

# LICENSURE EXAMINATION PERFORMANCE OF TEACHER EDUCATION GRADUATES

<sup>1</sup>ARIEL M. MARAMAG

**ABSTRACT--***Teacher Education institutions consider performance in the Licensure Examination for Teachers (LET) as a measure of educational quality geared towards skills development expected of graduates. Hence, this paper aimed to determine the LET performance among the first time takers of Teacher Education graduates from the Bachelor of Secondary Education program during the September 2017 testing period. It made use of descriptive research design with the use of documentary analysis as its primary data gathering tool. Specifically, it described the LET performance of the first-time takers in the areas General Education, Professional Education, and Specialization. Results show that the LET performance of the BSED graduates is generally fair. Categorically, the findings show that they have satisfactory performance along General Education, fair along Professional Education, and poor along their Specialization. In the light of the findings of the study, it is concluded that although recent Licensure Examination for Teachers (LET) performance of the BSED graduates is higher than the national passing rate, there is generally a need to improve their LET performance. The poor performance in the Specialization area for the secondary education graduates calls for immediate action which can be translated into a University policy for the improvement of the graduates' LET performance.*

**Keywords--** *General education, LET performance, professional education, specialization, Teacher Education graduates*

## I. INTRODUCTION

As the educational systems gear up toward globalization with the advent of the ASEAN integration, these made imperative the possession of greater awareness of the value of specialized knowledge and advanced skills not just within national boundaries but also worldwide. Consequently, the academic institutions have come to demand higher quality at all levels of the education system which engenders at the heart of the system, the quality of teacher education.

The boost of complexity of teacher education institutions in most of the countries has guide to the need to assess the quality of instructions that graduates had. Education is a process of compiling the various resources but among these, teachers stand out as a key to accumulating and acquiring high quality standards that clearly points out in schools and school systems across the country.

The agency that tasked to supervise and regulates the teaching profession is the Philippine Regulation Commission. It connotes that the role of the agency is to strengthen the regulation and supervision of the

---

<sup>1</sup> *PhD.Cagayan State University, Andrews Campus, Tuguegarao City, Cagayan, Philippines, (maramagariel21@gmail.com)*

teaching in the country and prescribing Licensure examination to ensure the quality and equality among the stakeholders through a Republic Act 7836.

The Cagayan State University is one among the higher institutions that caters teacher education programs, endeavor on a resounding challenge of transforming the lives of the people and communities through high quality instruction and innovative research, development, and production ensuring competence, social responsibility, and unifying presence.

The College of Teacher Education has the goal to prepare competent secondary and school teachers with adequate knowledge and skills and desirable values which are necessary in developing the manpower of the country and in undertaking functional classroom and community-based researches and extension activities. More specifically, it has its Intended Graduate Attributes such as for Knowledge: possess mastery of fundamental concepts, educational principles and theories and pedagogical practices along the various fields of specialization; for Skills: demonstrate competence in mentoring, effectiveness in communication, authenticity in innovation and proficiency in digital technology; and for Attitudes: manifest passion for teaching, professional accountability and socio-ecological responsiveness.

For its program objectives, it envisions that after graduation, the BSED graduates will exhibit expertise in teaching their field of specialization, effectiveness in guiding learners in their life and career choices, and competence in dealing with adolescents' behavior

This view is echoed in Salazar's (2014) research on the LET performance in the Philippines published in Philippine Business Education Journal which states that on the improvement of LET performance, only those in the border lines between poor and average and good performers increase their performance, the worst performers, especially in Secondary LET continue to decrease every year. Although the study already presented the 2014 study to the PRC and CHED, it is lamentable that no action has been made. The result of the study is due to the poor quality coming out of basic education and schools are accountable in failure to provide better education. Lastly, he stated that the teachers are really the single most important factor for the development of the future because they will mold the youth in their hands; therefore, there is an even greater responsibility on them to make sure that the institutions that produce them are the best of the best.

Currently, while the College of Teacher Education strives to be at its best through the LET performance of its graduates, it could not be denied that it remains challenged on how effectively and efficiently carry out its plan for the eventual success of graduates in Licensure Examination for Teachers. Both the university and college administrations as well as members of the faculty express concern over the unimpressive turn-out of passers in the board examination which greatly spells the quality of delivery services, particularly on instructional quality for the quality of its graduates to be ensured, which at best, is concretized by their passing of the licensure examination.

In the light of the foregoing concerns, this study was conceived which aimed at addressing challenging areas for the College of Teacher Education graduates in their quest for professional license to practice teaching as their chosen profession.

## **II. OBJECTIVE OF THE STUDY**

Generally, this study aimed to determine the Licensure Examination for Teachers (LET) performance among the first-time takers from the seven campuses of Cagayan State University offering Bachelor of Secondary Education program during the September 2017 testing period.

Specifically, it sought to determine the Licensure Examination for Teachers (LET) performance of Bachelor of Secondary Education graduates along: General Education, Professional Education, and Specialization.

### **III. METHODOLOGY**

#### ***Research Design***

The study employed the descriptive research design through a documentary analysis to describe the first-time takers' LET performance of the Bachelor of Secondary Education (BSEd) graduates along General Education, Professional Education and Specialization.

#### ***Locale of the Study***

The study was conducted among Teacher Education graduates of the program Bachelor of Secondary Education of Cagayan State University across its seven campuses namely: Andrews, Aparri, Lal-lo, Lasam, Piat, Gonzaga, and Sanchez Mira. The study considered graduates who are first-time takers in the September 2017 Licensure Examination.

#### ***Respondents and Sampling Procedures***

The respondents of the study were the graduates across the seven campuses of the University for the Bachelor of Secondary Education (BSEd) of the College of Teacher Education who took the Licensure Examination for Teachers in the September 2017 testing period. Only the first-time takers who are both passers and non-passers were included as respondents.

#### ***Research Instrument***

The study used the data gathered from the Professional Regulation Commission (PRC) which provided the Licensure Examination for Teachers (LET) performance covering year 2017 of the seven (7) campuses of Cagayan State University along General Education, Professional Education, and Specialization for Bachelor of Secondary Education.

#### ***Data Gathering Procedures***

The researcher first sought the approval of the University President for the conduct of the study in all seven campuses of the University. With the approved request from the President as attachment, a request letter was made for the Professional Regulation Commission (PRC). The letter was then forwarded to the PRC Commissioner with the proper endorsement by Cagayan State University and Professional Regulation Commission Regional Office 2 (PRC RO2) to allow the researcher secure the names and ratings of board passers and non – board passers from the seven campuses of Cagayan State University for the testing period September

2017. Likewise, the Licensure Examination for Teachers (LET) performance of the 7 campuses for the testing period was sought.

### **Data Analysis**

The data gathered were analyzed using appropriate descriptive statistical tools. The following methods of analyses were employed:

Descriptive statistical measures such as mean and standard deviation were utilized to show the Licensure Examination (LET) performance of the seven (7) campuses of Cagayan State University.

The following rating was used to analyze the Licensure Examination (LET) performance of the graduates.

<b>Rating Interval</b>	<b>Interpretation</b>
90% and above	Excellent
85% – 89%	Very Satisfactory
80% – 84%	Satisfactory
75% – 79%	Fair
74% and below	Poor

## **IV. RESULTS AND DISCUSSION**

### ***LET Performance of CSU BSED Graduates along General Education, Professional Education, and Specialization***

Table 1 shows the LET performance of the BSEd graduates along General Education. It reveals that most of the BSEd LET takers from CSU have a rating of 85 percent to 89 percent with a frequency and percentage of 215 and 33.4 respectively. It is followed by 80 percent to 84 percent with a frequency of 208, 75 percent-79 percent with frequency of 104, 90 percent and above with frequency of 78 and 74 percent and below with a frequency of 39. Contrastingly, the observed lowest rating along General Education is 39 while the highest rating along General Education is 95.

Generally, the LET performance of the BSEd graduates along General Education is 83.05 which is categorized as satisfactory. The heterogeneity of the LET scores is shown in the extreme scores of the BSED takers with most number of takers passing the General Education area and few, but which cannot be neglected, who failed along this area. It can be inferred that over-all, graduates have good foundation in the general education courses provided to them by the program

**Table 1. LET performance of CSU BSED graduates along General Education as a whole.**

<b>Rating interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Interpretation</b>
90%-95%	78	12.1	Excellent
85%-89%	215	33.4	Very Satisfactory
80%-84%	208	32.3	Satisfactory

75%-79%	104	16.1	Fair
39%-74%	39	6.1	Poor
<b>Total</b>	644	100.0	
Mean = 83.05 (Satisfactory)			

**Legend:**

90% and above	Excellent
85% – 89%	Very Satisfactory
80% – 84%	Satisfactory
75% – 79%	Fair
74% and below	Poor

Table 2 shows the LET performance of CSU BSEd graduates along Professional Education. It reveals that most of the BSEd LET takers from CSU have a rating 75 percent to 79 percent with a frequency and percentage of 247 and 38.4 respectively. It is followed by 80 percent to 84 percent (f = 211), 74 percent and below (f = 141), 85 percent to 89 percent (f = 44) and 90 percent and above (f = 1). The observed lowest rating along Professional Education is 47 while the highest rating along Professional Education is 90.

Generally, the LET performance of the BSEd graduates along Professional Education is 76.91 which is categorized as fair. As compared to their performance along General Education, the BSEd takers show a greater number of those who performed if not fairly, then poorly. The diminishing number of takers who perform excellently or very satisfactorily and the increasing number of takers who perform fairly and poorly call for immediate intervention to be done as neglect of the possible effect of this may cause a perennial problem along this area which may be fatal to the program.

**Table 2. LET performance of CSU BSEd graduates along Professional Education as a whole.**

Rating interval	Frequency	Percentage	Interpretation
90%	1	0.2	Excellent
85%-89%	44	6.8	Very Satisfactory
80%-84%	211	32.8	Satisfactory
75%-79%	247	38.4	Fair
47%-74%	141	21.9	Poor
<b>Total</b>	644	100.0	
Mean = 76.91 (Fair)			

**Legend:**

90% and above	Excellent
85% – 89%	Very Satisfactory
80% – 84%	Satisfactory
75% – 79%	Fair
74% and below	Poor

Table 3 shows the LET performance of CSU BSEd graduates along Specialization. It reveals that most of the BSEd LET takers from CSU have a rating of 74 percent and below with a frequency and percentage of 253 and 39.3 respectively. It is followed by 75 percent to 79 percent ( $f = 222$ ), 80 percent to 84 percent ( $f = 118$ ), 85 percent to 89 percent ( $f = 42$ ) and 90 percent and above ( $f = 9$ ). The observed lowest rating along Specialization is 35, whereas the highest rating along Specialization is 95.

Generally, the LET performance of the BSEd graduates along Specialization is 73.60 which is categorized as poor. The findings imply for a more rigorous process for the admission of students to the major field. This view is supported by Laganao (2015) who recommended for stricter admission and retention policy such that only students who have average and above average academic performance will be admitted and only those who pass qualifying examination be allowed to take major and professional subjects.

**Table 3. LET performance of CSU BSEd graduates along Specialization as a whole.**

Rating Interval	Frequency	Percentage	Interpretation
90% - 95%	9	1.4	Excellent
85%-89%	42	6.5	Very Satisfactory
80%-84%	118	18.3	Satisfactory
75%-79%	222	34.5	Fair
35%-74%	253	39.3	Poor
<b>Total</b>	644	100.0	
Mean = 73.60 (Poor)			

**Legend:**

90% and above	Excellent
85%– 89%	Very Satisfactory
80%– 84%	Satisfactory
75%– 79%	Fair
74% and below	Poor

Table 4 shows the over-all LET performance of the BSEd graduates of the College of Teacher Education of all campuses. In the light of the September 2017 LET National passing rate of 46.37% against the Institutional passing rate of 84.16%, it is shown that BSED LET takers performed well in the licensure examination. Table 12 reveals how the institutional passing rate for BSED is broken down. It shows that most of the BSED LET takers from CSU have a rating 75 – 79 percent with a frequency and percentage of 217 and 33.7 respectively. It is followed by 80-84 percent ( $f = 187$ ), 74- below ( $f = 186$ ), 85-89 percent ( $f = 50$ ) and 90 percent and above ( $f = 4$ ). The lowest rating observed is 44.4. Moreover, the highest rating is 92 which is achieved by a student of Andrews campus taking up BSEd major in Math. The said rating belongs to top 5 national level.

Generally, the LET performance of the BSEd graduates is 76.81 which is categorized as fair. Over-all, the BSED LET takers' performance suggest changes that are needed to make an extreme makeover for the BSED plan of action to ensure quality success of its graduates in the licensure examination. This is also echoed by Hammond (2010) who advanced the use of performance assessments which would reliably predict effectiveness, in this case, of the BSED program.

**Table 4. Over-all LET performance of CSU BSED graduates.**

<b>Rating interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Interpretation</b>
90% -92%	4	0.6	Excellent
85%-89%	50	7.8	Very Satisfactory
80%-84%	187	29.0	Satisfactory
75%-79%	217	33.7	Fair
44%-74%	186	28.9	Poor
<b>Total</b>	<b>644</b>	<b>100.0</b>	
Mean = 76.81 (Fair)			

**Legend:**

<i>90% and above</i>	<i>Excellent</i>
<i>85% – 89%</i>	<i>Very Satisfactory</i>
<i>80% – 84%</i>	<i>Satisfactory</i>
<i>75% – 79%</i>	<i>Fair</i>
<i>74% and below</i>	<i>Poor</i>

## V. CONCLUSION

The study concludes that although recent Licensure Examination for Teachers (LET) performance of the College of Teacher Education is higher than the national passing rate, there is generally a need to improve the LET performance of the BSED program across campuses of the university. The poor performance most specifically in the field of Specialization for BSED calls for immediate action which can be translated into a University policy for the improvement of the graduates' LET performance at the College of Teacher Education.

## VI. RECOMMENDATIONS

The following are recommended:

1. The College of Teacher Education administrators need to formulate, adopt, and implement a College policy that would catapult Teacher Education graduates' LET performance.
2. This College policy should be:
  - a) Made part in the curriculum through the Course Audit so that it would be made an official reference for qualifying students for graduation.
  - b) Included in the retention and selection of students as they progress to the higher year levels.

## REFERENCES

1. Bautista, Allen U. (2013). "Predictive Influence of the School – Related Variables on the
2. Performance of Teacher Education Graduates in the Licensure Examination for Teachers". International Journal of Sciences: Basic and Applied Research

3. Delos Angeles M. (2014) “Determinants of Licensure Examination of Performance of BSED and BEED Graduates of CSU-Aparri” (Unpublished Dissertation, Cagayan State University, Tuguegarao City)
4. Diaz, Rosemarie V. et.al (2010). “LET as predictor of Teaching Performance. The case of PNU Graduates Across Disciplines (2007-2010)”. Philippine Normal University Journal on Teacher Education, Vol. 7 Issue 2
5. Figuerres, Ocarina B. (2010). “An Analysis of the Performance of the University of Northern Philippines in the Licensure Examination for Teachers”. International Journal of Educational Research and Technology
6. Geronimo, J Y. Most Schools for teachers perform badly in Licensure exam”. Rappler.com
7. Hammond, L. (2011). Quality Teaching: What is it and How can it be measured?
8. Laganao, E. (2015). LET performance of the BSED of Bulacan State University.
9. Marpa, Eliceo P. (2013). “Philippine Normal University Admission Test and College Grade Point Average as Predictors of Licensure Examination for Teachers”
10. Pacheco, Salvacion Junio and Allaga, Wendelyn A. (2013). Academic Predictors of the Licensure Examination for Teachers Performance of Rizal Technological University Teacher Education Graduates”. International Journal of Educational Research and Technology, Volume 4 Issue 4
11. Quiambao, D.T. et.al (2015). Predictors of Board Exam Performance of the DHVTSU College of Education Graduates. Journal of Business & Management Studies, Volume 1 Issue 1: 1-
12. Rabanal, Glenda C. (2016). “Academic Achievement and LET Performance of the Bachelor of Elementary Education Graduates, University of Northern Philippines”. International Journal of Scientific and Research Publications, Vol. 6 Issue 6
13. UNICEF. 2000. Defining Quality in Education. <https://www.unicef.org/education/files/QualityEducation.PDF>
14. Visco, Dionisio A. (2015). “Determinants of Performance in the Licensure Examination for Teachers (LET) of Abra State Institute of Sciences and Technology” International Journal of Research in Management & Business Studies, Vo. 2 Issue 1