

Performance in the Licensure Examination for Teachers (LET) of CAPSU-Pilar Takers: Basis For Policy Assessment and Enhancement Programs

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Abstract

This study was conducted to determine the performance in the licensure examination for teachers (LET) of CapSU- Pilar BEED graduates who took the examination from 2013 to 2015. The study was also an attempt to discover if there is a match between the takers academic and examination performances. Results of the study will serve as basis for policy formulation and enhancement program for the teacher education institutions. Moreover, results of the study will gauge the capability of the college in producing quality graduates.

Findings revealed that majority of the BEED graduates of CapSU-Pilar who took the licensure examinations for teachers from 2013 to 2015 are females and had taken LET several times. Half of the takers took the examination within three years after graduation. All takers obtained high grades in college where majority have above average ratings, however majority of the takers failed in the examination with very poor performance ratings. Males performed better than female takers. There is a mismatch on the licensure examination and college academic performance of the takers.

Keywords: academic, licensure examination. performance, teachers, academic, takers

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INTRODUCTION

Capiz State University have been very eager to be one center of excellence or center of development in teacher. Centers of excellence have this responsibility of improving and enhancing the quality of education. Hence, it is a must that the institution deserves such name and one way is by organizing research activities on identified areas for systematic investigation such as graduates' performance in the licensure examinations. Along this line, the only national assessment which can be used to gauge the quality of outputs of Teacher Education is the Licensure Examination for Teachers. Assessing the performance of the graduates in the LET would serve as benchmark on the percentage of success of graduates in the CapSU system who took the examination every year; basis in the establishment of admission requirements to students enrolling in the teacher education programs; and will give insights on teachers' quality of teaching and the capability of the institutions to produce quality teachers. Hence, students, parents, teachers, administrators and the institution in general would be much benefited.

The trend on the results of the national licensure examinations paints a disturbing picture. The national mean performance scores in the LET have always below 50 percent every year thereafter, due to low passing rates, the number of examinees increased significantly. To address this, several attempts were made to establish the determinants of students' success or variables affecting performance in the licensure examinations. Montemayor, et al (2009) proved that ratings obtained by the graduates in the mock examination can validly predict performance in the LET. Similarly, Falucho (2003) had also looked into variables affecting the performance of education graduates in the licensure examination. Though variables such as age, sex, civil status, parents' education, family size, number of times taking the examination, along others found no significant relation with the LET performance of the graduates. It is recommended by these authors that similar studies should be conducted using other variables that may affect students' performance in the licensure examinations.

If such investigation will not be done, then the prevalence of "mismatch" between students' potentials/interest and course enrolled in the higher institutions as claimed by Buenvenida (2011) will not be addressed. This mismatch will cause misfit, dissatisfaction, under-employment, unemployment and poor performance on job will more likely to occur (Lanuza & Hechanova ,2005).

Hence, it is very timely and relevant to find out graduates' performance in the

Licensure Examination for Teachers and to find out which of the admission and academic variables can be used as predictors of their performance in the LET.

MATERIALS AND METHODS

This study used descriptive design of research. Documentary analysis was employed using secondary sources. The BEED graduates of Capiz State University at Pilar Campus who took the licensure examination from 2013 to 2015 were the subjects of the study. The data were analyzed using frequency, percentage and cross tabulation through SPSS. The study was limited only the takers of the LET from 2013 to 2015. The data utilized were confined to the copy of the LET results taken the PRC and the copy of the grades taken from the Registrars' Office. The academic and LET performance of the takers were categorized as highly exceptional (99-100%), excellent (93-98%), above average (87-92%), average (81- 86%), fair (75 -80%), poor (70 -74%), very poor (69 and below).

RESULTS AND DISCUSSION

The profile of the LET takers from 2013-2015 discussed in this in this study includes the year the takers graduated in college, waiting time before taking the exam, type of examinee and sex.

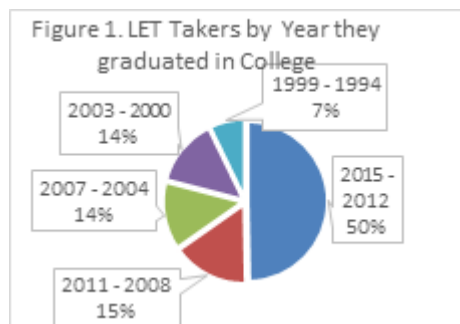
When classified according to year they graduated from college, it can be gleaned from Figure1 that 83 or 49.70% of the takers graduated in the years 2012-2015; 26 or 15.57 % came from 2008-2011, and; 23 or 13.77% in 2004-2007 and 2000 – 2003 and 12 or 7.19 graduated from 1994 – 1999. This data portray that majority of the takers from 2013- 2015 came from batch of graduates from 2012 to 2015. This connotes that majority of CapSUPilar BEED graduates who took the LET from 2013-2015 were fresh. However, it can also be noted that of the 167 total takers 84 or 50.30% were from batch 2011 to 1994 which suggests that majority of the takers had finished their college many years ago.

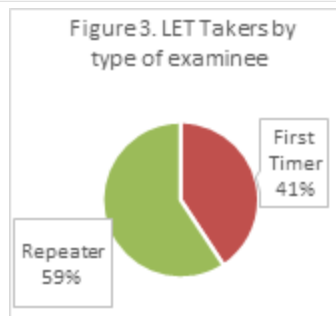
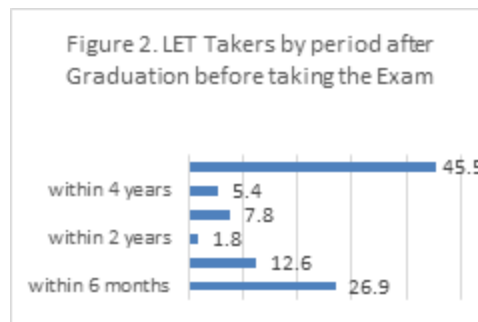
As to period after graduation before taking the exam for the first time, Figure 2 revealed that of the 167 takers, 76 or 45.51% took the LET 5 years and above after graduation; 45 or 26.95% took the board exam within 6 months after graduation; 21 or 12.57% took the rigid test within 1 year after graduation; 13 or 7.78% took the LET within 3 years after graduation; 9 or 5.39% underwent the said test within 4 years after graduation, and; 3 or 1.80% faced the LET challenge within 2 years after graduation. This implies that most of the CaPSU- Pilar BEED graduates took the Licensure Examination for Teachers (LET) only after 5 years and above from

their graduation. Hence, they did not immediately took the examination after they graduated from college. A variety of factors might be attributed to be the cause of this rather peculiar scenario. Perhaps, due to financial constraints and other unfortunate circumstances, they were deprived of the opportunity to take the LET the soonest time possible. On the other hand, it could have been the personal decision of these takers to delay taking such test due to personal reasons. Regardless of the exact reason for this, it should be noted that the Decay theory in Educational psychology states that memory fades due to the mere passage of time. Thus, this situation is quite disturbing since such an extremely lengthy period of postponement might have emptied the reservoir of learning they established in college and consequently impacted negatively on their LET performance.

As to type of examinee, Figure 3 depicts that of the 167 LET takers from 2013 to 2015, 99 or 59.28% were repeaters and 68 or 40.72% were first timers. This shows that a greater number of LET takers of 2013 – 2015 were repeaters. This means that majority of the CapSUPilar BEED graduates who took the LET during this three year period repeatedly failed the examination in the past. The fact that retakers were able to outnumber first time examinees alone presents a disturbing scenario. In the recent study by non-governmental organization Philippine Business for Education(PBEEd) which analyzed LET Results from 2009-2013, it was revealed that only 16% of LET retakers- those who did not pass the exam the first time-passed both elementary and secondary exams.

In terms of sex, it can be gleaned in the table of the 167 LET takers 141 or 84.43% were females and 26 or 15.57 were males. This implies that a greater majority of the takers were females. This is so because it has been observed that the BEED program of CapSU-Pilar is dominated by females. Consequently, it conforms with the study of Acevedo (1999) which was commissioned by The World Bank when it found out that female students comprise the majority of students enrolled in teacher institutions. Finally, results suggest that the teaching profession attracts more women than there men counterparts.





2013 To 2015 Let Takers Academic Performance In College

This section include discussions on the academic performance of the LET takers during their college and their performance in the general education and professional subjects.

LET Takers Academic Performance in College

Figure 4 shows the academic performance in college of the 2013-2015 LET takers. It can be gleaned that of the entire 167 subjects, 93 or 55.69% confidently graduated with overall college rating marked as Above Average; 65 or 38.92% managed to secure GWA equivalent to Average; 8 or 4.79% did a sterling college performance evidenced by their Excellent GWA, and; only 1 or 0.60% got a Fair GWA.

This results portray that almost all of the BEED graduates were academically competent during their college days. They manifested commendable academic performance as reflected by their more-than-satisfactory grades. Indeed, exemplary academic performance is truly essential on the part of the subjects if they desire to acquire professional license in teaching profession because the Code of Ethics for Professional Teachers explicitly states that teachers should have high professional competence. Moreover, it can also be concluded that apparently the subjects were able to balance their school work because majority of them obtained praiseworthy academic rating. Nevertheless, the researcher is not slashing out the fact that there are professors who are lenient in giving grades that may affirm the claim of US Department of Education

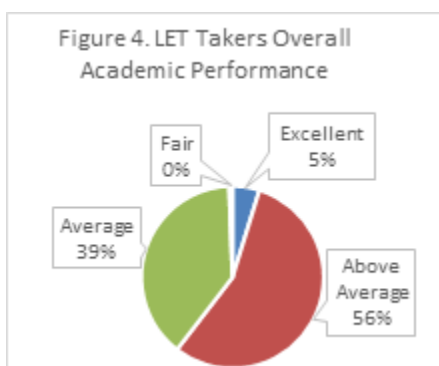
(2012, as cited by Pachejo and Junio in 2013), which is not possible to fully remove subjectivity on the part of the professors for it is part of traditional teaching methods (Aragon, 2012 as cited by Pachejo and Junio 2013.

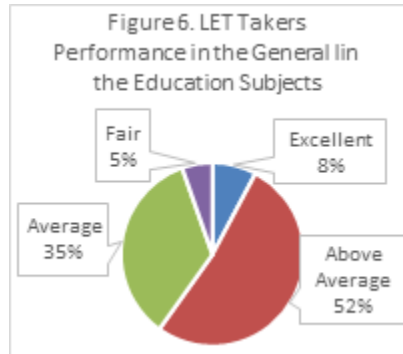
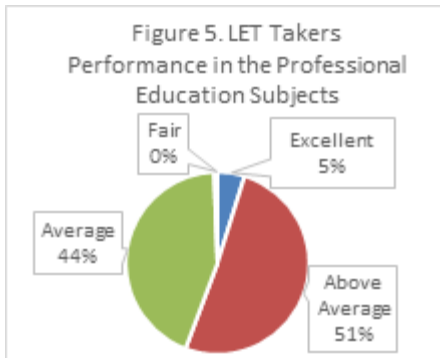
LET Takers Performance in the Professional Education Subjects

Figure 5 shows the performance of the 2013-2015 LET Takers in the Professional Education Subjects in college. Data show that of the 167 subjects, 85 or 50.90% were rated above average; 73 or 43.71% manifested average rating; 8 or 4.79% got an excellent rating, and; only 1 or 0.60% rated fairly in professional education subjects. This reveals that almost all of the BEED graduates were competent. Such performance reflects that the graduates were really committed to their goal of becoming professional teachers as they strove hard and put their best put forward just so they could receive high remarks in major subjects. On the other hand, this does not remove the probability that there might have been professors who were lenient enough to award better grades to their students.

LET Takers Academic Performance in the General Education Subjects

Figure 6 shows the performance of the 2013-2015 LET Takers Performance in the General Education Subjects in college. Data portray that of the 167 subjects, 87 or 52.10% were graded above the average; 58 or 34.73% rendered average performance on such subjects; 13 or 7.78% were rated as excellent, and; 9 or 5.39% performed fairly. These results indicate that majority of BEED graduates were very competent. Perhaps, such graduates who pursued a career in Education were persistent and driven enough to keep them motivated to perform well in their academics. However, this does not eradicate the chance that some professors might have been too generous to their students to the extent of providing them with comfortable remarks even if their actual performance does not qualify for it.



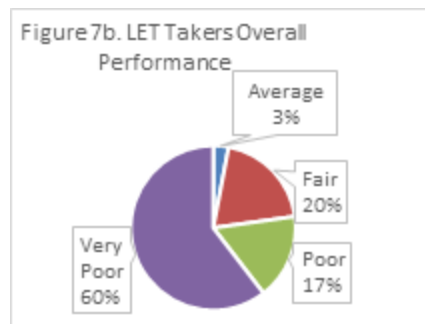
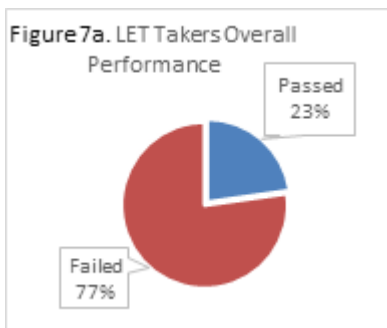


Performance of the 2013 To 2015 Takers in the Licensure Examinations

This part discusses the overall performance of the 2013 to 2015 takers in the licensure examinations and in terms of their performance in the general education and professional education subjects.

LET Takers Overall Performance

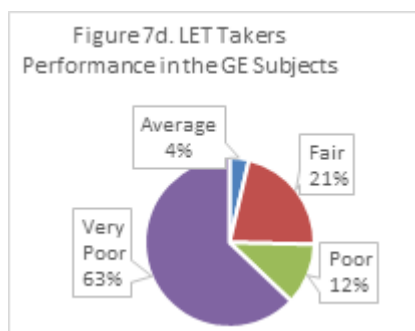
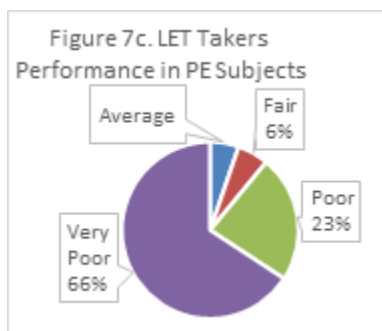
Figures 7a and 7b shows the percentage distribution of the LET takers in terms of their performance. As shown, of the 167 takers who took the LET from 2013 to 2015, 129 or 77.25% failed in the LET and only 38 or 22.75% passed the licensure exam. Thus, most of the LET takers failed. Greater percentage of takers (60.5%) performed very poor in the examination. This means that the takers obtained a very low performance ratings of 69% and below. Sixteen percent performed poor which means that the takers got 70 to 74% rating. Only 3% and 19.8% have average and fair performance which comprises the small portion of passers.



Figures 7c and 7d shows the percentage distribution of LET takers in terms of their performance in the Professional and General Education Subjects. The data shows that the takers relatively performed the same in both component of examination. Majority (52.7% and 61.1%) of them have very poor performance in both areas.

This result implies that most of the graduates of the campus were not prepared for the examination. The needed knowledge, skills and competencies were not sufficient to surpass the standard measurement taken. Further, concurs with the study of Acevedo (1999) which was commissioned by The World Bank when it found out that most of those graduating from Teacher Education Institutions (TEI's) do not pass the licensing test. On the other hand, Capiz State University-Pilar Satellite College is not the sole TEI floundering in such a poor LET performance, a study in 2014 by the Philippine Business for Education (PBE) revealed that while teacher education is one of the most popular courses in the country, yet most schools in the Philippines that offer the program are not performing well in LET. Finally, same study exposed that, from 2009-2013, most TEI's have not reached national test-taker passing rates.

Indeed, this study presents a disquieting fact that should not be taken for granted by appropriate and concerned authorities who are fully cognizant that LET performance reflects the level of integrity, commitment and dedication of the University in terms of producing adequately equipped and well-trained educators who will face the challenging context of the 21st century.

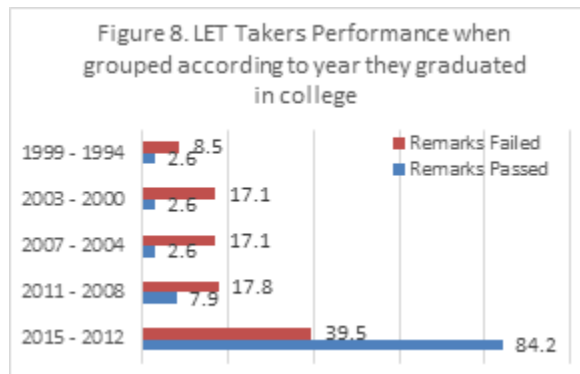


LET Takers Performance when grouped according to year they graduated in college

Figures 8 shows the percentage distribution of the LET takers performance when grouped according to year they graduated in college. It is very evident that an overwhelming majority (84.2%) of passers came from 2012 to 2015 batch of graduates. However, it can also be gleaned that from 1994 to 2011, data consistently shown a greater percentage of those who failed than those who passed in the examination.

It also revealed that regardless of the year the takers graduated in college, majority performed very poor in the licensure examination which means they obtained ratings of 69% and below. It is interesting to note that greater percentage takers from batch 2012 to 2015 have average and fair performance which is comparably higher than of other batches.

Results connotes that higher chances of passing occurred for takers who took the examination within 3 years after graduation.



LET Takers performance when grouped according to period after graduation before they took the examination

Figures 11a and 11b shows 2013 – 2015 LET takers Performance when grouped according to the waiting period before taking the Examination.

Of the 167 BEED graduates of CapSU-Pilar took the LET from 2013-2015, successful LET takers were most abundant (60.5%) in the period within 6 months after graduation. Contrastingly, the greatest percentage (55.8%) of failures were recorded to those group who took the exam five years and above after they graduated in college. Further, majority of the takers who took the exam for more than five years after graduation obtained very poor ratings in the licensure examination which the scores ranges from 69% and below.

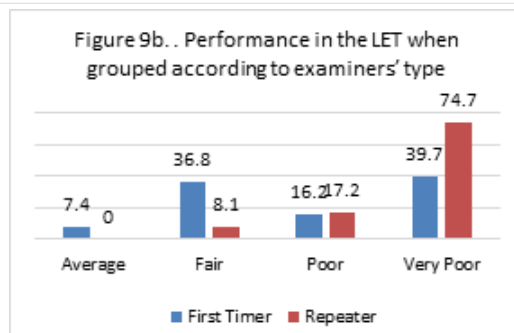
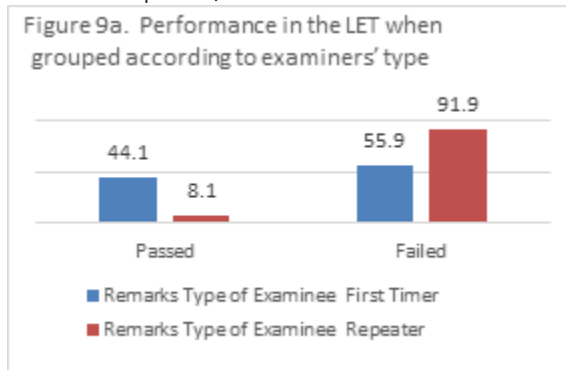
Hence, results imply that fresh graduates who take LET have higher chances of success than those who were not. As records show, LET mortality is very prevalent among those subjects who have delayed taking the exam over a long period of time. This observation appears to conform to the Decay theory, which proposes that memory fades due to the mere passage of time. Further, according to this theory, information is less available for later retrieval as time passes and memory, as well as memory strength, wears away (www.psychologyandsociety.com)

LET Takers performance when grouped according to examiners' type

Figures 9a and 9b shows the performance in the LET of the 2013-2015 takers when grouped according to examiners' type.

Results shows that out of 167 LET takers from 2013 to 2015, 99 or 59% were repeaters and 68 or 41% were first timers. It is also evident that out of 68 who took the LET for the first time , 30 or 44% passed and 38 or 55 or 88% failed. On the other hand, in the group of repeaters, out of 99, 91 or 91% failed and only 8 or 8% passed the exam. Of the entire population of LET takers, only 38 successfully became registered teachers, with 30 originating from the first timer group and 8 coming from the assemblage of repeaters. The worrisome result, however, is an overwhelming majority composed of 129 individuals emerged flunked in the LET.

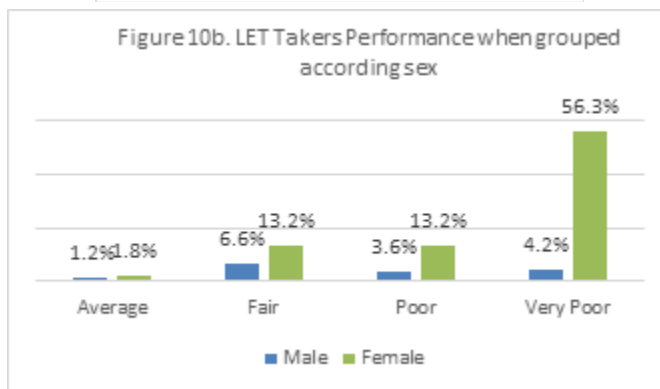
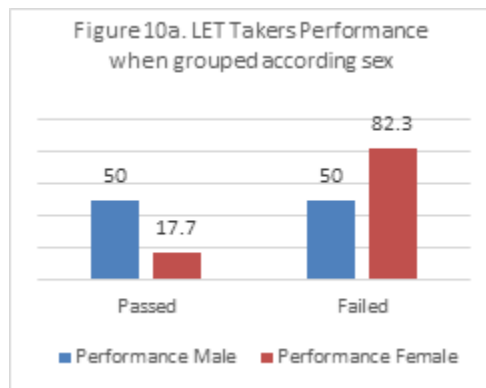
Data show that greater number of passers was found on the group of first timers compared to the group of repeaters. Hence, first timers tend to have better chances of passing the LET than repeaters. Yet, even on the same group, it is noticeable that non-passers still outnumber board passers. Unsuccessful LET takers were very evident in the repeaters' group. Only a handful of LET takers from such group passed the board exams conducted from 2013 up to 2015, whereas an overwhelming majority fell short in their several attempts to surmount the challenging LET. Thus, it supports the claim of Philippine Business for Education (PBE) that repeaters have greater tendency to fail the LET than pass it, he called this scenario as "failure trap".



LET Takers Performance when grouped according to sex

Figures 10a and 10b shows the performance in the LET of the 2013-2015 takers when grouped according to sex.

Surprisingly, data indicated that males performed better than females in the three year period of licensure examination for teachers. Half of the male takers passed the exam while only few (17.7%) of their females counterparts succeeded. Hence, a very large percentage (82.3%) of the female takers failed. Moreover, 56.3% of the female takers obtained a very poor performance ratings. This is which is comparably very large when compared to the 4.2% of males who obtained the same ratings.



Let Performance Vs. Academic Performance In College

This part look into the matching of LET performance and academic performance in college of the 2013 to 2015 takers.

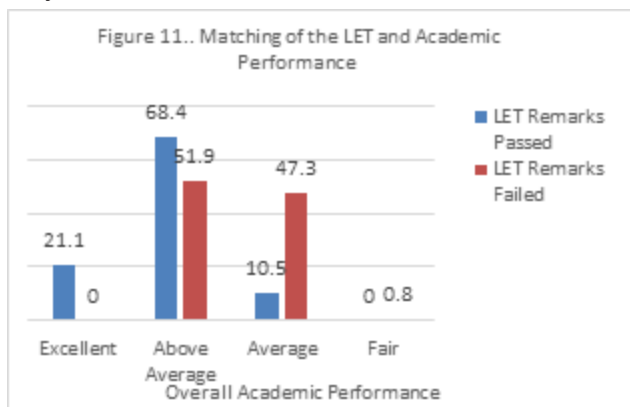
Matching of the Overall LET and Academic Performance

Figure 11 shows the matching of the overall performance in the LET and academic performance in college The 38 LET passers, in terms of General Weighted Average

(GWA) in college, can be distinguished as follows: 26 (68.4%) are above average, 8 (21.1%) are excellent and 4 (10.5%) are average. The 129 non-passers, in terms of General Weighted Average (GWA) in college, are differentiated as follows: 67 (51.9%) are above average, 61 (47.3%) are average and 1 (0.8%) is fair. Thus, all takers rated as excellent in terms of their GWA in college passed the LET. However, most of the passers were those who obtained above average GWA. Finally, least number of passers emerged from the group of subjects with average GWA.

This result portray a bothersome scenario on the part of the non-passers. As depicted, majority of non-passers obtained above average General Weighted Average (GWA) in college. Although, as stated earlier, majority of LET passers also have 'above average' GWA in college, yet it cannot be denied that in terms of figure, non-passers with same college rating were overwhelmingly large compared to the quantity of successful examinees.

This seems to convey a message that college grades are not a predictor of LET performance, hence directly opposing the claim that the higher the grade point average of the graduate, the higher was the expected performance in LET (Pascua and Navalita, 2011). On the contrary, other factors may also be cited to be the cause of this unfortunate scenario such as the fact that most subjects took the LET 5 years and above after graduation and repeaters are greater in number compared to first time examinees. Finally, subjectivity or pliant grading system on the part of professors is also a probability not to be discounted.



Matching of the LET and Academic Performance in the General Education Subjects

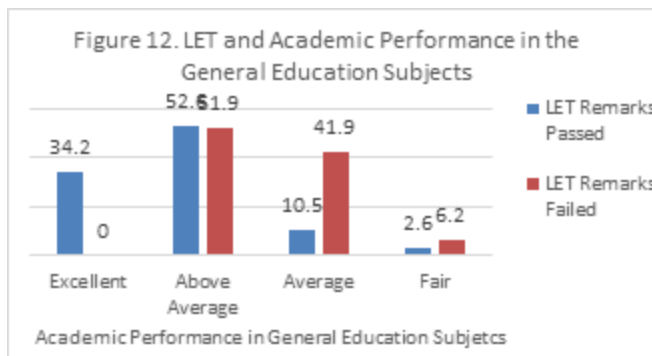
Figure 12 shows the distribution of subjects in terms of performance in College General Education corresponded with LET Remarks of subjects.

As portrayed, majority of LET passers (20 or 52.6%) were those subjects who had

College General Education rating categorized as above average; subjects whose rating in College General Education is labelled as excellent comes next with a record of 13 (34.2%) passers; few LET passers (4 or 10.5%) were from the average group, and; only 1 (2.6%) passed from the group of subjects whose general education average in college is classified as fair.

For the group of non-passers, majority (67 or 51.9%) were the subjects whose computed mean in College General Education is equivalent to above average; another major contributor for the population of this group were the many (54 or 41.9%) subjects whose rating in College General Education was described as average, and; the least number of non- passers (8 or 6.2%) obtained fair average on the same component.

Accordingly, all subjects who performed excellently in the general education subjects in college passed the LET. Meanwhile, most LET passers were the subjects who earned above average rating on General Education subjects in college. The reason why the highest number of LET passers came from above average group and not from excellent group is because only a handful of subjects possess excellent college grades but the greater majority were on possession of above average college remarks. Paradoxically, most non-passers were also the subjects whose general education average in college is above average. Furthermore, in terms of population, non-passers with above average grades in general education outnumber with a wide margin to spare their counterparts on the LET passers group. Thus, it seems to suggest that high or above average performance in general education subjects in college, insofar as grades are considered, is not a guarantee that one will pass the LET. Possibly, this could be attributed to the fact that in the LET for BEED, only 40% is devoted to general education whereas as the greater majority of 60% goes to professional education component. In the final analysis, it may also be due to the fact that most of subjects took the exam 5 years and above after graduation and majority of them were repeaters.



Matching of the LET and Academic Performance in the Professional Education Subjects

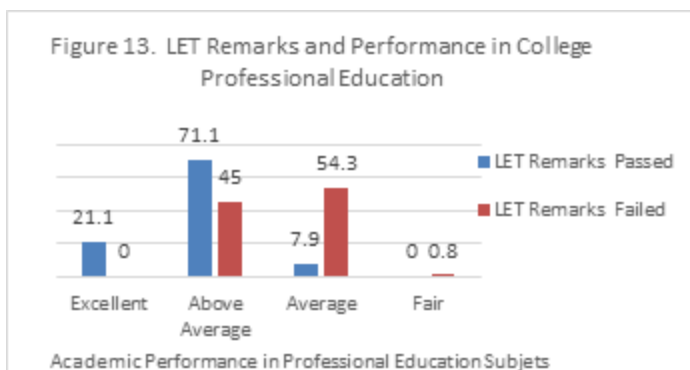
Figure 13 shows the distribution of subjects according to performance in College Professional Education corresponded with LET Remarks.

The composition of the 38 LET passers in terms of performance in Professional Education subjects in college is: 27 (71.1%) are above average, 8 (21.1%) are excellent, and 3 (7.9%) are average. The distribution of the 129 non-passers when classified according to their performance in Professional Education subjects in college is: 70 (54.3%) are average, 58 (45%) are above average and 1 (0.8%) is fair.

Data clearly portray that all subjects who received excellent average in Professional Education courses in college passed the LET. However, the greatest number of LET passers came from the group of subjects with Professional Education rating of above average. The reason why the highest number of LET passers came from above average group and not from excellent group is because only a handful of subjects possess excellent college grades but the greater majority were on possession of above average college remarks. On the other hand, the least number of passers was recorded from the group possessing average grades in Professional Education that is equivalent to average.

It is also explicitly shown that the greatest number of non-passers were those subjects whose Professional Education average in college is average. Next in line when it comes to number of non-passers are the subjects with above average rating on the same curricular component. Although second only in terms of size, the performance in LET of subjects with above average ratings in Professional Education in college paints a disturbing scenario. Normally, one would expect with confidence that better performance in Professional Education during college days would translate to greater chances of passing the LET, considering that this area in BEED curriculum occupies the greatest portion of 60% in the said exam.

Yet, it is obvious in the result that "above average 'non-passers comfortably outnumber 'above average' passers with a very wide gap to spare. Perhaps, this may be the consequence of the fact that most of subjects took the exam 5 years and above after graduation and majority of them were repeaters, or it may also be that there were professors who utilized a pliant and too subjective grading system resulting to the provision of comfortable grades to students even without objective basis.



CONCLUSIONS

1. Majority of the BEED graduates of CapSU-Pilar who took the licensure examinations for teachers from 2013 to 2015 are females and took the examination several times.
2. Half of the takers took the examination within three years after graduation.
3. All takers obtained high grades in college where majority have above average ratings.
4. Majority of the takers failed in the examination with very poor performance.
5. Males performed better than females takers.
6. There is a mismatch on the licensure examination and college academic performance of the takers.

RECOMMENDATIONS

1. Activities related to the licensure examination for teachers may be institutionalized like the conduct of qualifying exams, pre-board exams and mock examinations. An intervention should likewise be done among the repeaters, e.g., a review class for them to be facilitated by the Teacher Education Department (TED) of the campus;
2. The TED may also maintain a serious retention policy on who can stay in the program. The TED should screen their upcoming teacher education graduates through a valid Teacher Aptitude Test as early as their second year.
3. The TED may have rigorous selection and hiring process to come up with a competent teaching force. They should also observe the vertical alignment of the degrees obtained by the faculty members and assign teaching loads within their field of expertise only.

4. In the crafting of the course syllabi, the TED should consistently adapt the competencies required and tested by the Professional Regulation Commission. Crafting of the test questions in the midterm and final should follow the same.

5. Teachers in the TED must follow and implement the grading system set for the course. Assessing intellectual abilities/aspects of the students may be given emphasis.

6. A parallel study may be conducted to revalidate the findings of the present study. A follow-up study using other variables/ correlates/ predictors of the performance in Licensure Examination should be undertaken.

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