
ANALYSIS OF THE BACHELOR OF SECONDARY EDUCATION GRADUATES' PERFORMANCE IN THE LICENSURE EXAMINATION FOR TEACHERS FROM 2009 TO 2018

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ABSTRACT

One of the determinants of the quality of graduates of Teacher Education Institutions (TEI's) in the Philippines is their performance in the Licensure Examination for Teachers (LET). This study analyzed the performance in the Licensure Examination for Teachers (LET) of BSEd takers for the period 2009-2018. LET results of graduates were taken from the Professional Regulation Commission (PRC) which were analyzed using descriptive statistics and ANOVA. Results showed that there were 890 LET takers from 2009-2018, with the Social Studies majors topping the list of examinees. Out of 890 takers during the 10-year period, 760 or 85.39% passed the LET while 130 or 14.61% did not. Thus, ASU-CTE registered a 70.48% passing percentage against the national passing percentage of 37.31 with 33.18 percent difference, which was 88.93 percentage higher than the national passing percentage. The highest mean performance in the area of General Education, Professional Education, Specialization, and Final Rating of the LET takers was in the year 2017. Significant differences were found out in the performance of LET takers in professional education, specialization and final rating when classified as to field of specialization. Furthermore, possible interventions were also suggested to improve the LET preparation and performance of BSEd students and graduates.

Keywords

Performance of Graduates, LET Performance, Quality Education, BSEd Graduates' Performance

Introduction

The quality of graduates of Teacher Education Institutions (TEI's) could be measured in terms of their performance in the Licensure Examination for Teachers (LET). The Licensure Examination for Teachers (LET) is the assessment required of all applicants for registration as professional teachers as mandated by Republic Act 7836 [7]. This act clearly emphasized that no teacher shall practice teaching the profession without having obtained a teaching license from the Professional Regulation Commission (PRC).

In addition, LET performance is a determinant of teachers' competence and job performance. Usually, teachers are regarded as job-ready after passing the LET since effectiveness and efficiency

are both the focus of the examination. On one hand, effectiveness of teachers' knowledge and understanding is measured in the Specialization and General Education components of the LET. On the other hand, efficiency (the teachers' pedagogical knowledge and skills) is being assessed in the Professional Education area. Acquiring these competencies, however, necessitates that the examinees should obtain an average rating of at least 75% without a rating below 50% in any of these three mentioned examination areas [3]. Tan et al. [10] added that graduates' performance in the licensure examination reflects the quality of education and training provided by their schools. According to Dangan [4], graduates' performance in the licensure examination and their employability are key performance indicators in quality assurance.

A teacher education graduate must have a valid professional license to be employed as a teacher. Moreover, in her study, there was a significant relationship between the teacher education graduates' academic performance, rating in the licensure examination for teachers, types of work and waiting time for job search. Licensure tests increase the cost of entering an occupation and failure lengthens the waiting time for job search and creates uncertainty about obtaining employment.

With this, Teacher Education Institutions (TEI's) have exerted effort to ensure that their graduates would surely perform well in the Licensure Examination for Teachers (LET) given by the PRC.

The Aklan State University – College of Teacher Education (ASU-CTE) is one of the TEI's in the country offering Bachelor of Secondary Education (BSED) program. Like any other TEI, it aims to produce high percentage of LET passers. It is an accepted dictum that we cannot give what we do not have and we cannot teach what we do not know. Therefore, necessary measures must be studied and implemented regularly to assure quality academic endeavors.

Based on these contexts, the researchers analyzed the LET performance of the BSED graduates of Aklan State University – College of Teacher Education Main Campus for the last ten years. Investigating the performance in the licensure examination would serve as baseline data for future studies, framework for future policies to strengthen instruction in General Education, Professional Education and Specialization courses and determine the areas of concern to improve the LET performance of ASU-CTE graduates.

The primary purpose of this study was to analyze the performance in the Licensure Examination for Teachers of BSEd Takers from 2009-2018. Specifically, it sought to answer the following:

1. What is the profile of BSED LET takers of ASU-CTE from 2009-2018 in terms of: a) field of specialization; b) number of passers; and c) number of non-passers per batch?

2. How is the LET performance per batch of BSEd LET takers as compared to the National Passing Percentage?
3. What is the average rating of BSED takers per batch in terms of different test components namely: a) General Education; b) Professional Education; c) Specialization and d) Final Rating?
4. Is there significant difference in the LET performance of BSEd LET takers in general education, professional education, specialization, and final rating when grouped according to field of specialization?

Hypothesis

There is no significant difference in the LET performance of BSED takers in general education, professional education and specialization and final rating when grouped according to field of specialization.

Literature Review

The Licensure Examination for Teachers (LET) is composed of three test components: the General Education (GE courses) comprised of the following subjects: English, Filipino, Mathematics, Science, and Social Sciences; the professional education courses including Child and Adolescent development, Facilitating Learning, Principles of Teaching, Curriculum Development, Developmental reading, Assessment of Learning, Teaching Profession, Social Dimension of Education, Educational Technology, Field Study and Practice Teaching; and the different specialization courses in English, Mathematics, Biological Science, Physical Science, Music, Arts and Physical Education and Health (MAPEH), Filipino, Technology and Livelihood Education (TLE), Social Studies, Values Education, and Agriculture and Fishery Arts. The examination for secondary levels consists of these three (3) components, general education, professional education and field of specialization; though, for elementary level, LET covers only the general education and professional education courses. LET is a five and a half to nine-hour exam for future elementary and secondary teachers respectively. The test items

consist of multiple choice types of questions with four (4) options [8].

Examinees from the elementary and secondary levels must obtain an average rating of 75%, with no rating of 50% or below in any of the component subjects. In the elementary level, 40% of the general rating comes from General Education and 60% comes from Professional Education. In the Secondary level, 20% of the average rating comes from General Education, 40% from Professional Education and 40% from Field of Specialization [8].

Several studies have been conducted on the analysis of LET performance of graduates in different State Universities and Colleges (SUC's) in the Philippines. Espino et al. [5] found out that out of 184 who graduated in the covered years of their study, only 111 took the licensure examination. The respondents performed not that much in their licensure examination in the areas of General Education, Professional Education and Major Subjects. Further, the result of the study indicated that performance in the licensure examination was related to teaching performance. However, these findings were in contradiction to the study [6] of Philippine Normal University (PNU) who asserted that graduates in the secondary education perform better in the licensure examination and LET takers find difficulty in the areas of professional education and major subjects.

Corpuz et al. [2] analyzed the LET performance of education graduates in Technological Institute of the Philippines and noted that the LET takers obtained the lowest score in their field of specialization, the first takers had a much higher passing percentage than the repeaters, and the year or date of LET administration does not contribute to the passing or failing of the examinees.

Another study was conducted [9] to analyze the performance of the Bachelor of Elementary Education (BEEd) 2013 graduates of the University of Northern Philippines (UNP). The findings showed that the respondents exhibited good academic achievement and most of the

examinees passed the LET in all the components. There was a higher percentage of passer than non-passer in the LET. As a recommendation, educational institutions should continue to seek professional development ventures for the improvement of teaching competence and professional preparations. Thus, quality output in the success of board examination will lead the graduates towards employment.

Methods

This study used the documentary analysis as a research method. Corbin and Strauss [1] described document analysis as a systematic procedure for reviewing or evaluating documents both printed and electronic material. Document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. Documents like minutes of the meetings, press releases, program proposals, application forms, and summaries, organizational or institutional reports, survey data, and various public records can be used as source of data.

Methodology

The study was conducted among BSED LET takers of ASU-CTE Banga Campus, most of whom reside in Aklan. It included all the LET takers from September 2009 to September 2018 that comprised 10 batches. LET results of the graduates were taken officially from the PRC. Document analysis was done to the LET results using quantitative measures to ascertain their performance in the examination.

Data Analysis

Descriptive statistics such as frequency count and percentage were utilized to describe the profile of the LET Takers. Mean was utilized in reporting the average LET Performance. One-way ANOVA was employed to examine the significant difference in the LET Performance of takers in the three test components in terms of specialization. SPSS software was used for the analysis of data.

Results

The profile of the BSED LET Takers as to field of specialization is shown in Table 1.1. There were 890 LET takers from 2009-2018, with the Social Studies majors topping the list of examinees at 225 or 25.28% closely followed by the English majors at 224 or 25.17%. The Biological Science majors lagged behind at 96 or 10.79% due to the gradual phase out of the program, hence, there were no takers in 2017 and 2018. The biggest number of LET takers was in 2018, wherein there were 142 or 15.95% examinees, 39 or 27.46% of whom were Social Studies majors.

Table 1.1. Profile of BSEd LET Takers as to Specialization from 2009-2018

Year of Exam	Biological Science		Physical Science		Mathematics		English		Social Studies		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
2018	0	0	38	26.7	28	19.7	37	26.0	39	27.4	142	15.9
				6		2		6		6		5
2017	0	0	19	18.4	29	28.1	29	28.1	26	25.2	103	11.5
				5		5		5		4		7
2016	2	1.72	29	25.0	24	20.6	31	26.7	30	25.8	116	13.0
				0		9		2		6		3
2015	1	13.5	25	21.1	23	19.4	30	25.4	24	20.3	118	13.2
	6	6		9		9		2		4		6
2014	2	25.8	13	14.6	12	13.4	20	22.4	21	23.5	89	10.0
	3	4		1		8		7		9		0
2013	1	16.4	10	13.7	15	20.5	22	30.1	14	19.1	73	8.20
	2	4		0		5		4		8		
2012	1	20.8	9	13.4	9	13.4	11	16.4	24	35.8	67	7.53
	4	9		3		3		2		2		
2011	1	21.6	6	8.11	15	20.2	22	29.7	15	20.2	74	8.31
	6	2		7		7		3		7		
2010	8	13.1	9	14.7	12	19.6	19	31.1	13	21.3	61	6.85
		1		5		7		5		1		
2009	5	10.6	7	14.8	13	27.6	3	6.38	19	40.4	47	5.28
		4		9		6				2		
TOTAL	9	10.7	16	18.5	18	20.2	22	25.1	22	25.2	890	100
L	6	9	5	4	0	2	4	7	5	8		

not. The years which registered the highest passing rate were in 2017 with 95.14%, 2018 with 92.96%, 2010 with 91.80%, followed by 2013 with 90.41%. On the other hand, the lowest passing rate was from 2012 with 74.63% or 50 passers out of 67 takers and 2009 with 78.72% or 37 out of 47. The years which registered the biggest group of non-passers, well above 20%, were in 2012 with 25.37%, 2009 with 21.28%, 2015 with 20.34%, and 2014 with 20.22%. The last two years indicated the surge of passers and the significant decrease of non-passers with 7.04% in 2018 and 4.85% in 2017.

Table 1.2. Profile of BSEd LET Passers and Non-Passers from 2009-2018

Year of Exam	Passers		Non-Passers		TOTAL L
	f	%	f	%	
2018	13	92.96	10	7.04	142
		2			

Presented in Table 1.2 is the profile of BSED LET passers and non-passers from 2009-2018. Out of 890 takers during the 10-year period, 760 or 85.39% passed the LET while 130 or 14.61% did

2017	98	95.14	5	4.85	103
2016	95	81.90	21	18.10	116
2015	94	79.66	24	20.34	118
2014	71	79.77	18	20.22	89
2013	66	90.41	7	9.59	73
2012	50	74.63	17	25.37	67
2011	61	82.43	13	17.57	74
2010	56	91.80	5	8.20	61
2009	37	78.72	10	21.28	47
TOTAL	76	85.39	130	14.61	890
L	0				

Table 2 presents the comparison between the BSED National Passing Percentage vis-à-vis ASU-CTE Passing Percentage from 2009-2018. In the 10-year covered period, CTE registered a 70.48% passing percentage against the national passing percentage of 37.31 with a 33.18 percent difference, which was 88.93 % higher than the national passing percentage. CTE registered the highest passing percentage in 2017 with 92.23%, 86.60% in 2018 and 78.79% in 2013 against the national passing percentage at 46.37%, 48.03% and 39.75%, respectively. In the same period, the percent difference were 45.86%, 38.57%, and

39.04% which were 98.90%, 80.30%, and 98.21%, higher than the national passing percentage, respectively. Except for 2015 and 2012 which showed 53.70% and 36.23% higher than the national passing %, the remaining years were all more than 75% higher than the national passing percentage, with the years 2010, 2016, 2014 and 2009 registering 126.18%, 122.71%,

117.96% and 109.48% higher than the national passing %, respectively.

Table 2. National Passing Percentage and ASU-CTE Passing Percentage from 2009-2018

Year of Exam	National Passing (%)	ASU-CTE Passing (%)	Difference (%)	% Higher from the National
2018	48.03	86.60	38.57	80.3
2017	46.37	92.23	45.86	98.90
2016	33.78	75.23	41.45	122.71
2015	41.75	64.17	22.42	53.70
2014	34.41	75.00	40.59	117.96
2013	39.75	78.79	39.04	98.21
2012	43.50	59.26	15.76	36.23
2011	31.45	56.06	24.61	78.25
2010	25.86	58.49	32.63	126.18
2009	28.15	58.97	30.82	109.48
Mean	37.31	70.48	33.18	88.93

Presented in Table 3 is the average LET performance in different test components of BSED takers from 2009-2018.

Table 3. Average LET Performance of ASU-CTE BSED LET Takers in Different Test Components from 2009-2018

Year of Exam	General Education	Professional Education	Specialization	Final Rating
2018	85.42	80.60	77.81	80.45
2017	88.3	81.4	80.18	81.28

	9	8		
2016	85.5	78.8	78.16	79.92
	3	8		
2015	81.3	78.5	77.52	78.69
	6	6		
2014	79.0	78.4	77.80	78.32
	3	8		
2013	79.1	79.3	79.91	79.55
	9	7		
2012	78.6	78.4	76.79	77.82
	0	5		
2011	75.2	77.3	77.09	76.92
	9	2		
2010	76.7	78.5	76.23	77.27
	5	6		
2009	77.9	78.1	77.95	78.03
	3	6		
Mean	80.2	78.8	77.96	78.64
n	3	1		

Table 4.1 presents the difference in the General Education Performance of BSED LET takers when classified as to specialization. The F (4,43) value of .816 and p-value of .522 at .05 level of significance indicated that there was no significant difference in the General Education performance of the LET takers when grouped according to their field of specialization. This implies that the five groups of takers got ratings that were comparable with each other from 2009-2018.

Table 4.1. Difference in the General Education Performance of ASU-CTE BSED LET Takers from 2009-2018 when Classified as to Specialization

Source	df	SS	MS	F	p
Between Groups	4	58.53	14.6	.81	.52
Within Groups	3	6	2		
Total	7	2			

The difference in the Professional Education performance in LET of BSED takers from 2009-2018 when classified as to specialization is

depicted in Table 4.2. The F (4,43) value of 3.114 and p-value of .025 at .05 level of significance indicated that there was a significant difference in the performance of the takers in Professional Education when grouped according to their field of specialization.

Table 4.2. Difference in the Professional Education Performance in LET of BSED Takers from 2009-2018 when Classified as to Specialization

Source	df	SS	MS	F	p
Between Groups	4	22.13	5.53	3.114	.025*
Within Groups	43	76.40	1.78		
Total	47	98.53			

* means significant $p < .05$

Table 4.3 discloses the difference in the specialization performance in LET of the BSED takers based on their field of specialization. The F (4,43) value of 6.024 and p-value of .001 denoted that there was a significant difference in their specialization performance when classified by field of specialization at .05 level of significance.

Table 4.3. Difference in the Specialization Performance in LET of BSED Takers from 2009-2018 when Classified as to Specialization

Source	df	SS	MS	F	p
Between Groups	4	168.4	42.1	6.02	.001
Within Groups	3	1			
Total	7	7			

* means significant $p < .05$

There was a significant difference in the final rating performance in LET of BSED takers when classified as to field of specialization as denoted by the F (4,43) value of 3.342 and p-value of .018 as reflected in Table 4.4.

Table 4.4. Difference in the Final Rating Performance in LET of BSEd Takers from 2009-2018 When Classified as to Specialization

Source	df	SS	MS	F	p
Between	4	47.39	11.8	3.34	.018
Groups			5	2	*
Within	4	152.4	3.55		
Groups	3	2			
Total	4	199.8			
	7	1			

* means significant $p < .05$

Discussion

The interventions done by the College of Teacher Education, such as intensive review in the specialization, general education, and professional education areas and the inclusion of simulated LET questions in major exams during the academic days of the takers made a significant impact on the increase in the number of passers in 2017 and 2018.

Clearly, the takers performed best in General Education and found difficulty in Specialization and Professional Education areas. It is also worthy to note that 2017 was the best year for the LET takers for having the highest mean rating in all areas and a BSEd student who aced the LET that year landing on one of the top 10 highest spots in the Philippines.

General Education. The highest average performance in the area of General Education of the LET takers was in 2017, with a mean of 88.39. The lowest rating in General Education was in 2011, as shown by the mean of 75.29.

Professional Education. As in General Education, 2017 was also the year which garnered the highest average rating in the performance of the takers in the area of Professional Education, as observed with a mean of 81.48. Professional Education for the takers was a lot harder compared to General Education which they easily sailed through. The lowest performance of the takers was in 2011, wherein they posted a passing average of 77.32.

Specialization. Again, 2017 was the best year for the takers in the area of specialization as well since the takers posted an average mean rating of 80.18. This was slightly lower than the average rating the takers got in professional education. The year 2010 was observed to have the lowest mean rating obtained by the takers with 76.23 average.

Final Rating. The performance of the LET takers covering the 10-year period in the three areas—General Education, Professional Education and Specialization—was highest in 2017 as depicted by the mean rating of 81.28. Altogether, the LET takers obtained the grand means of 80.23 in General Education, 78.81 in Professional Education, 77.96 in Specialization and 78.64 as final rating.

Limitations and Future Studies

This study was conducted in a State University in the Philippines including their BSEd graduates performance in LET from 2009-2018. Hence, similar studies may be conducted by other State Universities and Colleges (SUC's) in the Philippines to assess the performance of their graduates in board examinations as one of the indicators of quality education. Moreover, this study described and analyzed the difference in the LET performance of BSEd graduates. Thus, other related studies utilizing the data from PRC may be conducted like correlational, prediction, and regression studies to guide the college on what factors to be considered in preparing the graduates to ace the LET.

Conclusion

The BSED LET takers are almost evenly divided among the four fields of specialization, with the Social Studies group topping the list and Physical Science and Biological Science contributing the least of the takers since the latter was phased out gradually.

One of the indicators of a program's excellence is the performance in the PRC board examination. From 2009-2018, the BSED LET takers showed very satisfactory performance in the number of its

passers compared to its non-passers. Significantly, the last two years, 2017-2018, 2013, and 2010 made the best contribution with passing percentage well above 90%. The BSED takers performance in LET in the covered period is 88.93 percentage higher than the national passing percentage which is at par excellent.

Of the three areas covered in the LET, the BSED takers found General Education as the easiest and Specialization as the most difficult. Significant differences were found out in the performance of LET takers in professional education, specialization and final rating when classified as to field of specialization.

The ASU-CTE management need to exert more effort through constant monitoring and evaluating the performance of BSED students to prepare them in acing the LET. CTE should not be contented with the current performance of the BSED LET takers. The faculty should continue to strive for excellence in the quality of its graduates through more intensive review as embedded in the curriculum and after graduation.

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