



## Five-year Performance of the Teacher Education Graduates in the Licensure Examination for Teachers

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### ABSTRACT

The study analyzed the five-year performance ratings of the Bachelor in Elementary Education (BEE) and Bachelor in Secondary Education (BSE) graduates of Benguet State University – College of Teacher Education (BSU-CTE) in the Licensure Examinations for Teachers (LET). Using descriptive research design involving document analysis, the results of nine LET examinations from April 2010 to March 2015 were analyzed. Findings revealed that the accumulated performance ratings of the BEE and BSE graduates were high. The general ratings were platykurtic and negatively skewed. The performance ratings in the August/September schedules were significantly higher than in the March/April examinations. Further, the college performance ratings surpassed the national passing rate. In all nine examinations, the first-time takers and the fresh graduates had consistently outperformed the repeaters and old graduate takers. The Early Childhood Education (BEE-ECED) and the Biological Sciences (BSE-Bio. Sci.) graduates registered higher passing rates. Percentage passing rates were highest in the Professional Education area and lowest in the field of specialization. Across all areas and degrees, the performance ratings of BSU-CTE graduates appeared to be influenced by the number of takes, time of examination, and specialization.

### KEYWORDS

Teacher Education  
Curricular effectiveness  
Licensure performance  
Passing rates  
Teacher education specialization  
First-time takers

### INTRODUCTION

Stakeholders and policy-makers almost always gauge the effectiveness of a curricular program through its graduates' employability and performances in licensure examinations (Figuerres, 2010; Tan, 2016; Visco, 2015). Among private

Higher-Education Institutions (HEIs), high performances in licensure examinations are used as bragging rights to attract prospective enrollees. For state universities and colleges (SUCs), licensure performances partly determine the budget of the institution since it is one of the output indicators for the normative funding scheme in the allocation

of expenditures (Ladia & Nool, 2012). Because of these reasons, higher education institutions are giving much attention in analyzing and improving the licensure examination performances of their graduates (Tarun, Gerardo, & Tanguilig, 2014).

Data from the Philippine Commission on Higher Education (CHED) revealed that based on student enrollment, the teacher education program is one of the most popular programs chosen by college-bound students next to business and medical-related fields (Tamba, 2013). Teacher education is offered in almost every SUC (Ladia & Nool, 2012) and therefore provides a common measure of the quality of teaching in the SUC.

To enable teacher education graduates to practice their profession, they must pass the Licensure Examination for Teachers (LET). This mandate is embedded in RA 7836 or the "Professional Teachers Professional Act of 1994" (Bilbao, Llagas, & Corpuz, 2015).

The LET in the Philippines was first administered in August 1996 by the Professional Regulation Commission (PRC) as an offshoot of the passing of Presidential Decree 1006, otherwise known as the Decree Professionalizing Teaching in 1977 (Bilbao et al., 2015). The graduates of elementary education were originally tested in the specialization area, together with general education (Gen. Ed.) and professional education (Prof. Ed.), but starting September 2012, the specialization component was no longer included. The Gen. Ed. area constitutes 40% of their general rating, while 60% comes from their Prof. Ed. scores. The graduates of secondary education are tested in three areas – Gen. Ed. (20%), Prof. Ed. (40%), and specialization, SP (40%). The items in the LET are anchored on the National Competency-Based Teacher Standards (NCBTS). To pass the said examination, the examinee should obtain a general rating of 75%, even if they fail in any of the three areas.

Research on the LET performance of graduates of Teacher-Training Institutions is abundant in literature. Many of the aforementioned researches reveal that their graduates did not perform well (Geronimo, 2014). Even the past and present members of the Board for Professional Teachers report on the low passing rates of LET takers. Such result prompted the Philippine Business for Education (2013) to propose that high school

graduates who want to go into teacher-training must take and pass a national entrance examination for teachers (Pazzibugan, 2014).

Most researches on LET performances have looked into the different factors that predict and correlate with LET performance. The commonly studied variates are examinee-related cognitive and non-cognitive factors. The non-cognitive examinee-related factors are age, gender, learning style, specialization, home and family background, and attendance to review classes (Ferrer, Buted, & Ferrer, 2015; Pascua & Navalta, 2011; Soriano, 2009; Tan, 2016; Tarun, Gerardo, & Tanguilig, 2014; Visco, 2015). The cognitive examinee-related factors include high school average grade, college entrance score, IQ score, mock exam score, college general weighted average (GWA), and academic performance in the General Education, Professional Education, and Specialization, taken separately (Chan-Rabanal, 2016; Ferrer, Buted, & Ferrer, 2015; Pascua & Navalta, 2011; Quiambao, Baking, Buenviaje, Nuqui & Cruz, 2015; Soriano, 2009; Tarun, Gerardo, & Tanguilig, 2014; ).

Many of the studies previously conducted on LET performance have been limited in scope or depth. Previous researchers used the results of either their elementary or secondary education graduates only. Also, many studies considered the result of just a single examination. Needless to say, such studies do not reflect on the real performance of alumni. For more in-depth analysis, the result of performance in at least five years is desired (Corpuz & Quinon, 2009; Navarro, Lucido, Giron & Uy, 2015). A more extensive study is necessary in order to provide general trends, and hence, a more reliable database and benchmark information.

The Benguet State University-College of Teacher Education (BSU-CTE) offers three degrees in the undergraduate level. These are Bachelor in Secondary Education (BSE), Bachelor in Elementary Education (BEE), and the Bachelor in Library and Information Science (BLIS). Only BEE and BSE graduates are mandated to take the LET. At present, there are nine specializations under BSE, while the BEE program offers General Elementary and Early Childhood Education (ECED).

This study was geared towards examining the five-year trend in the LET performance of teacher education graduates of Benguet State University-



La Trinidad Campus. It aimed to provide a detailed report on the LET performance of teacher education graduates per test schedule for the five-year period from 2010-2015. Specifically, it sought to find out the difference in the LET performances of the BSE and BEE graduates in the last five years; the difference in the LET performance rating of the BEE and BSE graduates and the national passing rate in the last five years; the five-year LET performance ratings of the CTE graduates in terms of number of takes and the time of examination, and specialization for BSE. It also sought to find out the five-year performance ratings of CTE graduates in terms of general education, professional education, and specialization for BSE. The examinee-variable number of takes refers to either the first-time takers or the repeaters, while time of examination refers to either fresh graduates or earlier graduates.

The performance of other LET takers (those who graduated in BS Home Economics and those who took 18 units of Professional Education) was excluded in this analysis.

The data generated from this study will provide pertinent information that may influence future policy formulations and curricular enhancement, and intervention efforts of the administrators and stakeholders of the college and of the university. It may be helpful in finding out which examination areas were the graduates not performing well, or which specialization needed more preparation and intervention. It likewise determined from which academic field non-passers come from and in which areas are they were non-performing.

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## METHODOLOGY

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This study used the descriptive method of research using document analysis. Document analysis is a suitable methodology as the study aims to describe actual occurrences and data can only be obtained from documents coming from authorities. Moreover, no manipulation of variables was done in the study (Chan-Rabanal, 2016; Pascua & Navalta, 2011). The LET results of nine examinations from April 2010 to March 2015 were obtained from the Professional Regulations Commission (PRC). Results of September 2013 examinations were not used since the list was not available to the researchers.

The provided list; however, included the exam results of other examinees from the institution, as PRC reports institutional, and not performance per college or unit. The LET results from the graduates of BS Home Economics and Bachelor of Science graduates with Professional Education units were excluded in the analysis.

The percentage of performance ratings were used to indicate LET performance. Actual ratings were also considered to support the data on passing rates. Since the dependent variable (e.g., passed or failed) and independent variables (e.g., date of exam, degree, classification of examinees, and specialization) are categorical variables, the Chi-Square Test was used to determine significant differences among the variables. Specifically, the Chi-Square Test for Independence was used since the data involved frequencies and the aim of the study was to determine whether there is a significant association between the two variables (Bluman, 2004). Microsoft Excel and online Chi-Square calculator softwares (Social Science Statistics, n.d.) were used since said calculation procedures were easy and straightforward. The calculation of the Chi-Square statistic is shown as follows:

$$\chi^2 = \sum \frac{(E-O)^2}{E}$$

Where  $\chi^2$  = chi-square, E = Expected frequency, and O = Observed frequency. Passing rates were interpreted, based on Maghuyop (2016), as follows:

81% - 100%	Very High (VH)
61% - 80%	High (H)
41% - 60%	Moderately High (MH)
21% - 40%	Low (L)
0% - 20%	Very Low (VL)

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## RESULTS AND DISCUSSION

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### Comparison of the Five-Year LET Performance of CTE Graduates, according to Degree

Table 1 shows the comparison of the performance ratings of the BEE and BSE graduates in the nine examinations. It likewise indicates the accumulated passing percentages of the graduates of both degree programs.

The accumulated passing rates of examinees from both degree programs were both high (66.26% for



Table 1. Comparison of the five-year LET passing % of BEE and BSE graduates

Date of Exam	BEE (n=895)	BSE (n=1336)	X <sup>2</sup> statistic
April 2010	49.28 (MH)	54.21(MH)	0.49ns
Sept. 2010	50.00 (MH)	55.34 (MH)	0.57ns
April 2011	53.25 (MH)	50.82 (MH)	0.12ns
Sept.2011	59.41 (MH)	63.74 (H)	0.39ns
March 2012	63.16 (H)	37.84(L)	12.82**
Sept. 2012	89.68 (VH)	75.73(H)	6.80**
March 2013	74.07 (H)	72.22 (H)	0.09ns
August 2014	79.10 (H)	76.64 (H)	0.18ns
March 2015	60.00 (H)	50.00 (MH)	2.02ns
Five Year Passing %	66.26 (H)	62.62 (H)	0.29
	X <sup>2</sup> statistic	68.5**	60.59**
	X <sup>2</sup> table	X <sup>2</sup> <sub>0.05</sub> = 15.51	X <sup>2</sup> <sub>0.01</sub> = 20.09

a. Passing % preceded by common letters are not significant at  $p = 0.05$  level, X<sup>2</sup>, ns – not significant, \* - significant at 5%, \*\* Significant at 1% (X<sup>2</sup><sub>0.01</sub> = 3.84; X<sup>2</sup><sub>0.05</sub> = 6.64)

b. H – High; MH – Moderately high, VH – Very high

BEE and 62.62% for BSE). The accumulated passing rates among the BEE graduates is notably higher than that of the BSE graduates, but chi-square statistics reveal that the two ratings are statistically even. When passing rates between the two degrees are compared across the nine examinations, statistically higher passing rates were posted by the BEE graduates during the March 2012 and September 2012 examinations.

The findings on higher passing rate among BEE graduates than their BSE counterparts is similar with the national trend in the LET from 2011 to 2014, as reported by Navarro et al. (2015). During these periods, the mean passing rates were 35.74% and 34.41% for BEE and BSE, respectively. This trend is likewise supportive of the findings of Pascua and Navalta (2011) on the LET performance of their education graduates at Nueva Vizcaya State University. However, in the findings of Soriano (2009) and Guanzon and Marpa (2014), the BSE graduates outperformed the BEE graduates in their respective teacher-training institutions.

For both degree programs, the passing percentage ratings in each examination in the five-year period were not consistent. In fact, the performance ratings in the nine examinations were significantly different,

even at  $p = 0.01$  level. Among the BEE graduates, the highest performance rating was posted by the takers of the September 2012 LET. This was followed by the takers during the August 2014 and March 2013 examinations. The lowest performance ratings were registered by the takers of the four examinations from April 2010 to September 2011.

For the BSE graduates, the takers during the August 2014 exam posted the highest passing percentage, although this proportion does not significantly differ from the result of two examinations prior to this date (September 2012 and March 2013). Interestingly, this was the examination that immediately followed the initial offering of competency appraisal by the College. This competency appraisal is a mandatory program that the university offers to graduates of degrees with licensure examinations. In this program, graduating students are provided extensive review classes and crash courses that emphasizes on the competencies required in the respective licensure examinations. The program culminates with a summative test that will determine if a graduating student passes or fails the course. Apparently, the competency appraisal program could have resulted to the higher passing rate among the BEE graduates. Although the BEE graduates did not



show the same result, their passing percentage on the same date was also high at 79.10%.

Finally, comparing the five-year performance ratings in the March/April LET examinations with performance ratings in the August/September schedules, results in both degree programs were consistently higher in the latter. Among BEE graduates, the average percentage passing performance in the August/September examinations was at 69.55% (high), and at 59.95% (moderately high) in the March-April examinations. The same was observed among BSE graduates, where there were more than 10 points difference in the percentage passing performance, in favor of the August/September examinations (67.86% versus 53.02%). Such trend seems consistent with the national data on the LET takers from the elementary level from 2009-2012, indicating a higher percentage passing performance during the August/September examination schedules (Ladia & Nool, 2012). These discrepancies in results could be explained by the trend that repeaters constitute the bulk of the examinees in the March/April schedule, as pointed out by Corpuz and Quinon (2009) and Navarro et al. (2015) in their respective studies.

Table 2 shows the overall performance rating of the CTE graduates, compared according to percentage passing performance. The mean general ratings in both degree programs were lower than 75%. In terms of general percentage rating, the BEE graduates performed slightly higher than their BSE counterparts. Such result seems to support the graduates' LET performance when passing percentage ratings are considered.

The obtained kurtosis values were lower than 3.00, indicating that the obtained ratings gave a platykurtic distribution. Based on Gravetter and Wallnau (2014), values lower than 3.00 are considered platykurtic. This means that the ratings of the graduates of both degrees are extreme. Some examinees scored very high, while others

scored very low. Also, the general ratings of the two groups were negatively skewed, indicating that the mean ratings were lower than both the median and mode scores. In other words, many examinees scored higher than the mean score. The negative skewed and platykurtic distribution of the general ratings of the graduates is similar to the result of Figuerres (2010) on the LET performance of their graduates at the University of the Northern Philippines (UNP) where she found that the performance of the examinees in the LET Elementary and LET Secondary in general education, professional education, and specialization courses failed to meet the passing rate.

### **Comparison of the Five Years LET Passing Performances of CTE Graduates to National Passing Rates**

A comparison of the five-year LET percentage passing performance of BEE and BSE graduates to the national percentage passing performance is shown in Figure 1 and 2, respectively. It can be gleaned that the five-year percentage passing performance of the BSU graduates in both degree programs were higher than the national percentage ratings. In the five-year period, the BEE graduates' percentage passing performance were higher than the national passing percentage ratings by 36.43%, while the BSE graduates was higher by 30.29%.

In terms of the differences between the performance rating of the BSU-CTE and the national passing rates, the BEE graduates performed best during the September 2012 and March 2013 examinations. On the other hand, the BSE group that took the August 2014 examination had their highest performance during this time. This was the group of BSE graduates who were the first to undergo the competency appraisal program of the College. The extensive review and crash courses offered during the competency appraisal program could have contributed to these higher ratings.

**Table 2. Five-year general ratings of BEE and BSE graduates in the LET**

Degree	Mean	St. dev.	Kurtosis	Skewness
BEE (n = 895)	74.19	7.10	1.74	-1.29
BSE (n = 1208)	73.86	6.71	1.32	-1.09



### Comparison of LET Passing Rates of CTE Graduates and Examinee Variables

Table 3 shows a comparison of the five-year passing rate of the BEE first-time takers and repeaters, the fresh and the earlier graduates, and the general education and the early childhood specializations.

As indicated by the  $X^2$  value, the accumulated passing percentages are significantly higher among first-time takers and fresh graduates, at  $p = 0.01$ , and among the early childhood specializations, at  $p = 0.05$ . The BEE first-time takers performed significantly better than the repeaters in all nine examinations. Highly significant differences in the passing rates were obtained, except in the April

2010 schedule. Even if the passing rate of repeaters is about 37% lower than those of the first-time takers, their passing rate (41.18%) is higher than the 10.10% national passing percentage rates of repeaters from 2014 and earlier. This finding is similar to Ladia and Nool's (2012) study where they found that the LET passing percentage rates of repeaters is also higher than the 10.10% national passing rate of subgroups.

The higher passing percentage rating among first-time takers is not surprising. Such trend has already been established in many studies on licensure performance (Corpuz & Quinon, 2009; Navarro et al., 2015). Such findings imply that repeating the LET exam does not put the repeater at an advantage.

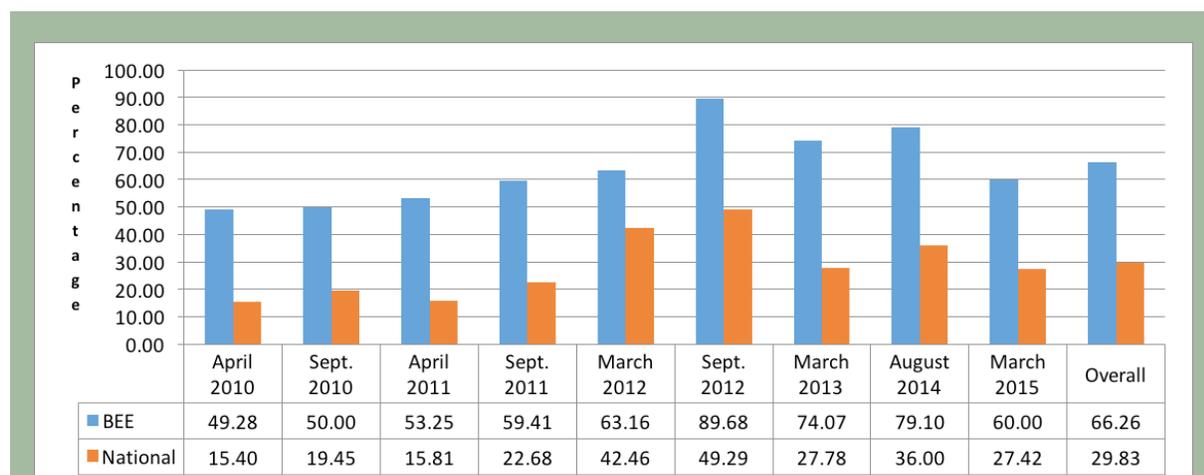


Figure 1. LET passing performance of BEE Graduates vis-à-vis national passing rate

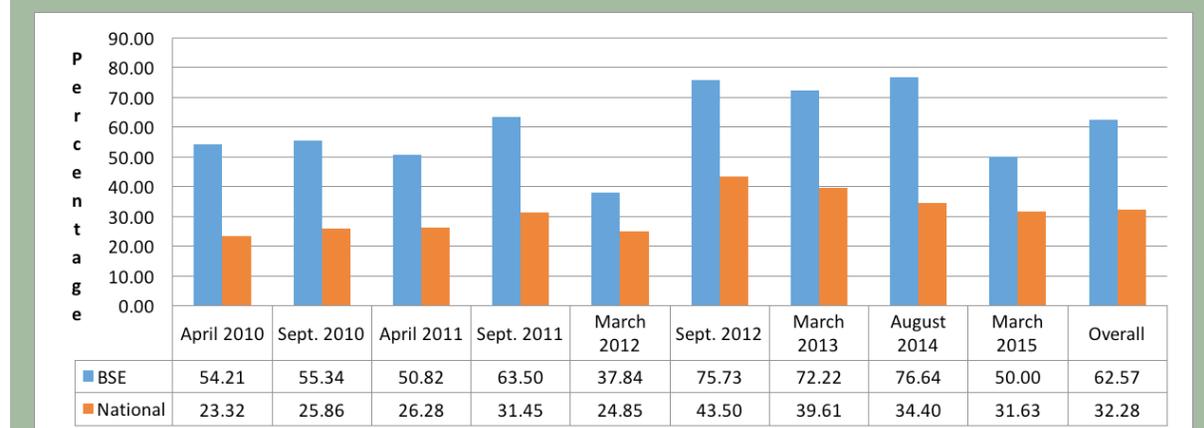


Figure 2. LET passing performance of BSE Graduates vis-à-vis national passing rate



Table 3. Five-year overall passing rate of BEE graduates compared according to the examinee variables

Variables	No. of Passers	Total Examinees	Five-Year Passing %	X <sup>2</sup> Stat
<u>Number of Takes</u>				
First-time takers	481	616	78.08	28.28**
Repeaters	112	272	41.18	
<u>Time of Exam</u>				
Fresh Graduates	453	613	73.90	20.92**
Earlier Graduates	119	305	39.02	
<u>Specialization</u>				
General education	492	751	65.51	6.49*
Early childhood education	110	144	76.39	
Critical value, X <sup>2</sup> <sub>0.05</sub> , 1 = 3.84, X <sup>2</sup> <sub>0.01</sub> , 1 = 6.64; **Significant at p = .01 level, *Significant at p = .05 level				

The data found in Table 3 implies that one should take the test immediately after graduation. Fresh graduates who immediately took the test after graduation outperformed those who delayed their examination. This observation was consistent with eight of the nine examinations considered in this study. Such result can be explained by the Thorndike's law of recency, which says: "Things most recently learned are most remembered" (Navarro et al., 2015). Delaying taking the licensure examination is therefore not a good idea.

The Early Childhood Education (ECED) specializations, on the other hand, had higher passing rates compared to the General Education (GE) Specializations. The ECED specializations also had higher mean general ratings (76.39% for ECED versus 65.51% for GE). This result is similar to the findings of Chan-Rabanal (2016) on their BEE graduates at UNP in the 2014 examination. The higher passing percentages among ECED specializations could be explained by their smaller class size. A smaller class size is more beneficial as it provides personalized attention to learners, among others (Mathis, 2016).

A comparison of the five-year passing rate of the BSE graduates, in terms of number of takes, time of exam, and specialization is shown in Table 4. Similar to the result among BEE graduates, Table 4 reveals that first-time takers and fresh graduates performed significantly higher than their counterparts. Also, performance rates

differed according to specialization. Higher passing percentage rates were posted by the Biological Sciences, Values Education, and TLE major. The graduates of Bachelor of Science in Agricultural Education (BSAE) and the older BSE (those with specializations not identified in documents) graduates had the most number of non-passers. The lower performance percentage rating among PEHMA and the BSAE graduates could be due to the multiple choice nature of the LET. As explained by Corpuz and Quinon (2009), the competencies in MAPEH and in agriculture are generally performance-based, and hence, are difficult to measure using the multiple-choice type of test.

The lower passing rate among the defunct BSAE and the BSE graduates whose specializations are unknown could be explained by the fact that many of them are either repeaters or are graduates many years back. They may have already forgotten their lessons or they may not have encountered the new trends, issues, and developments, not only in professional education, but also in their fields of specialization. Such effect of the law of recency on the performance of earlier graduates in the LET is common in the studies cited by Corpuz and Quinon, (2009), Figuerres (2010), Ladia and Nool (2012), and Navarro et al. (2015).

When mean scores were considered, the three highest performing specializations were English (64.74%), Biological Sciences (75.93%), and Values Education (68.33%). They were followed by TLE



**Table 4. Overall (five-year) passing rate of BSE graduates compared according to number of takes, time of exam, and specialization.**

Variables	No. of Passers	Total Examinees	Five-Year Passing %	X <sup>2</sup> Stat
<u>Number of Takes</u>				
First-time takers	672	874	76.89	44.40**
Repeaters	164	262	35.50	
<u>Time of Exam</u>				
Fresh Graduates	599	963	62.20	13.46**
Earlier Graduates	190	524	36.26	
<u>Specialization</u>				
Biological Science	82	108	75.93	94.29**
Values Education	41	60	68.33	
<u>Technology and Livelihood</u>				
Education	15	22	68.18	
English	224	346	64.74	
Filipino	48	77	62.34	
Social Studies	54	88	61.36	
Physical Science	69	114	60.53	
Math	156	295	52.88	
<u>Physical Education, Health,</u>				
Music and Arts	65	129	50.39	
BSE (Earlier graduates)	24	67	35.82	
Agricultural Education	8	33	24.24	
Critical value, X <sup>2</sup> <sub>0.05</sub> , 1 = 3.84, X <sup>2</sup> <sub>0.01</sub> , 1 = 6.64; X <sup>2</sup> <sub>0.05</sub> , 11 = 19.68, X <sup>2</sup> <sub>0.01</sub> , 11=24.72.				
**Significant at p = .01 level, *Significant at p = .05 level				

(68.18%), Social Studies (61.36%), and Physical Sciences (60.53%). The Mathematics, PEHMA, the older BSE and BSAE graduates had mean general ratings of 52.88%, 50.39%, 35.82%, and 24.24%, respectively.

The varied result in the overall LET performance according to the takers' fields of specialization is not consistent with the findings of Soriano (2009), and Pascua and Navalta (2011). However, these authors based their results on a single LET examination.

Throughout all nine examinations, the BSE first-time takers and fresh graduates have consistently registered significantly higher passing

percentages. The greatest variations between groups appear to have happened during the August 2014 exam, where the passing percentages among fresh graduates and first-time takers were about thrice higher than their counterparts. As earlier noted, this was the time where course audit was offered. Since the repeaters and the earlier graduates did not yet have a course audit to undertake, that would have implication in the turn out of the exam result. The observed variance could have been due to some innovative intervention programs, such as the offering of the competency appraisal, the enhanced admission, retention policies, among others.



### Five-year Passing Profile of the CTE Graduates on the Three LET Areas

The nine examinations covered within the five-year period, the BEE graduates' performance percentage ratings in General Education (Gen. Ed.) and Professional Education (Prof. Ed.) were statistically tied (Table 5). This was even if the passing rates in the Professional Education area were slightly higher. When individual examination dates are analyzed, the passing rates in the two subject areas differ in only three examinations: April 2011; September 2011; and March 2013. The graduates' higher, but insignificant passing rate in Professional Education, is similar to the result of Soriano (2009) where it was found that the BEE and BSE respondents did not perform significantly higher than the General Education respondents, Professional Education, and LET Overall rating in terms of passing percentage.

Moreover, just like the result in the general ratings, the passing rates in both Gen. Ed. and Prof. Ed. areas were inconsistent. In both areas, the passing rates in all nine exams are significantly different at  $p = 0.01$  level. This result may indicate that the Board for Professional Teachers is coming up with LET items that constantly vary in difficulty.

For the BSE graduates, the passing percentages in the three test areas (Gen. Ed., Prof. Ed. and Specialization, SP) are shown in Table 6. The passing rates in the three test areas in the nine examinations taken together are not significantly different. However, the graduates posted the highest passing rates in the Prof. Ed., and lowest in the SP. This could explain the reason why the BSE groups, who are required to take specialization areas in the test, had a slightly lower overall performance rating than the BEE graduates.

When general performance ratings in the three examination areas were compared (Table 6), the BSE examinees' scored highest in Prof. Ed. (65.29%), followed by Gen. Ed. (61.99%), then by SP (58.33%). This trend reflected only by the graduates having the specializations – English, Physical Science, and Social Studies. In Gen. Ed., the highest score was 81.95%, while the lowest was 22.22%. In the Prof. Ed. and SP, the highest ratings were 80.49% and 77.10%, and the lowest ratings were 41.67% and 42.99%, in this order.

### Comparison of the LET Passing Profile of the Graduates on the Examination Areas according to the Variables

In the five-year period, the BEE first-time takers and fresh graduates posted a significantly

Table 5. Comparison of the five-year performance of BEE graduates in the Gen.Ed. and Prof.Ed. Areas

Date of Exam	Gen.Ed. Passing %	Prof.Ed. Passing %	X <sup>2</sup> Value
April 2010	50.72	47.83	0.17ns
Sept. 2010	55.92	61.18	0.57ns
April 2011	44.16	16.88	17.55**
Sept. 2011	36.47	62.94	14.01**
March 2012	60.53	63.16	0.15ns
Sept. 2012	87.74	88.39	0.02ns
March 2013	62.96	81.48	8.55**
August 2014	79.66	77.40	0.15ns
March 2015	60.00	66.67	0.96ns
Overall Passing %	61.56	65.47	0.33ns

\*Significant at  $p = 0.05$ , \*\*Significant at  $p = 0.01$ , NS (Not Significant)

Critical value,  $X^2_{0.05,1} = 3.84$ ,  $X^2_{0.01,1} = 6.64$



Table 6. Comparison of the five-year performance of BSE graduates in the General Education (Gen.Ed.), Professional Education (Prof.Ed.) and Specialization (SP.) Areas

Date of Exam	Gen.Ed. Passing %	Prof.Ed. Passing %	SP Passing %	X <sup>2</sup> Value
April 2010	61.68	54.21	42.99	7.10*
Sept. 2010	52.29	62.60	50.00	3.64ns
April 2011	54.10	56.56	43.44	3.89ns
Sept. 2011	60.08	70.72	58.56	4.63ns
March 2012	22.22	41.67	52.78	20.13**
Sept. 2012	81.95	80.49	63.90	10.58**
March 2013	81.82	56.36	74.55	20.5**
August 2014	71.03	71.03	77.10	1.24ns
March 2015	55.88	47.06	55.88	2.08ns
Overall Passing %	61.99	65.29	58.32	1.03ns

\*Significant at  $p = 0.05$ , \*\*Significant at  $p = 0.01$ , NS (Not Significant); Critical value,  $X^2_{0.05,1} = 5.99$ ,  $X^2_{0.01,1} = 9.21$

higher passing rate than the repeaters and earlier graduates in both Gen. Ed. and Prof. Ed (Table 7). The passing rates were almost twice higher than their counterparts. Also, the chi-square values indicated that the difference among the passing rates were highly significant at  $p=0.01$  level. This result supports the findings of Corpuz and Quiñon (2009), who reported significantly higher performance among first-time takers than repeaters in both Gen. Ed. and Prof. Ed. Moreover, in both tests, the ECED group performed better than their generalist counterparts.

All six sub-groups which are the variables in the table performed slightly higher in Prof. Ed. than in Gen. Ed. Although these differences are not significant, the results can be used to support the earlier finding on the higher passing rates in the Prof. Ed. component. This result is consistent among the four subgroups of examinees. Such observation is supported by the results of the study of Soriano (2009) where performance of the graduates under study had better performance in Prof. Ed. than in Gen. Ed.

Table 7. Five-year performance of BEE graduates along the three components according to number of takes, and time of examination

Variables	General Education (Gen.Ed.)		Professional Education (Prof.Ed.)	
	PASSING %	X <sup>2</sup> VALUE	PASSING %	X <sup>2</sup> VALUE
<u>Number of Takes</u>				
First-time takers	70.99	20.74**	78.93	28.60**
Repeaters	38.95	41.95		
<u>Time of Exam</u>				
Fresh Graduates	73.88	23.84**	81.32	31.21**
Earlier graduates	39.67	43.00		
<u>Specialization</u>				
General education	58.32	7.91**	65.55	11.21**
Early-childhood education	72.86	82.14		

Critical value  $X^2_{0.05,1} = 3.84$ ,  $X^2_{0.01,1} = 6.64$ ;  $X^2_{0.05,11} = 19.68$ ,  $X^2_{0.01,11} = 24.72$ .  
 Passing % preceded by common letters are not significant at  $p = 0.05$  level, X<sup>2</sup>, \*\* Significant at  $p = 0.01$



Result among the BSE graduates were similar to the passing percentage ratings posted by the BEE graduates (Table 8). The BSE first-time takers and fresh graduates outperformed their repeater and earlier graduate counterparts in all three examination areas. The first-time takers of the LET appeared to be strongest in Prof. Ed., then in Gen. Ed. They did not perform well in SP, however, among the repeaters, on the other hand, a greater number of takers passed the Gen. Ed., followed by Prof. Ed., and SP. This result is unfortunate to the repeaters, as Prof. Ed. and SP constitute 80% of the general ratings. These results have implications on how teacher-training institutions emphasize the various areas of the LET in their instructions and review. Clearly, there is a need for teachers in TEIs to emphasize more on the Prof. Ed. and SP areas.

The performance rating of the graduates from Biological Science, Values Education, and Social Studies have consistently performed better than others in the three areas, Gen. Ed., Prof. Ed, and Specialization. The Physical Sciences, Math, and English groups performed higher in Gen. Ed. and in Prof. Ed., but their performance rating in SP were quite lower. These results deviate from that of Pascua and Navalta (2011), who reported that the passing rates of English and Math groups were higher than the others in the three areas. However, the above results of BSU-CTE on the passing performance in the various fields somewhat support the national trend from 2014 down to 2011 and earlier, as reported by the Board for Professional Teachers (BPT). The BPT indicated that the examinees from Biological Science and Values Education groups were ranked first and third, respectively, while the Social Science groups were ranked 6<sup>th</sup> (Navarro et al., 2015).

The Filipino group performed well in the program Specialization. However, their passing rates in the Gen. Ed. and Prof. Ed. were relatively lower. Such findings were also reflected in their performance percentage ratings in each of the three areas. Meanwhile, the earlier BSE graduates whose specializations were not identified and the BSAE graduates did not perform very well in the three areas. Such results are consistent with the analysis of national results coming from the BPT (Navarro et al., 2015). Most notable is the low passing rate among BSAE graduates in Prof. Ed. It must be noted that the BSAE takers were graduates several years back.

As such, the laws of primacy and recency

(Thorndike, 1932) are applied in this context. The law of primacy states that one remembers what was learned at the beginning of a lesson, and one remembers least that which occurs in the middle of a learning session. In the law of recency what is learned most recently is remembered best. And that is why those reviews right before the test are important. This study records the initial effort to identify the problematic areas for such subgroups.

When performances were compared according mean scores, the graduates from Math (70.17), Physical Sciences (70.18), Biological Sciences (70.37), and English (66.47) performed better in Gen. Ed. In Prof. Ed., Biological Sciences (73.15), English (78.32), and Physical Sciences (72.81) groups were the better performers. Finally, the graduates of Biological Sciences (70.37), and Filipino (70.13) had better performance ratings in the SP. area.

These results on the college performances of each of the subgroups in the LET provide valuable information on how the BSE and BEE graduates of BSU-CTE has fared so far in the five-year span. The five-year college passing rate is moderately high and is consistently higher than that of the national data. This may indicate that these graduates have acquired the skills and competencies they need to pass the licensure examination during their stay in college.

This study has also identified the areas where the examinees are weak and which subgroups did not perform well. This implies that the graduates lack of preparations in all areas of the LET, and that the level of preparation and the competencies acquired, may vary across the different subgroups.

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## CONCLUSIONS

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The moderately high passing performance of BSU-CTE in the LET is indicative of the skills and competencies they acquired in their teacher-preparation degree. Their performance ratings across nine examinations were inconsistent, as indicated by the significant differences in these ratings. The result in both degree programs showed that it is disadvantageous to delay the examination. Also, repeating the LET does not put the examinee at an advantage. Among the graduates of both degrees, specialization is a determinant of



**Table 8. Five-year performance of BSE graduates in the three LET components according to number of takes, time of examination, and SP.**

Variables	General Education (Gen.Ed.)		Professional Education (Prof.Ed.)		Specialization (SP.)	
	PASSING %	X <sup>2</sup> VALUE	PASSING %	X <sup>2</sup> VALUE	PASSING %	X <sup>2</sup> VALUE
<u>Number of Takes</u>						
First-time takers	68.06	10.00**	73.95	19.93**	66.13	104.1**
Repeaters	45.92		42.83		37.97	
<u>Time of Exam</u>						
Fresh Graduates	71.80	14.87**	76.66	21.13**	66.94	13.9**
Earlier graduates	44.92		44.92		40.65	
<u>Specialization</u>						
		100.62**		132.89**		52.78**
Biological Sciences (n =108)	70.37		73.15		70.37	
BSAE (n=33)	27.27		18.18		36.36	
BSE (n=67)	35.82		43.28		43.28	
English (n=346)	66.47		78.32		58.67	
Filipino (n=77)	55.84		50.65		70.13	
Math (n=295)	70.17		65.08		52.54	
PEHMA (n=129)	43.41		45.74		58.91	
Physical Sciences (n=114)	70.18		72.81		56.14	
Social Studies(n=88)	67.05		67.05		69.32	
TLE (n=22)	40.91		45.45		63.64	
Values Ed.(n=60)	61.67		68.33		68.33	
Critical value $X^2_{0.05,1} = 3.84$ , $X^2_{0.01,1} = 6.64$ ; $X^2_{0.05,11} = 19.68$ , $X^2_{0.01,11} = 24.72$ .						

passing rates. Finally, in all nine examinations, the performance of the graduates in each of the examination areas was statistically even in both degrees.

## RECOMMENDATIONS

In the light of the findings, several points are hereby recommended. The college may consider the offering of bridging programs and remedial instructions for identified students with more learning needs. More intensive review sessions and crash courses may also be considered, especially in areas where previous graduates had performed lowest. Moreover, as specialization is seen as a determinant to LET

performance, the college may improve its academic advising procedure, especially in the students' choice of specialization. It must be emphasized during academic advising that certain specializations require specific skills and competencies that will determine one's success in the field. Content courses in the field of specialization must be strengthened, especially among BSE students.

Fresh graduates of both degree programs are encouraged not to delay their LET. Repeaters may likewise be invited to come for free review classes or review materials may be given, especially to those who graduated much earlier. Considering the accreditation status of the College of Teacher Education, it is encouraged that the administrative council consider the result of this study to enhance its



curriculum. Since this study is quite limited in scope, other researchers may also investigate on the ability of other examinee-related variables, such as college academic performance, admission variables, and pre-board performance to influence LET performance. Finally, studies may also be conducted to evaluate the effect of the enhancement and the intervention procedures for licensure performance.

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