

TEACHER EDUCATION IN MUNTINLUPA CITY: AN ECONOMIC PERSPECTIVE

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Abstract

The study qualitatively evaluates and contrasts the teacher education in a public and private higher educational institution using administrators, faculty interviews, and school visitations within Muntinlupa City. It utilized descriptive research technique to examine the socio-economic situation of teacher education. Content analysis was used to examine the mission vision and teacher education program overview of both institutions using publicly available data from the institutions' official websites. Management strategies of the two institutions in relation to the program offerings for teacher education were compared using publicly available data as well as interviews form administrators and individuals involved in the institution using the SWOT (Strengths, Weakness, Opportunity and Threats) Analysis. Implications of the SWOT to teacher education were discussed.

Education is deemed as a tool to economic and social growth. Stakeholders such as parents, students, government and others are attuned to making education available to all since it is considered as the most important determinant of a man's occupational destination there and studies suggests a wide belief that there is a relationship between education and occupation. (Halsey, 1977), thus affecting his or her growth within the society.

Like any other nation, the Philippines place emphasis on the value of education throughout all levels of society. This is evident in the volume of children entering the basic education system (both public and private) annually. According to the National Statistical Coordinating Board (NSCB), between school year 2005-2009, the participation rate for elementary and secondary school level rose from 84.4 to 85.12 and 58.5 to 61.9 (2008) percent respectively. This growth in participation however is not sustained as the level of schooling appreciates. Data from the NSCB indicates that out of the participation rates (in school year 2005-2008) stated earlier, only 61.1 to 73.7 and 61.7 to 75.4 percent of the elementary and secondary school participants completes their respective levels. A more dismal picture is seen in Higher Education participation. The Department of Education states that for every 100 grade1 pupils entering the system, 66 pupils will graduate grade 6, 58 students will enter high school, 43 students will graduate high school, 23 students will enter College and only 14 students will earn a baccalaureate degree.

The number of graduates from teacher education has increased through the years. From 1991 to 2000, there is an annual increase of 3.6 percent or about 47 392 new educators that graduates each year. (Bureau of Labour and Employment Statistics, 2003) Even with the growth of teacher education, records form the Professional Regulatory Commission (PRC) shows that of about 132,119 examinees

in the Teachers' Board Exam, only about 26.7 percent (35,238) passed the exam. This however, excludes the graduates whom eventually passed the exam after their first try. To address this situation, the CHED issued Memorandum 30 (s 2004) to update the undergraduate teacher education curriculum in the Philippines. This new curriculum increased the number of curricular units of both elementary and secondary schoolteacher majors (174 from 144 units; and 174 from 151-176 units respectively). It decreased the number of general education subject units from 107 and 99 units to 63 units for both elementary and secondary school majors. (Ministry of Education, Culture and Sports, 1986) Additional professional education and specialization subjects/units were included as well (from 30-35 to 57 units; and 40-45 to 60 units respectively). (Commission on Higher Education, 2004)

The basic education sector, (specifically the public school system) generally causes the demand for teachers in the Philippines. Moreover, with the number of teachers employed remained almost unchanged, this scenario suggests a surplus in the number of qualified teachers in the country. Based on the 2000 Labour Force Survey conducted by the National Statistics Office shows that about "30 percent of their respondents with education degree were employed in non-teaching occupations". (Bureau of Labour and Employment Statistics, 2003) This scenario causes these unemployed teachers (and other professionals) to seek employment abroad, made worse by the high rate of unemployment (13.9 percent) and underemployment (19.6 percent) (American Federation of Teachers, 2009). In addition, with better-qualified teachers going abroad to seek better paying employment, this results to poor quality of instruction and working condition in the basic education, specifically in the public school system. Making it worse is the influx of students entering the public schools system, because of the current global economic crunch, which affects those families who send their children to private schools. Such events forces public schools to accept these students, and therefore to have two, three or even four class shifts a day, each with about 70-80 students per class to accommodate them. (American Federation of Teachers, 2009) It would then be the role of higher educational institutions offering teacher education courses to provide quality pre service training for would be teachers. The teachers in turn will shoulder the task of providing quality instruction to the Philippine education system.

This is the reason for a renewed and continuous interest in improving the quality of education. Aside from creating programs that caters the needs of teachers, the Commission on Higher Education (CHED) released Memorandum 30 (S.2004) entitled "Revised Policies and Standards for Undergraduate Teacher Education Curriculum" which addresses the needs to improve the quality of pre-service teacher instruction in the Philippines. It also recognizes the role of higher education, (teacher education in particular) in improving the quality of life of its citizenry, through the attainment of various social and economic benefits.

In this paper, the researcher qualitatively evaluates and compares the teacher education in a public and private higher educational institution. For the purpose of analysis, these institutions differ in two points. First, one is a privately owned and the other is a local government funded institution of higher learning. Second, the

first one had only started offering teacher education program this academic year (2009-2010) and the other, have been offering teacher education course since 1991.

Methodology

In this paper, the researcher aimed to qualitatively evaluate and contrasts the teacher education in a public and private higher educational institution using administrators, faculty interviews, and school visitations within Muntinlupa City. This study utilized descriptive research technique to examine the socio-economic situation of teacher education in Muntinlupa City.

The first part of this study is to analyze the mission vision and teacher education program of both institutions using publicly available data from the institutions' official websites. Content analysis is the technique used for analyzing this information.

Second part is to contrast the management strategies of the two institutions in relation to the program offerings for teacher education using publicly available data as well as interviews form administrators and individuals involved in the institution.

SWOT (Strengths, Weakness, Opportunity and Threats) Analysis was used in data analysis/treatment in these areas: (1) Teacher education program, including instruction, achievements, research and development (2) Financial management strategies, including their status (3) Facilities management and market strategies (4) Human resource management.

Permission to conduct study were asked from and granted by the administration of the institutions concerned. The financial status reports of both schools are limited only to what the institutions are willing to disclose to the researcher. In both cases, most of what was shared is an estimate of the actual values that were the target data for this study. The interviews lasted for an hour and recorded using a digital video camera. The interviews were also later transcribed.

The chosen school participants in this study are two higher education institutions located in Muntinlupa area. One is a university owned and funded by the local government that has been offering teacher education since 1991, which we will refer to as the "Local University" (LU). Although it was originally a polytechnic college, it has been offering baccalaureate (CHED) courses since its foundation. The other is a privately owned college, which has started offering teacher education in the first semester, academic year 2009-2010, which we will refer as to as "Private College" (PC). Patterned after the Technological University of the Philippines, PCoriginally offers technical (TESDA) courses, but later expanded and ventured into offering baccalaureate (CHED) courses as well. These schools are the two of the three higher educational institutions that are currently offering teacher education in the in the Muntinlupa City area.

Findings:

Mission – Vision of Higher Educational Institutions

The “Local University” was founded in the spirit of the 1987 Philippine Constitution that states that the State should “promote, foster, and promote the rights of all citizens to affordable quality education at the tertiary level...” (Muntinlupa, About PLMun, 2009).

The LU’s College of Education declares a mission-vision philosophy based on “learning and living”

“It...envisions itself as a center for creative development and research-oriented teacher education activities contributing its full share to the development of Filipino teachers as exemplars of academic excellence and leadership in education as it reaches out to the rest of the world.”

The LU’s mission states that the College of Teacher Education...

“...exist with a mission of promoting and facilitating the development of dynamic professional teachers who are:

C – career-oriented

T – touches and transforms

E – every Filipino through evolutionary quality education ...thus enabling them to meet the challenges of the changing times.” (Muntinlupa, College of Education, 2010)

It is evident in the LU’s mission vision that the primary function of their university is to provide quality, low-cost (if not free) tertiary education for the people of Muntinlupa City who is capable to adapt to the ever-changing demands of the global community.

The “Private College” started as a technical school, the PC soon expanded into offering baccalaureate degree as well as graduate courses in cooperation with the Technological University of the Philippines, where PC’s founder is an alumnus. PC envisions itself to be...

“...one of the nations’ leading educational institutions involved in the pursuit and advancement of knowledge in all dimensions, as an end in itself and as a tool in personal, community and national development.”

The PC commits itself to these goals:

1. “Educate, train, and develop the students into competent, productive, and values oriented professionals who shall serve as pillars of our country’s economy.
2. Advance human knowledge through research and study.
3. Cultivate a deep sense of moral and spiritual values so as to enhance development of human and just individuals.
4. Make higher (sic) accessible to everyone through scholarship grants and other related programs.

5. Promote and maintain beneficial linkages and network with institutions and agencies in local. (Sic)
6. Contribute to the appreciation of the historical and cultural heritage of the Filipinos and of mankind.” (Alabang, Mission and Vision, 2010)

One remarkable feature of PC’s mission vision is the vision of having their graduates to become “pillars of Philippine economy.” This clearly shows the values adapted by their founder whom like all of their students, came from a humble beginning and was able to be successful through hard work, dedication and continuous education. These traits are what they would like to inculcate to their graduates.

Teacher Education Course Program

The teacher education programs of both higher educational institutions are based on the curriculum implemented by the Commission on Higher Education (CMO 30, s. 2004). Though similar programs are present in both HEI, some differences may be noticed. The LU offers the following CHED teacher education programs under its College of Teacher Education:

- Bachelor of Science in Secondary Education, major in:
 - Mathematics
 - Science
 - Music, Arts and Physical Education (MAPE)
 - Filipino
 - Social Science (Agham Panlipunan)
 - General Science
- Bachelor of Elementary Education, major in
 - Regular (Elementary Education)
 - Early Childhood Education
 - Special Education
- Special Programs (Certificates)
 - Certificate in Early Childhood Care and Development
 - Certificate in Teaching Programs
- Graduate Studies
 - Master of Arts in Educational Management
- Licensure Examination for Teacher Review

The PC on the other hand offers the following CHED teacher education programs in their College of Education:

- Bachelor of Secondary Education, majors in
- Bachelor of Elementary Education
- Bachelor of Technical Teacher Education (BTTE)

Unique to PC is their program on Technical Teacher Education that “prepares career and technical teachers for Secondary schools and Post Secondary, such as career centers, technical institutes, correctional facilities and community colleges.” (Alabang, Courses, 2010) This program is patterned after a curricular offered by the Technological University of the Philippines.

Admission and Retention Policies

Most of the LU's students came from the public schools within and around the Division of Muntinlupa. Currently the LU-College of Teacher Education has an enrolment of 962 students; 331 freshmen, 314 sophomores, 178 juniors and 139 seniors. Patterned after the Philippine Normal University (PNU), prospective LU students are screened upon the recommendation of the applicant's high school guidance counselors (preferably but not limited to city residence). Applicants with a grade of 80 or higher are qualified to take the entrance exam of the College of Teacher Education. Personal interview soon follows, for students who passed the written entrance examination. In LU, a required grade of 85 (2.00) should be maintained by all teacher education students, and are required to pass the qualifying exam for each year/level in order to continue and attain their desired baccalaureate degree.

A special requirement for all female students is included. Any student who is with a child out of wedlock ("become pregnant") during her stay in the LU is disqualified from continuing her study in the College of Education. The administration of the college perceives this situation as a deviance to the proper values and virtue that a teacher should possess in her profession. This special requirement however is not applied to the male students.

Following the provisions for CMO 30, s. 2004, students are expected to fulfill the required Field Study Courses (6 subjects, 1 unit each) prior to their actual Practicum (Practice Teaching, 6 units), one semester prior to graduation. Having the whole Division of Muntinlupa as its laboratory, the student teachers are assigned to have their practicum in a public school near his/her residence making it easier for the students to accomplish the said requisite. The practice teaching requirement is completed for one whole semester. Students are conferred of their degree once they passed their curricular program requirements, and others that are specified in their student manual.

Similar to LU, PC's students came also from lower income bracket families (Class C and D); most from public schools but there are also students who graduated from private schools. Currently, the PC has a population of about 2500 students (CHED and TESDA courses), and 20-30 percent of them are working students. Prospective students of the College of Education needs to apply together with their secondary education credentials and must be able to pass the written entrance exam as well as the medical examination. They need to have at least an 85 grade weighted average (GWA) in their secondary credentials, and need to maintain the same grade requirements to continue their degree of choice. If for some reason, the student fails to comply with this maintaining grade requirement, they are advised to shift to their second choice degree provided their GWA qualifies on that degree.

Students Performance and Achievements

The LU has a modest performance in the Licensure Exams for Teacher (LET), a required professional license for all teachers who wishes to practice their profession. The LET mean passing rate of LU is higher than that of the national mean passing score. In October 2009 LET, LU had 15 students who passed in the Elementary Education program and 15 students who passed in the Secondary Education program. As in other colleges in the LU, teacher education students are required to complete research papers and instructional modules, as part of their partial requirements in various subject areas. As of now, all thesis and term papers made by the students (both undergraduate and graduate levels) are unpublished and are housed in the college's library. The College of Education has its own student publication (newspaper), apart from the institutional publication, which disseminates information within the college, and is currently in the process of making their refereed journal to highlight the researches and modules developed by both the students and faculty.

Graduates of teacher education (both Elementary and Secondary) are easily employed in various basic education schools within and around the Muntinlupa City area. Most of them start out in private schools since public schools strictly implement the minimum requirement for teachers to pass and have a teacher's license. Graduates employed in the private schools are eventually able to pass the LET, some opt to be employed in the Division of Muntinlupa, while others opt to stay in the private sector for higher remunerations.

Collaboration with other institution of higher education is a part of LU's avenue for program development. Being a member of the Association of Local Colleges and University (ALCU) gives LU the opportunity to share information with its other members. Participation in seminars and trainings such as those organized by the Philippine Normal University is an example. Some of their faculty members were also gives opportunities to become resource persons for such seminar/workshops within and outside of the Muntinlupa City area. Foreign exchange students are also welcomed in the LU. For the first time in LU-CTE's history, a computer technology education student is currently participating in a foreign exchange program in Japan this academic year (2009-2010).

Since PC is still on their initial year of offering Teacher Education, they only have one section for all three majors (Elementary, Secondary and Technical Education) whom are all taking up general education courses. Because of this, they could not yet provide data on their college's performance on Licensure Exam for Teacher. However, based on other CHED courses with similar PRC exams (such as those for Accountancy and Criminology) PC has a modest exam performance in the courses mentioned. As in all course subjects, PC teacher education students are required to submit research papers as partial requirements in each subject in their respective programs. These papers however are unpublished that are found at the college's library. PC is planning to put up a research colloquium to showcase these works and hopefully publish its own refereed journal to disseminate their students'

and faculty's work, which will not only be available for teacher education but for other Baccalaureate programs as well.

A part of the research and development program of the PC is the module development for the various courses offered, in both baccalaureate and technical programs. These programs however are not directly funded by the PC. Faculty members are encouraged to produce these works for their classes and are made available to the students through the PC's bookstore. A portion of the earnings from its publications is given to the faculty—authors that serve as additional income and productivity incentives.

Financial Management Strategies

As a higher educational institution founded through the provisions of Republic Act No. 7160 (Local Government Code), the LU is funded primarily by the City Government. This includes budget for academic programs, administrative functions, faculty and staff salaries, maintenance and other operating expenses. Funding for LCU may be implied as with higher budgetary allocation than old state institutions (whose funding came from the national government), based on the Local Government Code provision, of "40 percent of the internal revenue collection over the previous 3 years is allocated to LGU's." (No.6-5. Medium Term Plan, 1999-2005) (Dayrit, 2005), p.3)

The local government also shoulders a part of tuition fees of a portion of the student population in the LU. The Local Government for instance, allots 1500 slots of sponsorships for the whole LU, about 300 slots are allotted for the College of Education. Sponsored students are, graduates of public schools of Muntinlupa City. They pay more or less Php800.00 every semester (for those who are not entitled to it, are to pay Php2000.00 tuition fee every semester) for a full student course load of 21-24 units. Scholars must maintain certain grade requirements set by the LU. The sponsorship scheme of the local government is in two parts; first, the tuition fee of all freshmen entering the LU-CTE is shouldered by the local government in their first year. After this, the students are then required to pay their tuition fee in full in their succeeding years in the LU. With such low cost tuition fee, the survival and completion rate of LU-CTE students are relatively high. Since the funding of the LU came primarily from the city government, they do not experience instances of having their funding subjected to "budget cuts" typically experienced by traditional state universities whose funding are from the national government.

All funding needs of the LU for their academic and other programs may be requested from the local government as well. The bulk of the LU's budget is allotted for the faculty's salary, maintenance of facilities and programs; maintenance and other operating expenses. Currently, they have their own building within the grounds of a local high school. It houses the classrooms, laboratories, library and covered courts (sports facilities). In the College of Teacher Education, additional income-generating activities to augment budget deficit is non-existent now since the current administrator is in their first year of leadership. They may have such activities once the administrator has already settled down in their position.

Although research and development endeavors of its faculty are highly encouraged by LU-CTE, these programs however does not receive allotment form the LU's academic program budget. Research grants and similar funding opportunities are non-existent.

Being a private institution, PC's main source of funding is the tuition fees collected from the students, who pay Php420.00 per course unit or about Php16,500.00 every semester for a full student course load. (21-24 units) Considering that the bulk of the PC students came from the middle class (Class C and D), and about 20-30 percent are working students, the tuition fee rate of PC is quite affordable. Currently, the PC does not offer scholarships, they do however offer tuition fee discounts for early enrollees. Like most private institution of higher education, PC adopts a system of tuition payment schemes for their students. They have the full semester payment scheme, and the installment payment scheme. The latter allow students to pay their tuition fee in 4 quarters (during preliminary, midterms, pre-final and final terms) within the semester. Every examination, almost 50 percent of the students submits promissory notes in lieu of their tuition fee payment, and most of time, these payments are delayed. The students are allowed to take their exams, without paying their tuition fee provided they submit a signed promissory note, noted by the PC president. It is only during the final exams do the PC is able to collect most of the students' tuition fee payment in full. A yearly students' clearance form allows the PC to collect all unpaid tuition fees from the students.

Other sources of income for PC are its own bookstore, which supplies books, modules, school, and P.E. uniforms for the students and the school cafeteria. It was not specified though if both sources of income were run by the PC themselves or by a concessionaire. It is income; although not big enough to be significant also help provide additional income for the PC. The PC and Technological University of the Philippines has an agreement that lets the TUP offer graduate programs using the facilities of the PC campus. However, it was not specified if PC leases their facilities to TUP for this specific program offerings. In terms of spending, the PC uses its funds for improving its facilities such as the computer laboratory. The facility is primarily used by the Computer Science program (but it is used by other programs as well).The PC does not have its own school building, so the biggest spending allocation the institution is their building rent, aside from faculty and staff compensation. Currently, they are renting three buildings to house their school: the main campus, which houses the bulk of the academic and administrative offices, laboratories and the library, another building that houses the human resource office and sports facilities, "Elizabeth Building, and another school building in Alabang. Other expenses includes faculty other employees' salary, maintenance of facilities and programs, and maintenance and other operating expenses.

Aligned with their teacher education program, the PC is planning to expand their school to house a basic education department (elementary and secondary level) which will serve as a laboratory school for their teacher education students who will undergo practice teaching.

Likewise, although research and development endeavors of its faculty are highly encouraged in PC, these programs however do not receive allotment from the PC's academic program budget. Research grants and similar funding opportunities are non-existent. It is therefore up to the faculty or student concerned to fund his or her own research and development projects.

Human Resource Management

The LU-CTE only employs faculty members who have at least a master's degree (Master of Arts, or Master of Science but not Master of Arts in Teaching). Further, LU-CTE employs those with a baccalaureate degree in education but may have a Bachelor of Science degree (for those who will teach majors class), which is the required minimum academic requirement of CHED for tertiary teaching position. Moreover, faculty members all passed the Licensure Exam for Teachers in their respective area of specialization. These requirements are applicable for both faculty members who teaches general education, professional and specialization subjects. The bulk of their faculty holds Master's degree. Program chairpersons are also with the same, if not higher degree holders. These chairpersons are all appointed by the upper management whose appointment may be terminated if deemed appropriate or necessary. None of the faculty members however, is employed fulltime. Subsequently, faculty tenure is also non-existent. They are compensated on an hourly basis, according to their qualifications or rank and the equivalent remunerations provided under the Salary Standardization Law (which is followed by all government employees). Their salary rate, although modest is lower than what is given in the private sector. In addition to their salary, a cash gift of Php5000 annually is the only benefit that the faculty receives. They do not receive yearly bonus. In addition, as a part time employee, they are not entitled to any scholarship grants, vacation or sick leaves, and professional promotions. This practice therefore serves as a budget savings since they do not need to allot a bigger budget for faculty benefits, just the actual salary. This working condition however may appeal only to those who are not looking for the security of tenure, or are not after good salary and benefits (such as retired teachers and practitioners) since most if not all faculty members are dispensable or may be terminated as it deemed necessary.

Although faculty members holding graduate degrees are preferable, PC on the other hand also admits faculty members for its CHED courses, who have not yet completed their Master's degree, provided they would be able to complete their study within three years of their employment in PC. In the Teacher Education program, they currently have Doctor of Philosophy, as well as Masters' and Baccalaureate degree holders in their faculty roster. They employ full-time as well as part time faculty members; therefore, security of tenure is present in the system. Faculty members may be considered for tenure if he or she meets the academic requirement of at least a Masters' degree and other work and ethics related qualifications set by the PC. Such favorable working conditions would be appealing to faculty members who would like to serve the PC permanently as well as those whom preferred to work in a part time basis. The program coordinators (for elementary, secondary and technical teacher education majors) are chosen by the

upper management, must have at least a Masters degree, wherein their field of specialization is related with the program they will be leading.

Administrators (upper and middle), faculty and staff are compensated according to their qualifications or rank and its equivalent remuneration according to the guidelines in their employees' manual. There is no fixed "starting salary" for all employees. To have an idea of the salary rate for PC, the lowest ranked faculty, (Instructor 1) receives a salary rate of around Php11,400.00. Aside from the benefits mandated by the government, faculty members also receive benefits such as sick leaves, study grants or study assistance (for those taking up graduate studies), and de loading (less 18 unit teaching load) for Master's and Doctoral candidates (in their thesis or dissertation stage). The study grant/ assistance are a form of a loan because the school is not financially stable enough to provide full scholarships to its faculty. This is one of the faculty development goals (program) that the PC would like to put into place soon. Faculty members who avails such grants are required to render full time service to the school for a particular length of time, as stated in their faculty manual.

Marketing Strategies and Students' School of Choice

Although both the LU and PC aim to attract the same market share (students from Class C and D; teacher education program offering), both see their schools' appeal to prospective clients as an advantage against other institutions. LU sees the advantages of having local government funding in their appeal to prospective students. LU can offer free if not low cost higher education for students residing in Muntinlupa City. Backed by their long experience and achievements in teacher education, graduates employability and LET passers ratings, they find their school as the better school of choice for teacher education in the Muntinlupa area because school's achievements it serves as a mirror of their standard of excellence in curricular or program offerings. It helps them attract students from neighboring areas such as Laguna as well. It also allows them the opportunity to choose applicants whom are more academically inclined than their competitors are. By selectively employing licensed, professional faculty members with Masters' of higher degree, LU could assure prospective students that only qualified professional instructor will be allowed teach in their teacher education program.

These strategies allow the LU to depict its image as the school of choice for teacher education in the Muntinlupa City, whose academic excellence and affordability is at par with the rest, has to offer in the area, especially for their targeted socio-economic group (Class C and D families). PC on the other hand looks at their low cost private education offering, strategic location and academic tie-up with TUP as their major advantage in attracting prospective students in their school. Even if they are in their first year of offering teacher education, they opt to adopt selection requirement similar if not more stringent than LU. They are also targeting those students who were not able to qualify in the LU's teacher education program. If the student could not maintain the required grade for teacher education, they are allowed to transfer to another course (provided their grade qualify with the course they would like to be transferred to), so they could still keep the student

enrolled in their school. Compared to other private schools in the area, their tuition fee rate is reasonable. and would attract students to enroll in their school instead of going to the university belt to acquire their baccalaureate degree. Moreover, their tie-up with TUP and other tertiary institutions helps their school to maintain a high quality standard in their curricular offerings for both the CHED and TESDA courses.

Through these images, the PC markets itself as the private school of choice for tertiary (academic and technical) education in the Muntinlupa City area. The PC projects a school that could offer quality education tertiary at an affordable rate that has safe and accessible campus location that would make prospective students to reconsider their plans of going to other areas such as the university belt to acquire their degrees.

Marketing and promotional activities using “word of mouth” allows them to disseminate information about their institutions not only for graduating high school students but also to the lower level students. This information allows lower level students to form an image of the institution which helps them in their decision making process in later academic career (life), for it was found out that such information is significant for higher education bound youth’s decision in selecting schools. (Hemsley-Brown, 1999)

To attract potential student applicants for their teacher education programs, both LU and PC employs various marketing and scouting strategies. Prior to the closing of each school year, the LU, in cooperation with the Division of Muntinlupa, visits all public high schools to give students’ applications to all graduating students. With the help of the guidance counselors of the respective public schools, deserving (academically inclined and, or coming from low-income families) students are given the opportunity to apply and avail the free (or low) tuition fee tertiary education offered by the local government through the LU. This opportunity is also extended to those high school students graduating from local private schools.

PC on the other hand ties up with various local public and private high schools so, together with other higher educational institutions, could be included in the school’s career orientation seminars where they are given the opportunity to communicate directly with their prospective clients. They could provide them with their school information such as curricular or program offerings, amenities and costs. Leaflets and fliers are also distributed during these seminars. Tarpaulin posters are also put up in strategic places (specifically right in front of the academic buildings) to provide information to would be student applicants of their course offerings and student benefits. Furthermore, they are also offering tuition fee discounts for early enrollees to attract would be students to have PC as their school of choice.

Although these efforts may be seen as effective means of marketing and promotional strategies to attract would be students in their institution, these attempts may have come too late because during this stage when graduating high school students are given career seminars, they are already predisposed in favor of a particular course or institution based on the context or influence of their families and peers years before. (Hemsley-Brown, 1999) It was found out that young people

are affected by their family (particularly their parents) and peers in their choice of career (academic or technical/vocational) and school of choice. Parents unconsciously send messages to their children as to what course would best suit them and the school that would best give them the training they need for the particular career. Youth are partly affected by the kind of students a particular school accepts. Typically having the desire to be accepted, young people is more attracted to schools that they may have a sense of belongingness. The more these students see similarities between the students of a particular school and themselves, the more likely they would choose a particular school. (Hemsley-Brown, 1999)

SWOT Analysis

Using the SWOT Analysis for evaluating the Teacher Education of both the “Local University” and “Private College”, we arrived at the following examination:

Local University – College of Education

For the Local University – College of Education, SWOT analysis revealed that the following areas are their strengths, weaknesses, opportunity and threats:

<p>Strengths:</p> <ul style="list-style-type: none"> • Programs approved by CHED. • Wide range of course offerings. • Qualified educators, Masters • Offer free if not low tuition fee due to government funding • Use of the whole Division of Muntinlupa as its laboratory • Outstanding marketing and promotional strategies 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Special requirement obligatory to all female students • Funding may be seen as incumbent mayors’ generosity only • Unfavourable working conditions for the faculty (accepts contractual faculty members only)
<p>Opportunities:</p> <ul style="list-style-type: none"> • Improvement in their research and development program • Opportunity to be centres for development if not for excellence • Collaboration with various companies for additional funding 	<p>Threats:</p> <ul style="list-style-type: none"> • Keeping highly qualified instructors to teach due to unfavourable working conditions • Stagnant older faculty members must be balanced with younger innovative faculty.

The strengths associated with the LU-CTE are the following:

First in program offerings, the LU’s programs follow the rules and guidelines prescribed by the CHED. Its course offerings range from Bachelor of Elementary Education to Master of Arts in Education. The faculty roster boast qualified educators who holds the minimum required credentials prescribed by the CHED.

Based on their graduates' LET modest performance, it can be said that quality teacher education is offered in LU-CTE. It also helps that the LU adopts stringent qualifications in selecting students for its programs. By doing so, it assures the LU that they can get the best possible students in the area and this will assure quality of the graduates they could produce, who will in turn be able to pass the LET and become licensed professional teachers.

Second, in financial management strategies, with LU being funded by the Local Government, the school could offer free if not low cost tertiary education to its students. Instead of relying on the tuition fees alone for funding, the local government could easily provide the need funding for program and maintenance expenses without relying too much on the tuition fees collected from the students. Having its own school building situated at a government owned property saves the school additional funding allocation that may go to property lease or realty taxes. This savings is used to enhance the school's education production cost through additional budget allocations for the university library, classrooms and laboratory equipments as well as other maintenance expenses.

Third, because the LU makes use of the whole Division of Muntinlupa as its laboratory for student teachers to have their practicum, and its graduates are readily employed within and around the city area, it helps in the schools' marketing and promotion as a school of choice for teacher education. Free or low cost tuition fees also add to the university's appeal to its target market (students).

The weaknesses associated with the LU-CTE are the following:

First, the undocumented special requirement obligatory to all female students (but not applicable to male students), which states that any student who is with a child out of wedlock ("become pregnant") during her stay in the LU is disqualified from continuing her study in the College of Teacher Education demonstrates gender inequality and double standards in the admission and retention policy of the LU. Although the call to preserve values and virtues of future teachers are important and admirable, policies pertaining to its preservation should be made applicable to all, not just for particular members of the student population.

Second, by having the Local Government fund the LU, students, parents, administrators, faculty and staff may see the abundance or scarcity of budget allocation for LU as a demonstration of the incumbent local government administrations' generosity (or thriftiness) toward their constituents and not as part of their responsibility to the people for being an elected government official.

Third, perhaps due to the perceived limited public funding, LU choose to hire (contractual) part time instead of fulltime faculty members. Faculty members' employment at LU is at the mercy of the middle and upper management. This means even that if the faculty is performing up to the LU's standards, the management may terminate his or her employment if deemed it is necessary. The faculty concerned has no choice but to obey its decision. With less faculty benefits, and non-existent promotion opportunity for LU faculty, it would be more

economical for LU (in terms of budget allocation). This scenario however would result to unfavorable working conditions for the faculty because of the economic insecurities and academic (career) stagnation it would cause. It may also be a ground for highly qualified faculty members to leave LU in favor of institutions with better benefits, job security and professional growth.

The opportunities associated with the LU-CTE are the following:

First, the LU can readily improve their research and development program. Having the whole Division of Muntinlupa as its laboratory, the LU could use this opportunity to develop innovative instructional materials and teaching strategies. Modules and other instructional materials, including computer assisted instruction and multi-media materials developed by their students (as part of their required thesis) and faculty could be piloted within the city, and if found effective may be adopted by the division which in turn, will help improve the quality of teaching and learning techniques in Muntinlupa City.

Second, with LET performance that continuously improving and having qualified faculty at its roster, the LU could aim to have the CTED to be one of the centers for development if not for excellence in teacher education. This may be done by improving the working conditions of the faculty through offering job and tenure security, as well as opportunities for career growth.

Third, with the limited funding sponsored by the Local Government, the LU could seek tie ups with various companies whom, because of their social and corporate responsibility to help the society, are willing to provide financial and other assistance to the academic programs of LU. This will help LU to further improve their curricular offerings and instruction. It will also give LU students a chance to work with different companies that will in turn enrich their learning and working experience.

The threats associated with the LU-CTE are the following:

First, the absence of tenure security and career growth opportunity may pose as a threat to the LU's faculty roster. The LU may have difficulties in keeping highly qualified instructors to teach not only in teacher education but in other programs as well. Teachers, with their not so high salaries may opt to choose teaching positions somewhere else whom may provide them with employees' benefits far better than what LU could offer.

Second, Although hiring more experienced seasoned faculty may give an advantage to students in terms of the on the job experiences and wisdom they may share in and out of the field, it is the personal career drive of younger generation faculty that will enable teacher education students to be more open and acceptant to change and innovations. Younger faculty members, although lacking in wisdom and work experience, are not afraid to try to accept new ideas. They are also more acceptant of student teachers who have ideas different from their own and who are not afraid to fail. Seasoned faculty members have the tendency to be complacent

about what works and what will not in the field, and are not inclined to try doing something different. This may result to having graduates who are not inclined to innovate and develop new teaching and learning strategies and materials.

Private College – College of Teacher Education

For the Private College –College of Education, SWOT analysis revealed that the following areas are their strengths, weaknesses, opportunity and threats:

<p>Strengths:</p> <ul style="list-style-type: none"> • Programs approved by CHED. • Wide range of course offerings • BTTE course offering • Accessible location • Alternative choice for non state college qualifiers • Affordable tuition fees, qualified instructors and professional tie-up with TUP 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Lack of experience for the institution in handling the program • Faculty qualification, Bachelor • High rental expenses for its campus
<p>Opportunities:</p> <ul style="list-style-type: none"> • Alternative choice • Improvement of their research and development program • Opportunity to be centre for development or even excellence • Opportunity for Graduate studies 	<p>Threats:</p> <ul style="list-style-type: none"> • the presence of better working conditions and benefits found in its competitors offering the same teacher education program,

The strengths associated with the PC-CED are the following:

First, aside from the elementary and secondary teacher education program, the PC offers technical teacher education program, which is usually only offered by technical universities. It shows a broad scope of programs offered by the PC to their students. Teacher education students who are more inclined to teaching technical courses have the opportunity to do so with this course. It also opens the doors for adult learners to enter the PC, aside from regular young adult learners, this increasing its income. It will also strengthen and improve the quality of technical education in Muntinlupa City area, which offers career opportunities for people who would not be choosing the academic path in their career choice.

Second, the strategic location of the main campus along the national road (the main city thoroughfare) will attract the students who wanted to attend tertiary education but are weary of travelling to and from other tertiary institutions such as those from the university belt area. It will save their students time, boarding and

travel allowance. It will also be accessible for students who are working near and around the Muntinlupa City area.

Third, for students whose academic qualification could not meet the standard set by other tertiary institutions (specifically, but not limited to public higher institutions), the PC can be an alternative school of choice. With its affordable tuition fees, qualified instructors and professional tie-up with the TUP (for graduate courses) to ensure quality instruction and programs, it could be the private school of choice for its target market within Muntinlupa City area.

The weaknesses associated with the PC-CED are the following:

First, although the program is headed by qualified, seasonal professional educator, since the PC is in its initial year of offering teacher education, it can be its weakness because of the lack of experience of the institution in handling the program. Necessary experience in these course offerings may only be gained through time.

Second, although hiring faculty members with Masters' course units only is both acceptable and logical academic decision; it would be more beneficial for the program to hire faculty members with at least a Masters' degree qualification most notably, if it is the minimum requirement for CHED course instructors. This may be easily done once the institution gains experience and produce graduates who will be able to pass the LET and employed in schools within the area.

Third, by not having its own campus, the PC will always incur high rental expenses for its campus. Funding which would likewise be allocated for program or facilities development. This will only be alleviated once they acquire their own property that will necessitate a huge capital on the part of the PC. Once this is made, the PC could now allocate additional funding for its faculty and staff benefits and program improvements.

The opportunities associated with the PC-CED are the following:

First, the lure of affordable, quality private tertiary education within the Muntinlupa City area is not easy to resist specially among students from low-income families and working students. This is made more appealing if the said student could not qualify to free education offered by the government (local or national) in the various local and state colleges or universities. The PC may be an alternative for such students.

Second, through its course offering of teacher education, the PC could help improve the basic education sector in setting up its own department, a proposed course offering by PC in the near future. This will be of help to the community because, similar to LU, it will be the laboratory school for teacher education students. Innovative teaching strategies, course modules, instructional materials, including multi-media instructions may be piloted in the basic education department, which may later be adopted. Such instruction development output may bring

academic distinction to the institution thus may result in it to become a centre for development or even excellence in teacher education, research and development.

Third, collaboration between the PC and TUP allows the latter to offer graduate programs (master's and doctoral) within the PC campus. This will give the faculty of PC an opportunity to be able to attain higher academic qualifications and improve their teaching techniques without going outside of the campus. It may be further improved if the PC could offer scholarships or discounts for faculty members who will enroll in their programs. It will also allow others (specifically teachers both formal and technical) in the community the opportunity to acquire graduate degrees.

The threats associated with the PC-CED are the following:

First, the presence of better working conditions and benefits found in its competitors, who are offering the same teacher education program, faculty members may be tempted to transfer to other schools in favor of better compensation and career growth opportunity.

Second, a presence of another private institution of higher education offering the same or better teacher education program may be more attractive to their target student applicants so a more competitive curricular offering, faculty roster and LET performance may need to be developed.

Conclusion and Recommendation

This study aimed to qualitatively evaluate and contrast the teacher education in a public and private higher educational institution using administrators, faculty interviews, and school visitations within Muntinlupa City. It utilized descriptive research technique to examine the socio-economic situation of teacher education. It then content analysis was used to examine the mission vision and teacher education program overview of both institutions using publicly available data from the institutions' official websites. The management strategies of the two institutions in relation to the program offerings for teacher education were compared using publicly available data as well as interviews from administrators and individuals involved in the institution using the SWOT (Strengths, Weakness, Opportunity and Threats) Analysis. The areas for comparison: (1) teacher education program, including instruction, achievements, research and development, (2) financial management strategies, including their status, (3) facilities management and market strategies, and (4) human resource management. Results show that although the two institutions are following different philosophy in educating their students, both LU and PC share commonalities in their mission vision. Both institutions are targeting the same student market that came from lower income families and working students. Both institutions would want to produce teacher education graduates who are skilled at their craft, who imbibed the proper values and virtues that the institution deemed important. The course offerings of both institutions are approved by CHED, in which the Technical Teacher Education course, a special course

offering by the PC, but not in LU. They both expect their graduates to use their skills and knowledge for the betterment of Philippine society.

The opportunity given by both institutions of higher to acquire higher education at a low cost is a welcome chance for students from low-income families to grow economically. Thus, both schools are true to their mission and vision as stated earlier. The way these teacher education graduates contribute to the society remains to be seen. In the case of the Local University, by being absorbed by the basic education system, they are able to fulfil their socio-economic duty to serve the people, especially if they are absorbed by the public school system where they are needed more than the private school sector. Furthermore, as a scholar of the people, it is the LU graduates' responsibility to return the academic opportunity given to them to the ones who invested and needed those most, which are the people of Muntinlupa City. In the case of the Private College, being in the first year of their teacher education offerings, it will take four years to find out the returns of their educational investments.

Although not as accurate, it may be inferred by looking at previous graduates of PC, (how they are readily absorbed by the labour sectors, thus are able to contribute to the society) that the PC's teacher education graduates may take similar positive path.

One could clearly see in this study, the important role of the private sector in providing tertiary education opportunity to many Filipinos (such as in the Muntinlupa City area) coming from the low-income families (Class C and D). In most cases, students from low-income families would rely on public tertiary educational institution for the opportunity to acquire a baccalaureate degree. The Philippine government, may it be the local or national government could only do so little in providing quality tertiary education to its people, due to the bigger and more urgent need of providing basic education for school-age children as mandated the Philippine Constitution of 1987 and acted by the Philippine Education for All plan in accordance to the UNESCO- Education for All. (EFA) With the high cost of tertiary education, it is through the efforts of private higher institutions such as PC that offers low cost tertiary education that helps low-income families, to get access to it if they could not qualify in public colleges and universities.

One could not deny the fact that the teacher education course attracts students of a particular profile. Teaching is a predominantly female occupation, perhaps due to the nurturing nature of the profession, which is the primarily a female role. In relation to teacher quality, studies also suggest that on average teachers' standard test scores are relatively lower than non-teachers. (Hemsley-Brown, 1999) Among college graduates, teachers' salary and other alternative wages may determine who will most likely teach and where they would teach. This may imply that if given the opportunity, students specially academically inclined ones, will choose not to teach if the monetary remunerations for it is not as competitive as that of the other occupations. This is probably the reason why the teaching profession does not attract the best students to take it up. These students would rather choose a high

paying profession such as those in nursing, where their educational investments will definitely pay off.

Moreover, by taking up teacher education course, one will be fixed in this profession thus being trapped in a low paying occupation. Moreover, for well-meaning individuals, those with intentions of sharing their professional knowledge would think twice in teaching because of it. Such scenario results to having not so bright students entering teacher education course. With such a pool of prospective applicants to choose from, the education sector, most notably the basic education, ends up having would be teachers with lower academic capabilities. This may be the reason why half of the teachers who took and failed LET need to do it twice for them to qualify for a license. The prospect of having unlicensed teachers practicing the profession in the basic education sector (specifically in private schools) is a big gamble in the quality of instructions and future achievements of the basic education students.

Facing this scenario, what could be more effective in attracting academically better students in the teaching profession, without compromising their ability to switch career paths (to and from teaching), than to offer a double degree program wherein the students could earn a baccalaureate degree in their chosen field (such as sciences, mathematics or fine arts) and have an baccalaureate in education degree at the same time. By making them to be “teaching profession ready”, these would be graduates may be given an option to practice their profession, polish their skills, techniques and experience in the field, which will then be useful and address the needs of the labor industry, once they decide to share them in the form of teaching in the higher education. This will also eliminate the need for them to have a separated degree and later take up required education units, and pass LET. It will also lead to innovation in the basic and tertiary level education in the country. The notion that one cannot share what one does not have may also be applied to education. Although not all are capable of being effective educators, especially for fast learners whom could not bring themselves to the level of their students, there are those untapped talents who could do more in improving the quality of education in the country, if only they would be given an opportunity to do so. In relation to this idea, it is worthwhile to note the Bachelor of Technical Teacher Education course offered by the PC, which was patterned after the program offered by the TUP. It usually attracts adult learners who are already established in their chosen technical/vocational field, and for some reason, would like to share their knowledge, skills and techniques with those who are of the same interests. Although its format is quite different than what is proposed, its similarity in the idea of molding “teaching profession ready” industry practitioners is quite innovative and will greatly help in uplifting the socio-economic status of many Filipinos whom, up to now, is relying on their employability as a main method of gaining socio-economic success.

The teacher education sector has much potential in terms of uplifting the socio-economic status of the country. Education administrators, managers, policy makers and planners need to be open to innovation and continuously seek endless possibilities in making teacher education able to address the needs of the people.

Program possibilities such as those mentioned above could open the doors for would be industry practitioners whom would likewise be discouraged to teach, to help the tertiary education adopt its programs and instructions to the needs of the industry. This will thus eliminate the problem of having graduates with mismatched employment qualifications. This will give them the opportunity to collaborate with academicians; if left on its own to run the course programs, would likewise continue to widen the gap between theory and practice. What academicians could share to their students is limited to what they have experienced in the field. Most of the time, their knowledge are limited and, would look and work well only in theory or in an experimental settings but not in real life scenarios. This is what the proposed “teaching profession ready” industry practitioners could give, a bridge to fill the gap between what would work in theory and what could be expected in real life, thus, will produce education graduates who are highly skilled and qualified to meet the needs of the society.

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