

Accreditation as a Predictor for Success in Licensure Examinations of State Universities and Colleges in Eastern Visayas

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Abstract: The study aimed to describe the levels of accreditation status and levels of performance in licensure examinations; and determine if accreditation is a predictor for success in licensure examinations. Seven state universities and colleges in Eastern Visayas that offered college degree programs with licensure examinations were included. The study employed documentary analysis and used frequency counts, means, percentages, standard deviations, F-Tests or analysis of variance (ANOVA), Scheffe's Tests, and multiple regression analysis in determining the performance of the SUCs in licensure examinations; and the relationship between the accreditation levels and performance in licensure examinations. The levels of accreditation status, i.e. Level 0, I, II, and III, were considered along the ten areas, namely: Area I – Vision, Mission, Goals, and Objectives; Area II – Faculty; Area III – Curriculum and Instruction; Area IV – Students; Area V – Research and Development; Area VI – Extension and Community Involvement; Area VII – Library; Area VIII – Physical Facilities; Area IX – Laboratories; and Area X – Administration. It was found out that SUCs with Level II accreditation status and offered Accountancy, Agricultural and Civil Engineering degree programs performed better in licensure examinations. SUCs with Levels I and 0 accreditation status and offered Electrical and Mechanical Engineering degree programs performed lower. SUCs with different levels of accreditation differ in their performance. It showed that the higher the level of accreditation status, the better the performance of students in licensure examinations. Thus in this case, accreditation becomes a predictor for success in licensure examinations.

Keywords: accreditation, predictor, licensure examination, state universities and colleges, quality education.

I. INTRODUCTION

Accreditation is setting the minimum standards and requirements for maintaining the quality of education in the country. Through accreditation, educational institutions can improve themselves by providing criteria to strive for [1]. The Philippine Constitution mandates that the state shall provide and promote the right of its citizens to quality education at all levels. All educational leaders are mandated to take appropriate steps to make such quality education accessible to all [2]. It was found out that accreditation has significantly helped improve the quality of the accredited schools. However, only 13.3 per cent of the country's SUCs have taken advantage of the benefits of accreditation [3]. Though accreditation process is voluntary, only 60 per cent of all degree programs have been accredited [4]. This study was conducted since it has been observed that SUCs in Region VIII (Eastern Visayas) have low performance levels in licensure examinations [5]. This may be attributed to the low accreditation status of SUCs or the absence of program and institutional accreditation. Thus, this study aimed to describe the levels of accreditation status in degree programs and levels of performance in licensure examinations of the state universities and colleges; and determine if accreditation is a predictor for success in licensure examinations.

II. METHODOLOGY

The conceptual framework shows the independent variables (level of accreditation of SUCs), i.e. Level 0 (those SUCs which are not accredited yet or no accreditation); Level I (those SUCs on their candidate level); Level II (those SUCs that have accredited status or those that have passed the First Formal Survey); and Level III (those SUCs that have re-accredited status) [6]. The dependent variables (level of performance in the licensure examinations), i.e. low, average, and high.

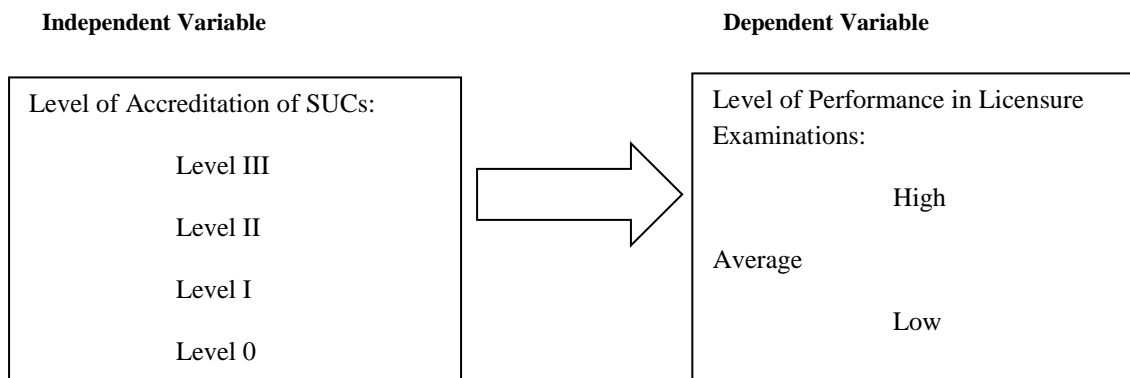


FIGURE I: PARADIGM SHOWING THE INDEPENDENT AND DEPENDENT VARIABLES



FIGURE II: LOCATION MAP OF REGION VIII (EASTERN VISAYAS) [7].

The independent variables were scored and interpreted as:[8].

- 4.0 - 4.99 - outstanding (conditions or provisions are very extensive and functioning very well)
- 3.0 - 3.99 - very good (conditions or provisions are extensive and functioning well)
- 2.0 - 2.99 - good (conditions or provisions are adequate and functioning satisfactorily)
- 1.0 - 1.99 - fair (conditions or provisions are limited and functioning fairly)
- 0 - .99 - poor (conditions or provisions are needed but missing)

The dependent variables were scored and interpreted as:

- High - passing percentage is higher than the national passing percentage
- Average - passing percentage is equal to or the same with the national passing percentage
- Low - passing percentage is lower than the national passing percentage

There were seven SUCs that offered licensure examinations in Accountancy; Agricultural, Civil, Electrical, and Mechanical Engineering; i.e. Eastern Samar State College (ESSC) in Borongan, Eastern Samar; Leyte Institute of Technology (LIT) in Tacloban City, Leyte; Leyte State University (LSU) in Baybay City, Leyte; Naval Institute of Technology (NIT) in Naval, Biliran; Samar State Polytechnic College (SSPC) in Catbalogan City, Samar; TiburcioTancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog City, Samar; and University of Eastern Philippines (UEP) in Catarman, Northern Samar [9].

The tests of relationships between the independent and dependent variables for accountancy and engineering were done twice to ensure validity and objectivity of results in the multiple regression analysis printout and interpretation. It was observed that the ten areas of accreditation of SUCs with Level II status were all rated very good; i.e. conditions or provisions were extensive and functioning well. Those SUCs with Level I status were all rated good, i.e. conditions or provisions were adequate and functioning satisfactorily.

Table I: Tests Of Relationships Between Independent And Dependent Variables Accountancy

Areas of Accreditation	F-ratio	Interpretation
I	5.406	Significant
II	3.571	Significant
III	3.459	Significant
IV	2.903	Significant
V	2.647	Significant
VI	2.941	Significant
VII	2.752	Significant
VIII	3.799	Significant
IX	2.732	Significant
X	3.557	Significant

Table I: Tests Of Relationships Between Independent And Dependent Variables Engineering

Areas of Accreditation	F-ratio	Interpretation
I	6.050	Significant
II	6.033	Significant
III	5.602	Significant
IV	2.718	Significant
V	2.629	Significant
VI	3.964	Significant
VII	3.109	Significant
VIII	2.981	Significant
IX	4.503	Significant
X	5.661	Significant

The findings of this study confirmed the studies of [10], [11], [12], [13], [14] that accreditation has stimulated and accelerated the institutional growth and development of accredited schools desiring to achieve excellence, relevance, and effectiveness. The positive inputs were converted to positive outputs, i.e. producing professional accountants and engineers, employable graduates.

III. CONCLUSIONS

The SUCs that offered Accountancy, Agricultural and Civil Engineering got higher performance in the licensure examinations; while those offering Electrical and Mechanical Engineering got lower. The SUCs that offered the former degree programs belonged to Level II status; while those SUCs that offered the latter belonged to Level I status. Those SUCs that got higher performances in licensure examinations provided adequate, effective and functional conditions or provisions vital for the quality of its programs. They produced well-prepared, skilled graduates ready to face any event on the way. It is in this concept that they turned-out quality, high-performing and employable graduates. It implies that accreditation is needed to attain good performance in the licensure examinations.

SUCs in Eastern Visayas that belonged to Level II status voluntarily submitted themselves for accreditation to attain quality and quality assurance of their programs and outputs. Accreditation focuses on two concerns; i.e. educational quality, defined and interpreted within the context of the institution's program statement of scope and purpose; and institutional integrity, which means that the institution or program is what it says it is. By becoming more aware of their particular unique role, SUCs can make a more constructive contribution to the country, and to the field of education as a whole. It, therefore, implies that accreditation plays a vital role in the delivery of the SUCs quadruple functions; i.e. instruction, research, extension, and production.

SUCs with different levels of accreditation differ in their performance in licensure examinations. SUCs with higher level of accreditation status performed better than those with lower level. Various factors are considered; i.e. the number of examinees, the number of passers, the number of times the students took the examinations, the maturity level of students, poor background and preparation, examinees coming from previous batches, and the increase/decrease of examinees from year to year, have affected the performance ratings of students. However, they are all considered in the accreditation process. And that in this case, accreditation becomes a predictor for success in licensure examination.

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