-2011, the total enrolment in the Bachelor in Elementary Education in all the selected state universities was 382 students from first year to fourth year which reflected an increase of 33 or 9.46 percent enrollees. Among the state universities, the biggest enrolment of 177 or 46.34 percent was from the SUC C and the lowest was registered in SUC B with 51 enrollees or 13.35 percent. For school year 2011-2012, a remarkable increase of enrolment was registered in SUC A from 154 to 368 enrollees or 52.65 percent. Other state universities also had an increase in enrolment.

A total of 639 enrollees was recorded for school year 2012-2013 with noted 8.58 percent decrease. On the other hand, 1132 enrollees were recorded during the school year 2013-2014 with noted 77.15 percent increase. There was a tremendous increase to as much as 100.67 percent in SUC C and 72.69 percent in SUC A.

As a whole, the TEIs of the selected SUCs have manifested increase in their elementary education enrollees; however, this result challenges the administrators of the said universities to exert more effort to address the needs and concerns of students and strategize to improve graduate performance in licensure examination, establish and strengthen linkages with prospective employers and look for effective marketing strategies to motivate high school students to take elementary education as a course.

Figure 2 manifests the enrolment of the selected state universities for the program, Bachelor of Secondary Education from school year 2009-2013. As reflected in the Figure, SUC A had the biggest number of enrollees for the school year 2009-2010 with 734 enrolled students or 69.18 percent from first year to fourth year, followed by SUC C with 254 enrollees or 23.94 percent, and SUC B had only 73 or 6.88. The total enrolment for the school year was 1,061 students.

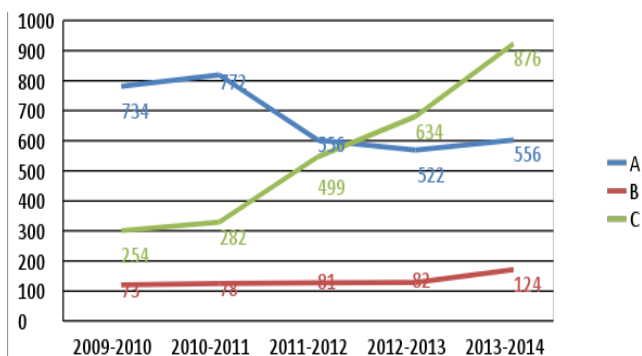


Figure 2. Average Enrolment per Semester in the BSED by SUC from 2009-2013

The enrolment for the school year 2010-2011 was 6.69 percent greater than that of the previous school year. Decrease in enrolment was recorded in SUC A for the school year 2011 – 2012, from 772 to 556 enrollees. Although SUC C registered a 76.95 percent increase from 282 to 499 enrollees and SUC B had 3.85 percent increase from 78 to 81 student enrollees only 0.35 percent increase was noted.

A tremendous increase from a total of 1,238 to 1,556 in the total number of enrollees was recorded for school year 2013-2014. Interestingly, the highest total enrolment of 25.69 percent in all the state universities was registered for the school year. Highest increase was noted in SUC B with 51.22 percent increase from 82 to 124 enrollees. SUC C had 38.17 percent increase from 634 to 876 enrollees and SUC A had 6.51 percent increase.

From the enrolment records, it was evident that the College of Teacher Education enrolment increased yearly which may indicate trust on the quality of education offered by the state universities. Dynamic enrolment on the Teacher Education program of the selected state universities reflects the affirmation on the data published by the Commission on Higher Education on enrolment that among the various disciplines, Education Science and Teacher Training ranked first.

The implication is that organizational performance of the state universities become better overtime as a result of the evaluation of quality assurance processes through program accreditation. The same has been found out by Mehboob et al. [10] which revealed that internal factors such as aspiration, aptitude and career; external factors like courses, cost, location, reputation, promotion and facilities and social factors (parents/friends/ teacher) affect the students’ choice of a learning institution. Based from the foregoing, it may be that stakeholders check on external factors evaluated by accrediting agencies as measures of quality education.

Academic qualifications of faculty. In the revised policies and standards for Teacher Education as stated in CHED Memorandum 52, s. 2007, the faculty members teaching in teacher education programs must be a master’s degree holder in education or an allied discipline. Table 3 reflects the academic qualification of faculty among selected SUCs in Region IV-A.

Table 3. Academic Qualification of Faculty

SUC	Faculty	Ed.D/ Ph.D. Graduate	Actively Pursuing Ed.D./ Ph.D	MA Graduate	Actively Pursuing Master’s
A	21	6	10	2	3
B	15	5	4	5	1
C	25	9	7	3	6
Total	61	20	21	10	10

It can be noted that majority of the faculty of the selected state universities were highly qualified. In terms of university with the most number of faculty with doctorate degree, SUC C ranked first with nine doctors followed by SUC A with six while SUC B had five doctorate degree holders. On the other hand, the university with the most number of faculty who actively pursuing doctorate was SUC A with 10, followed by SUC C, with seven of them. However,

SUC B ranked first in terms of the number of faculty with master’s degree with five faculty. In terms of faculty actively pursuing masters degree, SUC C had the highest number with six faculty followed by SUC A and SUC B with three and one faculty, respectively.

Based on the data, generally, the faculty of the College of Teacher Education in the selected universities are highly competitive and are expected to be competent to deliver quality instruction to their clientele. It also infers that they are highly motivated to upgrade themselves by pursuing higher education, which is mutually beneficial both for themselves, the university and the students they serve. Aside from professional upgrading, faculty members might have been compelled to pursue higher education in compliance to the Civil Service Memorandum Circular No. 17 s. 2013 which harmonized CMO No. 40 s 2008 and CMO No. 30, s 2009. The memorandum sets the minimum education requirement of a master’s degree for faculty positions in higher education institutions.

Passing rate in licensure examination. The PRC Modernization Act of 2000 provides that those who are in the teaching profession must be a holder of a valid certificate of registration and professional licensure examination for teachers (LET). Thus, part of the study is to look into the passing rate in licensure examination for teachers which is the prime key for graduates of teacher education programs to be accepted and employed. Moreover, passing percentage in licensure examination is one of the indicators of institutional performance. Results of the licensure examination for elementary teachers for AY 2009-2013 are presented in Figure 3.

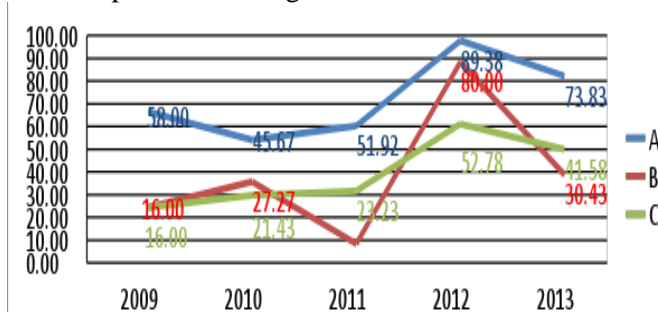


Figure 3. Passing Rates in Licensure Examination of BEED Graduates from 2009 to 2013

Results of the Bachelor in Elementary Education Licensure Examination for Teachers (LET) for first takers for the last five years reveal the fluctuating performance of the selected state universities in

licensure examination. Comparatively, SUC A had the highest passing percentage among the different state universities in the region for the last five years, being the top performer for four years. Remarkable increase in the passing percentage can be noted in 2012 and 2013 with 98.94 percent in 2012 and 87.64 percent passing percentage in 2013.

Conversely, SUC C’s performance in the Licensure Examination for Teachers slightly dwindled with performance rating of 42.00 percent in 2009 and 41.38 percent in 2010. Results of the licensure examination for the succeeding years 2011-2013 were: 40.43 percent passing percentage in 2011; 60.23 percent in 2012; and 57.14 percent in 2013.

Meanwhile, SUC B got 33.00 percent passing percentage in 2009, experienced a decrease in passing percentage of 28.57 percent in 2010. It can be observed that it was the only university to experience dramatic drop record of 0.00 percent passing percentage in 2011 but a remarkable 100% percent passing percentage in 2012. It can be noticed though, that passing percentage in 2013 dropped to 41.18 percent, the lowest passing percentage among the selected state universities.

Data on overall performance of the selected state universities in the Licensure Examination for Teachers for AY 2009-2013 show that generally, the SUCs passing percentage was mostly higher than the national passing percentage. Results imply that the state universities struggle to improve their performance to achieve above the national passing percentage rating.

Results for the Bachelor in Secondary Education licensure examination are reflected in Figure 4.

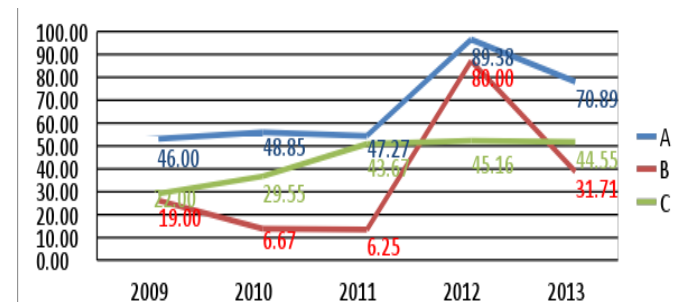


Figure 4. Passing Rate in Licensure Examination of BSED from SY 2009-2010 to 2012-2013

Data show that SUC A performed considerably well for the last five years. Fluctuating passing rate for SUC B and SUC C can also be noted. Results of

2009 Examination show that SUC A passing percentage performance was above the national passing percentage while SUCs B and C performed low. The same performance of the universities can be noted in 2010 and 2011. However, SUC C's rating was slightly above the national passing percentage while SUC B remained 25 percent below the national passing percentage.

It can also be noted that the LET examinees performed best during the licensure examination given in 2012 with SUC A and SUC B garnering more than 50 percent above the national passing percentage. Generally, it can be observed that first takers were better performers compared with the repeaters and licensure examination performance of SUCs was improving for the last five years; however, one university had at most declining performance. Results may have been affected by various factors, internal and external in the institution.

Accreditation Status of the Selected State Universities

Table 4 shows the grand and area means garnered by the Bachelor in Elementary programs as per results of Level II and Level III Phase I evaluations.

It can be noted that the areas that garnered the highest mean scores during the Level II of the Bachelor in Elementary Education program of SUC A were Area IV Support to Students, Area III Curriculum and Instruction and Area II Faculty. On the other hand, Area V Research, Area VI Extension and Community Involvement and Area VII Library got the lowest area mean scores. Meanwhile, strong areas in accreditation of SUC B in Bachelor in

Elementary Education Level II accreditation were Curriculum and Instruction, Faculty and Administration. However, Physical Plant and Facilities, Library and Extension and Community Involvement proved to be the weak areas. It can be noted that the areas needing improvement are those which require fund allocation to be upgraded, which was the constraint of the university at that time.

For the SUC C however, the accreditation areas that gained the highest scores were Administration, Laboratories and Support to Students. Weak areas, on the other hand the areas that scored low were Physical Plant and Facilities, Faculty and Curriculum and Instruction. Findings reveal that the university had highly competent faculty which who can do instruction and research. It also showed that upgrading of school buildings should be prioritized. The same was found out by Ancheta that some of the issues and problems on accreditation were attributed to the lack of time, money, material and manpower to conduct research and extension activities.

On the other hand, it could be noted that all the teacher education programs passed the Level III Phase I evaluation with a grand mean of 4.0 described as Very Good. SUC C got the highest grand mean of 4.10, followed by SUC A with 4.03, and the last was SUC B with 4.01 grand mean. The results suggest that generally, all of the selected state universities endeavored to upgrade their services but still need improvement especially on the areas of Library, Extension and Curriculum and Instruction.

Level II and Level III Phase I accreditation status of Bachelor in Secondary Education of the selected state universities in the region is presented in Table 5.

Table 4. Grand and Area Means of Bachelor in Elementary Education Level II and Level III (Phase I) Accreditation

AREA	SUC A		SUC B		SUC C	
	Level II	Level III	Level II	Level III	Level II	Level III
I. Vision, Mission, Goals and Objectives	-	-	-	-	-	-
II. Faculty	3.65	4.14	3.63	3.80	3.48	4.10
III. Curriculum and Instruction	3.68	4.03	3.64	4.01	3.47	3.86
IV. Support to Students	3.78	3.93	3.65	3.71	3.72	4.17
V. Research	3.04	3.81	3.53	4.03	3.57	4.2
VI. Extension and Community Involvement	3.29	3.55	3.46	4.02	3.69	4.35
VII. Library	3.16	4.15	3.40	3.62	3.56	4.23
VIII. Physical Plant and Facilities	3.53	4.40	3.37	4.44	3.28	4.03
IX. Laboratories	3.63	4.08	3.51	4.53	3.94	4.09
X. Administration	3.51	4.29	3.72	4.55	3.95	4.01
GRAND MEAN	3.51	4.03	3.57	4.01	3.62	4.10

Legend: 2.50-3.49: Good; 3.50-4.49: Very Good; 4.50-5.00: Excellent

Table 5. Grand and Area Means of Bachelor in Secondary Education Level II and Level III (Phase I) Accreditation

	SUC A		SUC B		SUC C	
	Level II	Level III	Level II	Level III	Level II	Level III
I. Vision, Mission, Goals and Objectives	-	-	-	-	-	-
II. Faculty	3.65	4.11	3.63	3.80	3.39	4.10
III. Curriculum and Instruction	3.68	4.03	3.65	3.99	3.52	4.17
IV. Support to Students	3.78	3.93	3.66	3.71	4.04	4.17
V. Research	3.04	3.84	3.42	4.03	3.54	4.05
VI. Extension and Community Involvement	3.29	3.56	3.32	4.02	3.50	4.35
VII. Library	3.16	4.15	3.40	3.62	3.56	4.23
VIII. Physical Plant and Facilities	3.53	4.40	3.2	4.44	3.18	4.16
IX. Laboratories	3.63	4.08	3.1	4.53	3.26	4.09
X. Administration	3.51	4.29	3.72	4.55	3.95	4.01
GRAND MEAN	3.51	4.03	3.51	4.01	3.59	4.14

Based on the table, all of the programs had a grand mean that fell within the range of 3.50-4.49 with a verbal description of Very Good, hence were awarded Level II Re- accredited status. SUC C had the highest grand mean of 3.59 while SUC A and B both got 3.51 grand mean. It can be noted that among the ten areas of accreditation, Area X Administration and Area IV Support to Students got the highest rating having garnered a grand mean that fell with the range of 3.50-4.49 described as Very Good. On the other hand, some of the area means in Research, Library and Extension and Community Involvement had a rating lower than 3.50 described as Good.

It can be construed that the selected state universities have established a strong instruction department equally managed by able administrators. However, the ratings also reveal that somehow a deficiency in budget was experienced by the selected state universities as evidenced by the areas having a low mean score. Improvement in library, research and extension and community services all entails corresponding financial resources.

The table also shows the ratings gained by the state universities when the state universities subjected its Bachelor in Teacher Education program to 3rd Survey Visit (Level III, Phase I) after the prescribed number of years of preparation. It could be noted that all the teacher education programs passed the Level III Phase I evaluation with a grand mean of 4.0 described as Very Good. SUC C got the highest grand mean of 4.14, followed by SUC A with 4.03, and SUC B with 4.01.

Results imply that generally, SUC C performed best having attained a rating of not lower than 4.0 in all areas evaluated. Furthermore, it was evident that weak areas of all the universities during

the Level III Phase I evaluation were Areas V Research, VI Extension and Community Involvement and VII Library. This may be so because accreditors know that it is not enough to engage faculty in doing research because they have to generate knowledge and technology through their research output which could in turn be translated into a worthwhile extension and community service. This conforms to the findings of Naperi who noted that the constraints in accreditation were along the areas of research, extension and community involvement and moderately weak on physical plant and facilities and laboratories.

Table 6 presents the results of Level III Phase II evaluation of the Bachelor in Elementary and Secondary Education programs.

Table 6. Results of Level III (Phase II) Evaluation Bachelor in Elementary and Secondary Education

Mandatory Areas	MEAN					
	BEED			BSED		
	SUC A	SUC B	SUC C	SUC A	SUC B	SUC C
Mandatory Areas:						
Instruction	4.00	4.00	4.00	4.00	4.00	4.00
Extension	4.50	4.00	4.00	4.50	4.00	4.00
Options:						
Library	4.25	4.00	4.00	4.20	-	4.00
Faculty	4.20	4.00	4.00	4.20	4.00	4.00
Development						
Licensure		-	-	-	-	-
Research					4.00	-
Grand Mean	4.23	4.00	4.00	4.23	4.00	4.00

As to Bachelor of Elementary Education results, among the mandatory areas, only the rating of 4.50 in extension and 4.25 for library of SUC A stood out. In terms of grand mean, SUC A ranked first with 4.23

rating. It was followed by SUC B and SUC both with a passing rate of 4.0.

As to Level III Phase II evaluation result of the Bachelor in Secondary Education program, it can be noted that SUC A was way above the rest of the universities having obtained a grand mean of 4.23. It was followed by SUC B and SUC C both with a passing rating of 4.0. Results imply that the state universities were able to prepare for the Phase II evaluation having been granted Level III Re-accredited status. However, though accredited, it can be further inferred that there was still a need to upgrade the quality of the services they offer to their clientele.

Table 7 presents the problems encountered in accreditation in terms of administrative support. As

can be discerned in the table, the universities, as shown in the average mean of 1.68 indicated that the problems were encountered to a moderate extent. Results indicate that problems in accreditation in terms of administrative support were felt but to a manageable level. It is also interesting to note that the only problem rated to a great extent was limited financial support by government agencies and NGOs to administrative programs such as faculty/staff and student development and facilities improvement as cited by faculty respondents from the SUC B. This could be attributed to the meager support the university is getting from the government and non-government agencies.

Table 7. Problems Encountered in Accreditation by the Selected State Universities in Terms of Administrative Support

Administrative Support	SUC A		SUC B		SUC C		Average	
	WM	VI	WM	VI	WM	VI	WM	VI
1. 1. Absence of Internal Assessment Board (IAB)/ Quality Assurance Office (QAO)	1.50	ME	1.77	ME	1.60	ME	1.62	ME
2. Absence of functional structure for the IAB to ensure that accreditation tasks such as planning, course-plotting of recommendations, proper documentation and internal auditing of documents are properly carried out in each department/ campus	1.19	LE	1.92	ME	1.60	ME	1.57	ME
3. Lack of written policies on submission and filling of documents needed for accreditation	1.06	LE	1.92	ME	1.70	ME	1.56	ME
4. Poor implementation of guidelines/ office memorandum on updating and submission of documents/ records	1.13	LE	1.85	ME	1.90	ME	1.63	ME
5. Irregular monitoring and evaluation of the accreditation process such as the conduct of internal auditing/ assessment	1.13	LE	2.08	ME	2.0	ME	1.74	ME
6. Poor scheduling of program accreditation	1.13	LE	1.92	ME	1.80	ME	1.62	ME
7. Limited technical support by national and regional line agencies to academic programs	1.06	LE	2.38	ME	1.90	ME	1.78	ME
8. Limited financial support by government agencies and NGOs to administrative programs such as faculty/staff and student development and facilities	1.13	LE	2.54	GE	1.80	ME	1.82	ME
9. Slow dissemination of accreditation results/findings by the administration/ IAB to the concerned department	1.06	LE	1.85	ME	1.90	ME	1.60	ME
10. Unsustainable program of activities in preparation for accreditation	1.25	LE	2.31	ME	1.90	ME	1.82	ME
11. Limited academic and administrative projects and programs to be documented	1.13	LE	2.28	ME	1.70	ME	1.70	ME
COMPOSITE MEAN	1.16	LE	2.07	ME	1.80	ME	1.68	ME

WM- Weighted Mean VI- Verbal Interpretation ME- Moderate Extent LE- Least Extent

Table 8. Problems Encountered in Accreditation by the Selected State Universities in Terms of Logistical Support

Administrative Support	SUC A		SUC B		SUC C		Average	
	WM	VI	WM	VI	WM	VI	WM	VI
1. Insufficient budget allocation for accreditation	1.25	LE	2.38	ME	1.50	ME	1.71	ME
2. Improper planning of resource allocation and utilization to optimize accreditation resources/services support	1.25	LE	2.15	ME	1.90	ME	1.77	ME
3. Lack of incentives like honorarium given to the faculty/personnel involved in accreditation	1.69	ME	2.77	GE	2.50	GE	2.32	GE
4. Insufficient material resources support such as desktop, laptop, printer, scanner and materials for document preparation	1.19	LE	3.08	GE	2.50	GE	2.26	ME
5. Inadequate vehicles to fetch and convey accreditors	1.13	LE	2.08	ME	2.0	ME	1.74	ME
6. Inefficient utilization of financial resources for accreditation	1.25	LE	2.0	ME	2.10	ME	1.78	ME
7. Lack of educational facilities such as library, classrooms and laboratories	1.19	LE	2.54	GE	1.16	LE	1.63	ME
COMPOSITE MEAN	1.28	LE	2.43	ME	2.02	ME	1.89	ME

WM- Weighted Mean VI- Verbal Interpretation ME- Moderate EXTENT LE- Least Extent GE- Great Extent

Table 8 presents the problems encountered by state universities in terms of logistical support. Of the problems encountered in accreditation in terms of logistical support, it can be gleaned from the table that lack of incentives like honorarium given to the faculty/personnel involved in accreditation was a common problem met to a great extent and ranked first with an average weighted mean of 2.32. Based on the results, it is evident that the faculty respondents did not receive/expect to receive incentives for overtime/day needed to prepare accreditation documents. Kinicki [11] elaborated that the compensation of all employees for services rendered should be based on a systematic attempt to reward good performance while the principle of order states

that the materials and people should be in the right place at the right time. Once problems on proper planning and implementation of activities are addressed, remuneration problems may not crop up. It is only when faculty feels exploited do they demand for incentives for a hard work contributory to the attainment of a better organizational performance.

Concurrently, the concern on insufficient material resources support such as desktop, laptop, printer, scanner, photocopier and supplies and materials for document preparation ranked second among the problems in logistical support. This conforms with the findings of Ancheta and Castro [12] that proper time and budgetary allotment were necessary to faculty and employees.

Table 9. Problems Encountered in Accreditation by the Selected State Universities in Terms of Human Resources

Administrative Support	SUC A		SUC B		SUC C		Average	
	WM	VI	WM	VI	WM	VI	WM	VI
1. Designation of unqualified personnel to man the Internal Assessment Board (IAB)/Quality Assurance Office (QAO)	1.06	LE	1.92	ME	1.60	ME	1.53	ME
2. Lack of faculty orientation on the interpretation of benchmark statements	1.19	LE	2.08	ME	1.60	ME	1.62	ME
3. Lack of technical experts to perform functions regarding accreditation such as proper planning and scheduling of activities	1.13	LE	2.08	ME	1.80	ME	1.67	ME
4. Inadequate support system to assist in the preparation of documents and coordination with different offices	1.50	ME	2.23	ME	1.60	ME	1.78	ME
5. Inefficient utilization of manpower for accreditation	1.13	LE	1.85	ME	1.60	ME	1.53	ME

Table 9 (cont). Problems Encountered in Accreditation by the Selected State Universities in Terms of Human Resources

Administrative Support		SUC A		SUC B		SUC C		Average	
		WM	VI	WM	VI	WM	VI	WM	VI
6.	Incompatible faculty expertise and area assignment in accreditation	1.31	LE	2.08	ME	1.80	ME	1.73	ME
7.	Overlapping of area assignment of faculty/ personnel involved in accreditation	1.13	LE	2.38	ME	1.90	LE	1.80	ME
8.	Indifference of faculty/ staff towards accreditation	1.25	LE	2.15	ME	2.10	ME	1.83	ME
9.	Insufficient internal AACCUP accreditors	1.13	LE	1.69	ME	2.20	ME	1.67	ME
10.	Limited support of the university administration in sending accreditors to AACCUP retraining, conferences and conventions	1.13	LE	2.13	ME	1.70	ME	1.71	ME
11.	Existence of interpersonal conflicts among the members of the local task force during the preparation and actual accreditation visit	1.25	LE	2.23	ME	1.60	ME	1.69	ME
12.	Lack of team work among the faculty/staff in the preparation for accreditation	1.19	LE	2.15	ME	1.50	ME	1.61	ME
13.	Lack of technical experts to ensure compliance to the required standards of educational facilities such as buildings and laboratories	1.31	LE	2.08	ME	1.90	ME	1.76	ME
COMPOSITE MEAN		1.22	LE	2.13	ME	1.79	ME	1.69	ME
<i>WM- Weighted Mean</i>		<i>VI- Verbal Interpretation</i>		<i>ME- Moderate EXTENT</i>		<i>LE- Least Extent</i>			

Table 9 presents the problems encountered by the selected state universities in terms of human resources. It can be observed from the table that generally problems encountered in accreditation in terms of human resources were felt by the faculty of the state universities to a moderate extent. The average composite mean of 1.69 with a verbal interpretation of to a moderate extent suggests that interpersonal relationship between and among respondents during accreditation was tested.

It can be noted that the most pressing problems in terms of human resources were Indifference of faculty/ staff towards accreditation and overlapping of area assignment of faculty/ personnel involved in accreditation. Result implies there may still doubts as to the relevance of accreditation. However problems on overlapping of area assignment of faculty/personnel involved in accreditation implies that there are area coordinators given more than one assignments. The varied assignments and high expectations in fulfilling their duties and functions plus the personal responsibilities handled by each faculty at home may have been too much for them.

Management Strategies for Institutional Transformation of State Universities in Regions IV-A

Management strategies are courses of action the administrators consider in transforming their

institutions towards enhancing organizational performance. To achieve the objectives of an organization, it has to strategize and determine its competitive advantage over other organizations that offer the same services. Thus, effective strategy formulation to determine the direction the universities ought to undertake and setting up of a framework for implementation to achieve its goal are imperative.

- Upgrading of laboratory, library and facilities
- Apply for CHED Institutional Development Assistance for Accreditation (IDAA)
- Submit proposals to funding agencies
- Continuously increase the passing rate in LET
- Intensify monitoring and evaluation of instructional processes such as delivery of instruction and implementation of academic policies
- Conduct intensive review programs
- Strengthen research culture
- Intensify research capacity building
- Increase monetary incentives for paper presentation and publication
- Encourage the utilization of research outputs in the delivery of instruction and conduct of extension and production activities
- Intensification of the conduct of extension activities
- Review research outputs that can be translated into an extension activity

- Strengthen collaboration with partner agencies
- Conduct periodic monitoring and evaluation of existing extension projects
- Enhance support system for accreditation
- Propose the hiring of additional emergency laborers and student assistants
- Benchmark and propose on the type of incentives that would best motivate faculty/personnel
- Involve faculty of the different programs that will not undergo accreditation

CONCLUSION AND RECOMMENDATION

The selected state universities in CALABARZON Region have performed well as shown in the increase of enrolment, above average passing rate in LET and high qualification of faculty members. Most of the programs offered by the state universities meet the minimum requirements set by the Commission on Higher Education having been awarded with Level III Re-accredited status by the AACUP. Moreover the identified problems in accreditation covering administrative support, logistical support and human resources may be addressed by implementing effective management strategies which may help strengthen institutional transformation toward higher level of accreditation and improved organizational performance.

The Deming's Theory of Management strongly supports the findings of this study. As change become inevitable in the pursuit of quality education and improved institutional performance, university administrators should strive to transform their processes to improve quality assurance practices. These change initiatives of the university managers require external evaluators as in the case of program accreditation. External assessment helps the institutions objectively gauge their performance in their mandated functions.

The study would give credence to the impact of accreditation on the organizational performance of state funded institutions to be at par with the leading educational institutions. Moreover, this study could well serve as basis in determining where their University stands and its status in terms of upgrading quality education through program accreditation. Furthermore, findings could provide implications on how to strengthen the institutions' organizational performance and take into account appropriate actions to mitigate problems encountered in accreditation to pursue quality education. Thus, it is recommended that the universities should strive to provide curricular

programs that exceed the CHED minimum requirements through the provision of highly qualified faculty, improved services and facilities and conduct more researches and extension activities. It is further recommended that parallel studies be conducted among other universities and colleges offering other academic programs to validate the findings of this study.

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