Education Status of State Universities and Colleges in the Philippines

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Abstract

Graduates of State Universities and Colleges (SUCs) in the Philippines are seen faced with poor market demand due to a mismatch of the demand from the market and the supply from the academe. The SUCs performance and the graduates' performance are vital factors to the employability of the graduates. For the past decade, the government has provided support towards students and advanced instructions through General Appropriation Act (GAA), and among others which amount vary from every institution. This study aims to look at the performance indicator of SUCs in the Philippines along enrolment, number of graduates, PRC passing rate, school income, and budget from the government and number of students per faculty. Results showed that clustering of the SUCs is attributed to General Appropriation Act (GAA) Funds. The University of the Philippines System being clustered to other SUCs by having received bigger budget allocation and is noted as the best performing status among the SUCs.

Keywords: State Universities and Colleges, educational status, Cluster Analysis

1. INTRODUCTION

Higher education in the Philippines was once best in Asia, but recently, it ranks 348th internationally based from the educational ranking of 2012 Quacquarelli Symond World University Ranking. The poor teacher training, shortage of faculty, overcrowded and under-equipped classrooms and facilities are factors to the poor quality education. It was pinpointed that the major culprit behind these perennial shortages is the financial deficiency of the educational sectors ("Education: Still a Non-Priority," 2005).

Filipinos give value to the acquisition of higher education to ensure a better life. This is based on the annual enrolment in State Universities and Colleges (SUCs). In 1980, 10% of the college students were in state-run schools, but this rose to 21% in 1994 and to almost 40% at present ("State University and College [Philippines],"2013). Attaining higher education is not for free and it entails thousands of money to complete the academic requirements of their chosen program.

Thereby, SUCs should give quality education that will compete globally so to produce highly competitive graduates. With the high rate of underemployment, graduates face a major problem in looking for a job. Markets look for highly competitive graduates and those who come from best performing schools. With more than a hundred SUCs in the Philippines, only University of the Philippines belongs to the 2010 World's Top 500 Universities (Tan, 2011).

In this particular issue, the State Universities and Colleges have to cope up with the national standards considering the following factors: cost per student, enrolment, number of graduates, Philippine Regulatory Commission (PRC) passing average percentage, governments' equity through General Appropriation Act (GAA), internally-generated income, and number of students per faculty. This study attempts to investigate the underlying factors that determine the education status of the SUCs in

the Philippines.

2. DATA and DATA SOURCE

The data on the Educational Status of State Universities and Colleges were obtained from the Commission on Higher Education in the Philippines, 2011-2012 Statistical Bulletin. There are 111 SUCs but the researchers considered only the 107 SUCs having complete data. For PRC average passing rate, the 2008-2010 results are considered.

3. RESULTS and DISCUSSION

The researchers used the descriptive method in interpreting the variables underlying the education status of the SUCs in the Philippines. Seven variables were considered in clustering the 107 SUCs, namely: cost per student, enrolment, number of graduates, PRC passing average percentage, budget from the government through General Appropriation Act (GAA), Internally-Generated Income (IGI), and the number of students per faculty. Results are presented in Table 1.

Table 1 reveals three major clusters of which SUCs in cluster 1 has the highest value in terms of the seven identified variables while cluster 3 has the lowest value. The above data is supported with the dendogram in Figure 1 which points out that University of the Philippines System (UP System) belongs to cluster 1 while Mindanao State University (MSU) belongs to cluster 2 and the rest of the SUCs belongs to cluster 3. It shows that the clustering is attributed mainly to the General Appropriation Act Funds. Among the SUCs, UP System received the highest budget from the government since it is recognized as the Premier University as stated in the Senate Resolution No. 276 introduced by Senator Miriam Defensor - Santiago during the UP Centennial Celebration. It is further stipulated in the resolution that as a premier university calls for a higher budgetary appropriation in order to improve and meet the needs of the changing times.

For the cost per student, SUCs belonging to cluster 1 has a value of P77,340.00 which is 77% higher than cluster 3 with only P17,558.00. Likewise, cluster 2 cost per student is 66% higher than SUCs under cluster 3 having a P51,

Table 1. Cluster Analysis for the seven (7) variables of the Education Status of the SUCs in the Philippines.

Variables	Cluster 1	Cluster 2	Cluster 3	Grand Centroid
Cost Per Student	77340	51635	17558.5524	18435.729
Enrolment Data	51385	20918	9233.6857	9736.8224
Graduate Data	7753	2959	1494.9524	1567.1215
% Passing in PRC (Average)	89.22	32.41	30.9611	31.5192
SR_GAA Total	5973607	1568102	147708.5619	215430.9159
SR_IGI Total	1550132	116736	94518.8762	108330.3738
No. of Students per faculty	19	17	17	16.8692

Legend:

SR_GAA- Statement of Receipts on General Appropriation Act
SR_IGI- Statement Receipts on Internally- Generated Income

635.00 per student.

It is further revealed that enrolment status of SUCs under cluster 1 is 51,385. This is 82% higher than cluster 3 with an enrolment of only 9,234. Cluster 2 has an enrolment of 20,918 which is 56% higher than cluster 3. This relative high enrolment in SUCs in cluster 1 can be attributed to its multi-campuses.

As to the number of graduates produced, SUCs under cluster 1 with a value of 7,753 graduates or 15% graduates of their enrolment is 81% higher compared to cluster 3 with 1,495 graduates or 16.2% of their enrolment. While, the 2,959 graduates produced by SUCs under cluster 2 or 14.15% of their enrolment is 49% higher than cluster 3.

For the status of PRC passing percentage of SUCs, cluster 1 with 89%, cluster 2 with 32%, and cluster 3 with 31%. Passing percentage of cluster 1 graduates is 64% higher than cluster 2 and 65% higher than cluster 3. This further revealed weak correlation between PRC passing rate and GAA among SUCs.

Consequently, the GAA of the SUCs under cluster 1 is P5,973,607,000.00 which is 98% higher than the SUCs under cluster 3 with only P147,708,000.00. On the other hand, the GAA of the SUC under cluster 2 having P1,568,102,000.00 is 91% higher compared to SUCs under cluster 3. University of the Philippines belongs to cluster 1. It is a high performing SUCs considering that it offers the largest number of degree programs in the country. Besides, it produced significant number of public figures and officials with seven Philippine Presidents, 13 Chief Justices, 36 National Artists and 34 National Scientists. Campiseño & Carreon (2009) revealed that SUCs with strong political connections get a larger share of the remaining pie while those without such connections content themselves with whatever remains of the funding allocation for SUCs.

Moreover, Internally- Generating Income (IGI) of cluster 1 is higher compared to clusters 2 and 3. Cluster 1 is highest with IGI total of P1,550,132,000.00 while clusters 2 and 3 has an IGI of P116,736,000.00 and P94,519,000.00, respectively.

Generally, SUC that belongs to cluster 1 has relatively high enrolment, number of graduates, IGI, GAA, higher PRC passing percentage while SUCs that belong to cluster 3 are lowest in all the variables mentioned.

The results illustrate that SUCs with higher enrolment have also higher Internally-Generated Income (IGI) and are also given higher General Appropriation Act (GAA). Therefore, the cost per student is also higher and a better PRC passing percentage rate.

Figure 1 presents the number of SUCs under cluster 1 contains only one (1) SUC which is the University of the Philippines System and cluster 2 contains also only one (1) SUC which is the Mindanao State University while cluster 3 comprises the 105 SUCs with a maximum and average distance of 678319.48 and 118321.287, respectively, from centroid. This indicates that the two leading state universities are far better than other SUCs.

This study disclosed that faculty-student ratios are almost the same for all therefore it could not be considered as a factor.

4. CONCLUSION

The premier university among SUCs in the Philippines is characterized by having higher budget from the government (GAA); thereby, opening opportunity for higher enrolment, number of graduates, percentage of PRC passing and Internally-Generating Income. Besides, quality academic status of the SUCs will be more globally competitive through substantial budget.
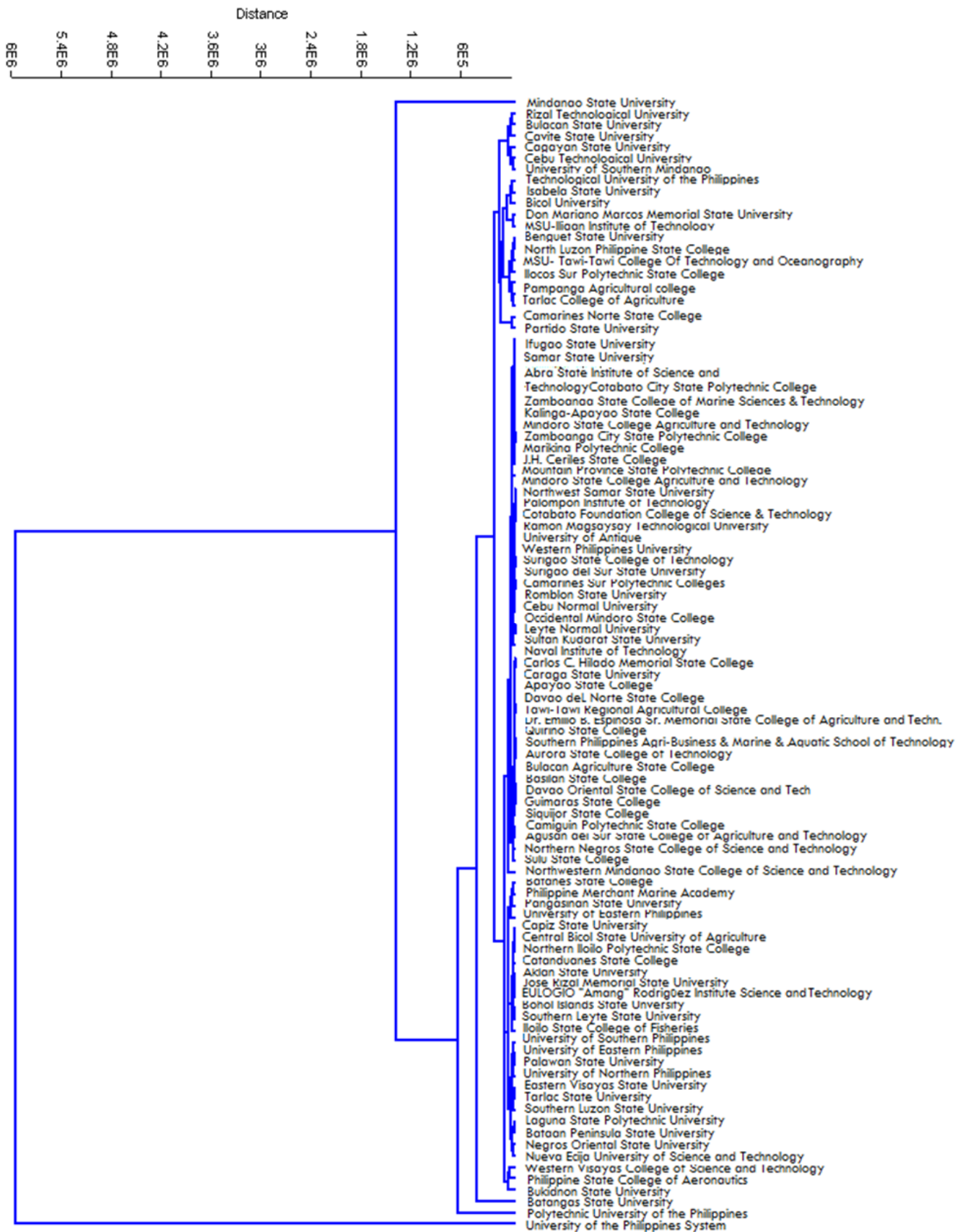
Figure 1.Dendogram of 107 State Universities and Colleges in the Philippines

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