

Performance Of Education Graduates In Licensure Examination

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ABSTRACT

The purpose of this study was to determine the performance of the Guimaras State College Teacher Education A.Y. 2008-2015 graduates on the licensure examination. This study employed the analytical method of research and document analysis with secondary data extracted from the official results of the Licensure Examination for Teachers (LET) released between September 2008 and September 2015 by the Professional Regulation Commission (PRC). Utilized statistical methods included mean, frequency counts, percentage, Chi-square, and linear regression. From 2008 to 2015, there were 248 (47.3 percent) BEED test takers and 276 (57.3 percent) BSED test takers, according to the results. LET was taken by recent and seasoned BSED and BEED graduates. A significant number of first-time test-takers took and passed the LET, it was revealed. In addition, the study revealed that the number of participants was highest in 2008 and 2010. More people passed the BEED, and those who took it for the first time performed better than those who retook it. BEED graduates earned a LET score of 73.65 percent, while BSED graduates earned a score of 68.41 percent. September 2015 witnessed the highest BEED passing rate, while March 2012 saw the lowest. In September 2012, the highest percentage of BEED LET test-takers passed, whereas in March 2013, no one passed. The performance of LET test-takers varied significantly based on their degree, type of test-takers, and examination year. The result indicated that the P-value of .000 was less than the predetermined p-value of 0.05, which is significant; therefore, the null hypothesis was rejected. This merely demonstrates that the characteristics of LET candidates influence their performance. For the purpose of predicting the performance of graduates on the LET, a model or trend was developed. The anticipated 2016 institutional rating for BSED was 37.246, while that for BEED LET was 87.952.

Keywords: Licensure examination, performance, education graduates, GSC.

INTRODUCTION

According to Memorandum Order 30, Series of 2004 issued by the Commission on Higher Education (CHED), quality pre-service teacher education is a crucial component of a quality Philippine education. The quality of pre-service training is highly dependent on teachers who are adequately prepared to assume the various important functions and responsibilities of the teaching profession. In reality, the higher education system

recognizes the teacher and the student as the two most fundamental elements of the teacher education enterprise.

However, teachers play a crucial part in the learning process of the students they instruct. Whether or not the students achieve the specified objective and competencies depends heavily on the competence of the instructor.

Pre-service educators of TEIs are tasked with the crucial responsibility of preparing future educators for both the elementary and secondary levels of education. Teachers are responsible for providing high-quality instruction and ensuring that students receive a proper and high-quality education. The teachers' indispensable roles in shaping and producing competent graduates continue to be the most influential factor in achieving educational excellence.

In this regard, there is a need to ensure a supply of teachers who can live up to the expectations and trust of society, who are not only fully prepared but also committed to carrying out their duties, and whose competencies are in line with national standards, as demonstrated by the results of the Licensure Examination for Teachers (LET).

As a provider of Teacher Education graduates, the Guimaras State College is committed to maintaining the quality of its graduates by adhering to the standards. The outcome of the licensure examination will serve as an indicator of the quality of instruction and the need for future improvement. Evaluation and reevaluation of performance on the Licensure Examination for Teachers is required for GSC to be regarded as a quality educational institution. Consequently, the need for this study.

Theoretical Framework

This study is based on Edward L. Thorndike Stimulus-Response (S-R theory), which is centered on the principles of conditioning. The theory assumes that human behavior is learned. The Law of Effect which states that those behavioral response (R) that was most closely followed by a satisfactory result are most likely to become established patterns and to reoccur in response to the same stimulus. This theory purports that performance of licensure examination of education graduates are based on their preparations. This eventually, will result to an increase of passing percentage of the College.

This is also supported by the Attribution Theory, which explains the world and to determine the cause of an event or behavior (e.g., why people do what they do).

Another theory that supported this study is the expectancy theory. This theory proposes that an individual will decide to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be.

METHODOLOGY

This study used the analytical method of research and documentary analysis utilizing the data taken from the official results of LET released by Professional Regulatory Commission (PRC) from September 2008 to September 2015.

RESULTS

Profile of the Graduates

The profile of the graduates was determined in terms of degree, type of takers, and year of examination. The profile of the graduates in terms of degrees is presented in Table 1. It shows that there are two education degrees among the graduates, the Bachelor of Elementary Education (BEED) major in General Education and the Bachelor of Secondary Education Major in English, Mathematics, Filipino, and Social Studies. It was revealed that there were 248 or 47.3% BEED graduates and 276 or 57.3% BSED graduates. In terms of the type of takers, the graduates were classified into two categories. It was determined that there were 274 or 52.3% of the first takers of the LET, which comprised the largest number of takers. It showed that 250, or 47.7%, were retakers. In terms of years of examination by the graduates, there were eight years utilized in the study. It started in the year 2008 and went up to 2015. In 2008, there were 123, or 23.5%, who took the LET. It covered the largest number of graduates in the distribution. Further, in 2009, 66 or 12.6%; in 2010, 32 or 6.1%; in 2012, 67 or 12.8%; in 2013, 41 or 7.8%; in 2014, 104 or 19.8%; and in 2015, 91 or 17.4%.

Table 1. Profile of graduates in terms of degree, type of takers and year of examination

Categories	f	%
Degree		
BEED	248	47.3
BSED	276	57.3
Total	524	100.0
Type of Taker		
First Taker	274	52.3%
Repeater	250	47.7%
Total	524	100.0
Year of Examination		
2008	123	23.5
2009	66	12.6
2010	32	6.1
2012	67	12.8
2013	41	7.8
2014	104	19.8
2015	91	17.4
Total	524	100.0

LET Performance of Education Graduates when taken as a Whole and in terms of degree, type of taker and year of examination

The LET performance of BEED graduates is 73.65, which is higher than BSED which is 68.41.

The first takers performed better than retakers with the average rating of 74.95 than the retakers which is 66.44.

The performance of education graduates in terms of the year of examination

in 2008 is 72.27; in 2009, 65.34; in 2010, 67.64; in 2012, 71.89; in 2013, 70.72; in 2014, 71.93; and in 2015, 72.35 which has the highest rating among the years covered.

The overall mean of the education graduates is 70.89 in terms of degree, type of taker and year of examination.

Table 2. LET Performance of Education graduates when taken as a whole and in terms of degree, type of taker and year of examination

Categories	Passed		Failed		Total		Mean		Overall Mean
	f	%	f	%	f	%	Passed	Failed	
Degree									
BEED	133	53.6	115	46.4	248	100.0	77.22	69.52	73.65
BSED	96	34.8	180	65.2	276	100.0	76.29	64.21	68.41
Total	229	100.0	295	100.0	524	100.0	76.83	66.28	70.89
Type of Taker									
First Taker	166	60.6	108	39.4	248	100.0	77.70	70.72	74.95
Repeater	63	25.2	187	78.9	276	100.0	74.55	63.71	66.44
Total	229	100.0	295	100.0	524	100.0	76.83	66.28	70.89
Year of Examination									
2008	26	21.1	97	78.9	123	100.0	76.57	71.12	72.27
2009	14	21.2	52	78.8	66	100.0	76.67	62.28	65.34

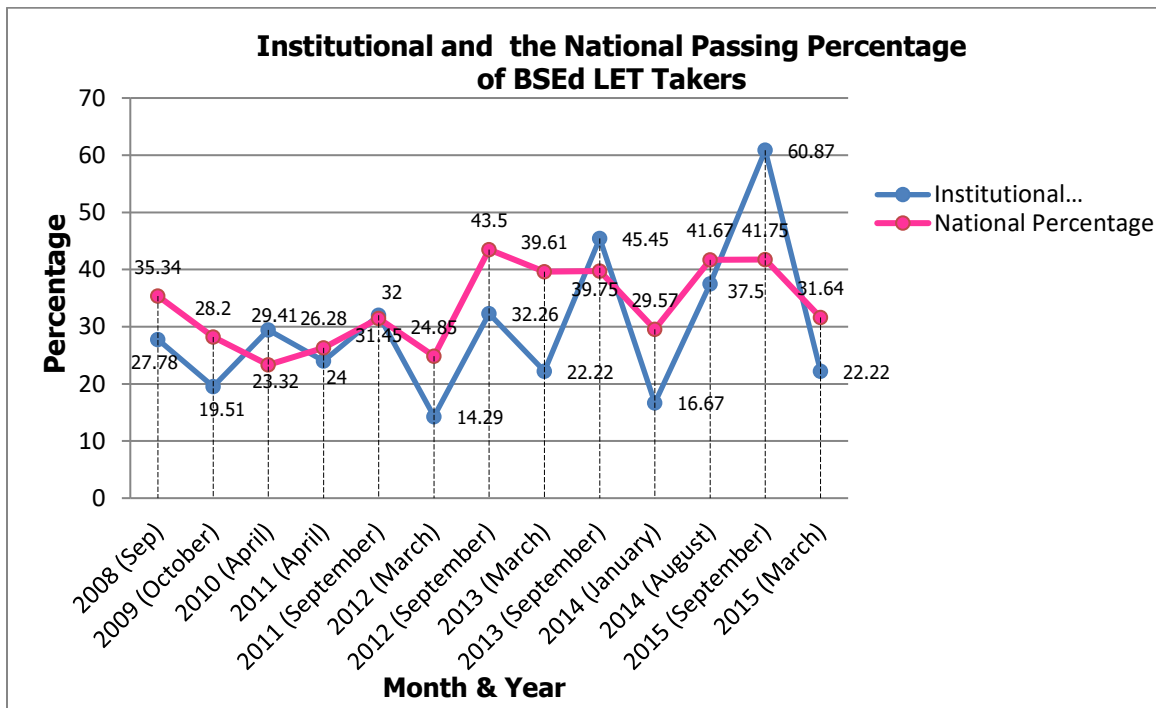
2010	9	28.1	23	71.9	32	100.0	76.49	64.18	67.64
2012	40	59.7	27	40.3	67	100.0	75.51	66.54	71.89
2013	21	51.2	20	48.8	41	100.0	77.94	63.14	70.72
2014	61	58.7	43	41.3	104	100.0	77.24	64.40	71.93
2015	58	63.7	33	36.3	91	100.0	77.13	63.94	72.35
Total	229	43.7	295	56.3	524	100.0	76.83	66.28	70.89

National Passing Percentage and the Institutional Passing Percentage of BSED LET Takers

Figure 2 shows the institutional passing percentage and the national passing percentage of BSED LET takers. In

September 2015, there was a highest passing percentage of 60.87 and in March 2012, a record of the lowest passing percentage of 14.29 is reflected. There was an increase in number of passing percentage because the institution provided venue for LET review in the school and coordinated with review centers.

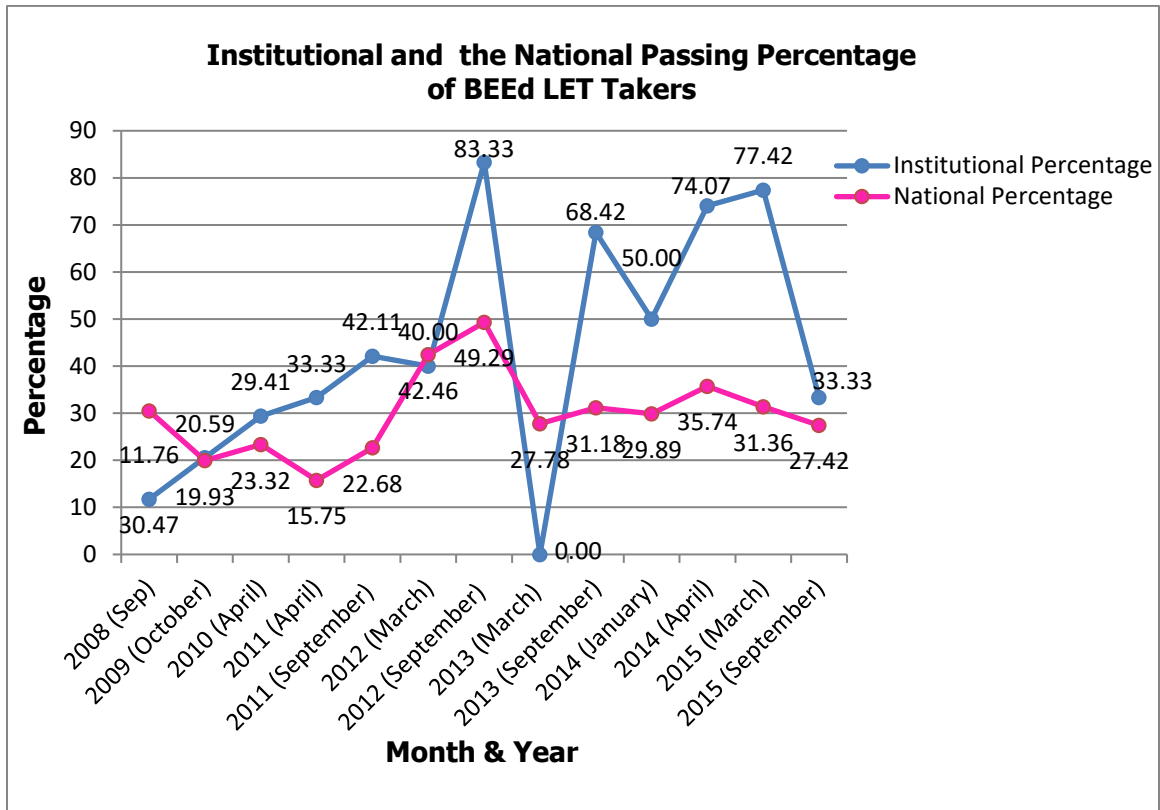
Figure 2. National Passing Percentage and the Institutional Passing Percentage of BSED LET Takers



National Passing Percentage and the Institutional Passing Percentage of BEED LET Takers

Figure 3 shows the institutional passing percentage and the national passing percentage of BEED LET takers. In September 2012, there was a highest passing percentage of 83.33 and in March 2013, none of the takers passed the LET.

Figure 3. National Passing Percentage and the Institutional Passing Percentage of BEED LET Takers



Difference in the Performance of LET Takers and their Profile

The result of the Chi-square in Table 3 indicates that there is a substantial variation in the performance of LET test-takers based on their degree, kind of test-takers, and examination year.

less than the predetermined p-value at the 0.05 level, which is significant; hence, the null hypothesis was rejected. This merely demonstrates that the profile of LET test-takers affects their performance.

In terms of degree, test-taker type, and examination year, the p-value of .000 is

Table 3. Difference in the Performance of LET Takers and their Profile

Categories	Passed	Failed	Chi-square	P-value	Interpretation
Degree					
BEED	133	115	18.858*	.000	Significant
BSED	96	180			
Type of Taker					
First Taker	166	108	66.524*	.000	Significant
Repeater	63	187			
Year of Examination					
2008	26	97	74.385*	.000	Significant
2009	14	52			
2010	9	23			
2012	40	27			
2013	21	20			
2014	61	43			
2015	58	33			

*p<.05 level of significance

Model to Predict the LET Performance of Education Graduates

The results in table 4.1 show a model or trend predicting the LET performance of graduates.

The basis of the model (Table 4.1) is shown in tables 4.2 and 4.3, which reveals the percentage

change in the passing percentage of education graduates from the years 2008 to 2015.

The predicted institutional rating for BSED for 2016 based on the model formulated is 37.246 and 87.952 for BEED LET takers.

Table 4.1. Model to Predict the LET Performance of Education Graduates

BSEd		BEEd		
Rate	Year	Rate	Year	
27.78	2008	11.76	2008	-4
19.51	2009	20.59	2009	-3
29.41	2010	27	2010	-2
24.00	2011	33.33	2011	-1
14.29	2012	40	2012	1
22.22	2013	68.42	2013	2
16.67	2014	50	2014	3
22.22	2015	76.92	2015	4
32.00	2011	34.62	2011	-1
32.26	2012	42.11	2012	1
45.45	2013	83.33	2013	2
41.67	2014	74.07	2014	3
60.87	2015	77.42	2015	4
37.246	2016	87.952	2016	

Table 4.2. Percentage Change of BEEd LET Takers' General Average

Categories	2008	2009	2010	2012	2013	2014	2015
Mean	66.82	66.62	69.69	74.66	71.53	73.98	73.21
N	51	25	15	29	21	60	47
Sd	5.941	8.260	6.630	8.0937	12.209	7.607	8.510
Percentage Change	-	(-) 0.3%	(+) 4.4%	(+) 6.66%	(-) 4.38%	(+) 3.31%	(-) 1.05%

Table 4.3. Percentage Change BSEd LET Takers' General Average

Categories	2008	2009	2010	2012	2013	2014	2015
Mean	67.79	64.56	65.84	69.78	69.87	69.15	71.43
N	72	41	17	38	20	44	44
Sd	7.604	8.384	8.8793	6.437	7.116	7.243	8.127
Percentage Change	-	(-) 5.00%	(+) 1.94%	(+) 5.65%	(+) 0.13%	(-) 1.04%	(+) 3.19%

Conclusions

The Licensure Examination for Teachers was taken by graduates of BSED and BEED programs, both new and old (LET). It was also reported that a sizeable percentage of graduates taking the LET for the first time managed to achieve a passing score. The results of the study show that the number of

participants increased by two (2) years after the study began. According to the findings of the study, the percentage of graduates who pass the BEED exam on their first attempt is higher than the performance of individuals who have attempted the exam more than once. In addition, the results of the study showed that the LET had the highest passing rate in September of 2015. The performance

of those who take the LET exam varies greatly, depending on factors such as their level of education, the types of test-takers, and the examination year. A model or trend was made to predict how well graduates would do on the LET.

Recommendations

The existing curriculum of the College of Teacher Education's BEED and BSED programs should be reviewed and revised with the most recent CMOs and K-12 Curriculum in mind. Additionally, the LET review classes may be incorporated into the curriculum to facilitate intensive learning. A review of the LET could be included in the Special Topics. Use LET-like questions in major examinations. It is possible that the retakers will be encouraged to study for the LET. To determine whether they are prepared for the real board exam, the institution may give them a practice test or pre-board exam free. The legislators might think about changing the provisions of RA 7836 so that the maximum number of times that a candidate can retake the LET is four and that they are required to take a review course and a refresher course. The College of Teacher Education ought to investigate priorities and conduct an in-depth review of the subject matter that is being taught as well as the instructional materials that are being utilized. It is imperative that teacher education professors who are responsible for general education, professional education, and major subjects undergo retraining on teaching

strategies, approaches, and the construction of tests. In order to get ready for the higher level of accreditation, the College of Teacher Education needs to work hard to reduce the gap between the performance of the GSC LET and the passing percentage at the national level, which is 75%.

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