

The Licensure Examination for Teachers Results Among BSED Graduates of JRMSU-TC SY 2016-2018: An Analysis

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Abstract — The present study aimed to determine the Licensure Examination for Teacher (LET) performance among graduates of JRMSU TC particularly the BSEd graduates. The study also looked into the performance of BSEd graduates as to program specialization to determine the weaknesses and strengths of the graduates in the Licensure Examination components. It utilized document analysis having 221 takers from March 2016- to September 2018, the study covers 6 periods. The data was taken from PRC manila purposely for these research endeavors. The descriptive measure used was frequency count and percentage.

The following were the findings of the study; The performance of BSEd graduates in 6 periods is considered having 2 rating periods higher than the national passing percentage, the first timers perform moderately well in the Licensure examination but are greatly affected by the performance of the repeaters. In terms of performance of the BSEd graduates when group according to specialization, it was found out that the Mathematics groups showed commendable performance in the LET. Moreover, in terms of the performance of graduates in the General Education (GE) component, it was not quite a problem for them. However, The graduates were seen to be weak in professional Education components particularly BSEd specialized in MAPEH, Filipino, and Social Studies. Furthermore, In relation to the specialization component, it was found out that the Mathematics group did very well in the specialization category, also the Filipino groups did quite well in their specialization category however, BSEd graduates specialized in English, MAPEH, and Social Studies found it difficult as reflected in their failing ratings.

Keywords — *Licensure Examination or Teachers (LET), Bachelor of Secondary Education, General Education, Professional Education, Specialization, National Passing Percentage.*

I. Introduction

Licensure Examination for Teachers (LET) is a standardized Examination given to qualified graduates who wish to engage in the teaching profession. The examination is administered by the Professional Regulatory Commission (PRC) and given twice a year not unless it is postponed or suspended by the commission like what happened in the SY 2020-2021 due to the threat COVID 19 pandemic. To pass the LET, an examinee must obtain an average rating of not less than 75% and must have no rating lower than 50% in any of the tests. Aspiring teachers who finished Bachelor of Secondary Education (BSEd) are tested along three components in the LET, namely General Education, Professional Education, and Field of Specialization with corresponding weights of 20%, 40%, and 40%, respectively.

RA 9293 section 16 specifies that “No person shall engage in teaching and/or act as a professional teacher as defined in this Act, whether in the preschool, elementary or secondary level unless the person is a duly registered professional teacher, and a holder of a valid certificate of registration and a valid professional license or a holder of a valid special/temporary permit.” This was enacted to highlight the role of teachers in the building and development of the nation through its responsible and literate citizens. Also, the act moves for “professionalization that will improve the quality of teachers, quality of teaching and, therefore, quality of students”. Teacher Education Institutions (TEIs) in the Philippines form their brand of educational quality through their graduates’ performance in the LET. It is an essential criterion of the Commission on Higher Education (CHED) in granting Center of Development (COD) and Center of Excellence (COE) status to the curricular programs of TEIs, therefore considered as a key performance indicator for quality assurance.

According to Alfonso (2019), most countries worldwide require teachers to pass the mandated licensure examination before they are considered "highly qualified" and eligible for employment as teachers and be conferred the title of being a professional teacher. It follows that, just like the nursing profession in Ghana, the teaching profession in other countries demand that a teacher passes licensure examination before he or she is given the green light to translate the curriculum into the teaching and learning process (Mensah, Acquah, Frimpong, & Babah, 2020).

The present study determined the LET performance of BSEd graduates of JRMSU TC. Furthermore, it analyzes the result of the BSEd graduates as to their General Education, Professional Education, and specialization results by specialization, It aims to analyze the weak and strong points of the graduates in the LET components.

Literature and Studies Review

In one of the speeches of the incumbent Philippine President, Rodrigo Roa Duterte, he stressed that "Education is the single most important legacy that we can bestow upon our youth. It opens doors for countless opportunities that will lead to their further empowerment, greater success and the realization of their individual aspirations". For, Tertiary Education Institution the quality of education is being gauged based on the performance of graduates in the licensure examination.

In the study of Guzman, (2020) on the Performance in the Licensure Examination for Teachers Among the Graduates of Isabela State University, Echague, Isabela, he emphasized from the figure that from 2010 to 2017, the BSEd passing rate was consistently higher than the national passing percentage by at least 39%. On the other hand, the BEEd passing percentages were consistently higher by at least 25.32% against the national passing rate for the past eight consecutive years. The study findings can be used as the basis for the creation of the faculty and the curriculum. In addition, future work can focus on various factors influencing the performance of students in the Licensure Examination for Teachers.

The study of Baylan (2018), on the Trend of performance in board licensure examination for professional teachers in selected Philippine teacher education institutions: Policy recommendation. His results revealed that the Board Licensure Examination for Professional Teachers (BLEPT) passing percentage for the Academic Year 2008-2017 indicate that majority of TEIs are “grappling” to achieve the national passing standard.

The study of Antiojo (2017) analyzes the findings of the 2013 to 2015 Licensure Test for Teachers (LET) Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) at Cavite State University Naic. Study has shown that the institution's LET performance in terms of number of passers is higher for both elementary and secondary school graduates than the national passing rate. In addition, findings indicated that LET takers reported the highest average ratings in general education followed by technical courses, while BSEd takers obtained the lowest in major courses. The English major recorded the Math Major's highest average ratings, while the major Biological Science was lagging behind. The output of the first taker's LET exceeds that of the repeaters.

In the study of Nool and Ladia (2017), they revealed that there was a significant positive relationship between the number of first timers and LET performance, which implies that the greater the number of first timers, the greater the tendency to attain better performance. Moreover, the number of repeaters and LET performance were significantly but negatively correlated, which suggests that TEIs with fewer repeaters tend to obtain a higher performance.

Meanwhile in the study of Navida and Cocal (2022) on the Predictors of BSEd Mathematics Licensure Examination for Teachers (LET) Performance of One ASEAN State University. Their result revealed that the BSEd Math graduates had a ‘good’ LET performance in the General Education and Specialization areas, but their LET performance in Professional Education is ‘fair.’ The BSEd Math graduates performed ‘good’ in the academic subjects in General Education, Professional Education, and Major areas.

In the study of Amanonce and Maramag (2020), their result implied that in terms of the three LET components, they performed fairly in Professional Education and registered a dismal result in Specialization with a mean of 73.60, interpreted as “poor”. On a lighter note, the BSEd graduates’ performance in General Education is quite impressive with a mean of 83.05, categorized as “satisfactory”. This can be attributed to the effective delivery of instruction in General Education.

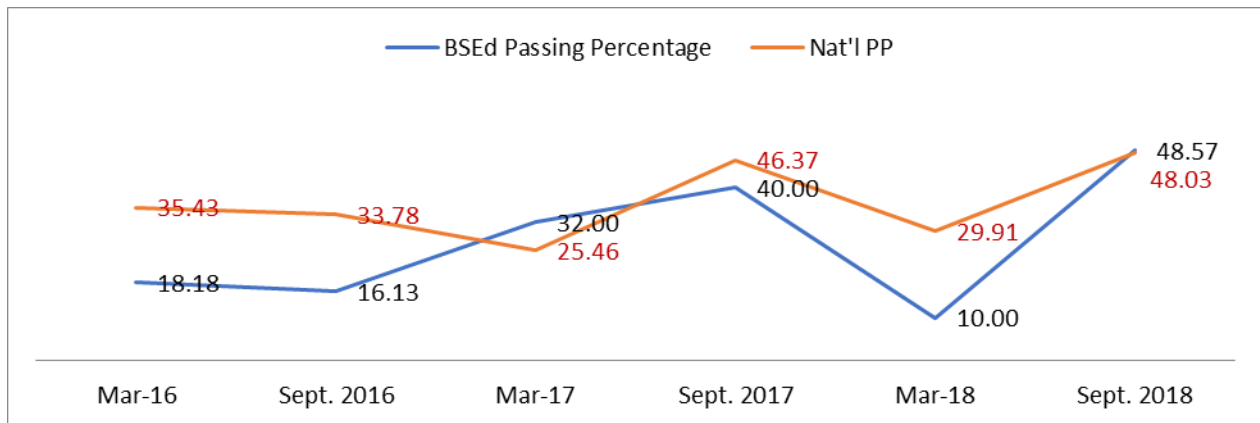
II. Methodology

The study employed a descriptive method of research using document analysis. This method was used to determine the performance of graduates in the LET according to degree program earned in the University as against the National passing percentage and also the Performance of BSEd graduates in terms of the General Education subjects, Professional

Education subjects, and specialization when classified according to First-timer or repeater. The total number of respondents were the 221 graduates taking the 2016-2018 Licensure Examination for Teachers (LET), results from the Professional Regulatory Commission (PRC) Manila Philippines was the main source of data. The study used descriptive measures like frequency count and percentages in describing the performance of graduates in SY 2016-2018 and in determining the performance of graduates in the LET components as to General Education, Professional Education and Field of specialization.

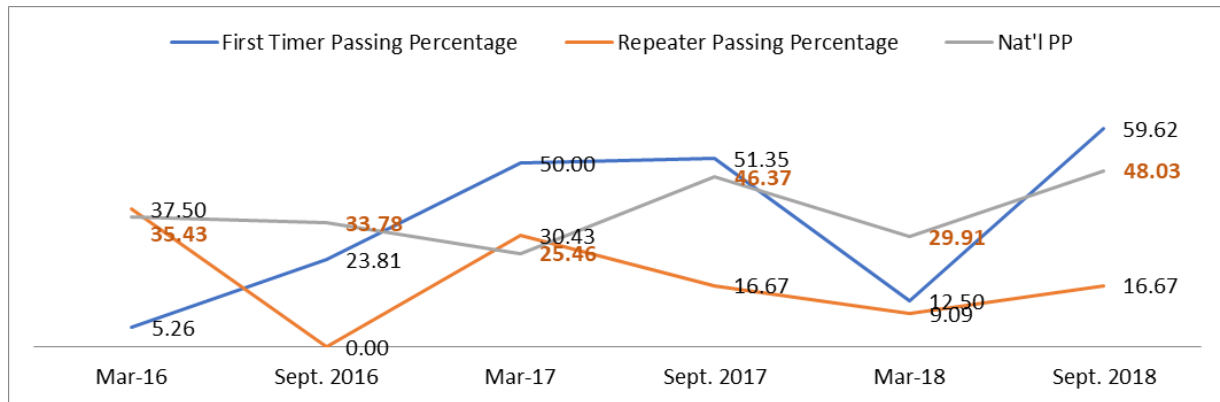
III. Results and Discussion

The Performance of BSEd Graduates in the LET



As shown in the Figure above, the performance of BSEd graduates from School Year 2016-2018 did not showed a promising result. The BSEd performed a little bit higher than the National passing only in March 2017, and Sept. 2018. It was March 2018 and Sept. 2016 where the results showed the lowest in terms of passing percentage. The result was quite unlikely when compared to the result of the study conducted by Guzman (2020) on Performance in the Licensure Examination for Teachers Among the Graduates of Isabela State University, Echague, Isabela, Philippine wherein he noted that from 2010 to 2017, the BSEd passing rate was consistently higher than the national passing percentage by at least 39%. The above results is similar to the result of the study of Baylan (2018), which stated that on the Board Licensure Examination for Professional Teachers (BLEPT) passing percentage for the Academic Year 2008-2017 indicate that majority of TEIs are “grappling” to achieve the national passing standard.

The Comparison between BSEd First Taker and Repeaters Against the National Passing Percentage.



The Figure showed the comparison between BSEd first taker and repeaters in the SY 2016-2018. As shown in the figure there was a disparity between the performance of First takers and repeaters. The first takers showed four rating periods higher than the national passing namely March 2016 (37.50%), March 2017 (50%), Sept. 2017 (51.35%), and Sept. 2018 (59.62%) while, the repeaters were consistently performing lower in the national passing except March 2017 (30.43%). The trend of the figure makes its downtrend in the periods Sept. 2016 and March 2018 where both first-timer and repeaters reach the lowest mark. The result is consistent with the finding of Antiolo (2017) which confirmed that it was a common observation among TEI's that repeaters pull down the Institutional Passing Percentage (IPP) in LET. First takers got higher chances of passing LET than the repeaters. In the study of Nool and Ladia, they also revealed that there was a significant positive relationship between the number of first timers and LET performance, which implies that the greater the number of first timers, the greater the tendency to attain better performance. Moreover, the number of repeaters and LET performance were significantly but negatively correlated, which suggests that TEIs with fewer repeaters tend to obtain a higher performance.

The LET Performance of BSEd graduates according to specialization in SY 2016-2018

Program Specialization	Mar-16				Sep-16				Mar-17				Sep-17				Mar-18				Sep-18				Total			
	P	F	Tot	%	P	F	Tot	%	P	F	Tot	%	P	F	Tot	%	P	F	Tot	%	P	F	Tot	%	P	F	Tot	%
English	2	40	3	5	1	7	14	15	4	33	8	12	6	26	17	23	2	12	15	17	10	34	19	29	25	25	76	101
Mathematics					3	50	3	6	3	100	0	3	8	80	2	10	1	50	1	2	14	93	1	15	29	81	7	36
Social Studies	1	50	1	2		0	1	1	1	25	3	4	1	50	1	2		0	1	1	3	33	6	9	6	32	13	19
MAPEH	1	50	1	2	0	0	6	6	0	0	6	6	4	27	11	15	0	0	8	8	4	36	7	11	9	19	39	48
Filipino	1	0	1	1	1	33	2	3					0	3	60	2	5	0	2	2	3	50	3	6	7	41	10	17
Total	4	40	6	10	5	16	26	31	8	32	17	25	22	40	33	55	3	10	27	30	34	49	36	70	76	34	145	221
National Passing %	35.43%				33.78%				25.46%				46.37%				29.91%				48.03%							

The table above showed the performance of BSEd graduates according to specialization from SY 2016-2018 against the national passing percentage. As shown in the table on March 2016 the graduates with specialization in English, Social Studies, and MAPEH performed higher than the national passing percentage having 40%, 50%, and 50% passing percentages respectively compared to the 35.43% national passing percentage. However in Sept. 2016, and March 2018 only the BSEd Mathematics majors surpassed the national passing percentage. In Sept. 2017 only BSEd specialized in Math, Social Studies, and Filipino exceeded the national passing, furthermore on Sept. 2018 only BSEd major in Mathematics and Filipino majors bested the national passing percentage.

The result indicated that BSEd Mathematics performed fairly better than any other specializations displaying a passing percentage higher than the national passing percentage in all school years covered by the present study. However, BSEd MAPEH placed lowest in terms of passing percentage followed by BSEd English major. The result of the study is related to the study of Navida and Cocal (2022) which revealed that the BSEd Math graduates had a ‘good’ LET performance in the General Education and Specialization areas, but their LET performance in Professional Education is ‘fair.’

Analysis of the LET performance of BSEd graduates according to specialization:

The LET Performance of BSEd graduates in the General Education Component

General Performance	Education	Program Specialization											
		English		Math		Social Studies		MAPEH		Filipino		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Passed (75 and Above)		75	74	32	89	14	74	23	48	8	47	152	69
Failed (below 75)		26	26	4	11	5	26	25	52	9	53	69	31
Total		101	100	36	100	19	100	48	100	17	100	221	100

The table presented the performance of graduates in the General Education component of the LET. As shown in the table, the graduates were performing fairly well in the General Education components and it covers 20% of the LET general rating, However, it was noticeable in the performance of BSEd MAPEH and Filipino that failing ratings were more than 50% of the takers. But for BSEd specialized in English, Mathematics, and Social Studies their performance were quiet commendable. The result of the study implied that GE components are well taken by the graduates though graduates particularly BSEd MAPEH and BSEd Filipino fall in the description “failed” but the overall percentage of graduates who got a rating of 75% and higher was 69%.

The result of the study is consistent with the result of the study of Amanonce and Maramag (2020), wherein they found out that the BSEd graduates’ performance in General Education is quite impressive with a mean of 83.05, categorized as “satisfactory.

The Performance of BSEd graduates in the Professional Education Component

Professional Education	Program Specialization											
	English		Math		Social Studies		MAPEH		Filipino		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Passed (75 and Above)	53	52	25	69	6	32	17	35	6	35	107	48
Failed (below 75)	48	48	11	31	13	68	31	65	11	65	114	52
Total	101	100	36	100	19	100	48	100	17	100	221	100

The table presented the LET performance of BSEd graduates in the Professional Education components. As shown in the table the BSEd Mathematics marked the lowest in terms of the number of Failed takers having 31% meaning 69% passed the Professional Education components, followed by the BSEd English major having 48% against 53% passing. However, if we were to analyze their ratings the number of graduates who failed in the professional Education component was not comparable to the General Education component, it only means that graduates felt that Professional Education components needs to be reviewed and studied upon. Moreover, Prof Ed covers 40% of the general rating. The table further showed that BSEd Social Studies, MAPEH, and Filipino reflected a majority failing rating. The overall performance of graduates under Professional Education components was below the passing percentage of 75%, having 48% of the graduates obtained a rating of 75% and above, and 52% performed below 75%. Unlike, the study of Amanonce and Maramag (2020), their result implied that in terms of the three LET components, the BSEd graduates performed fairly in Professional Education and registered a dismal result in Specialization with a mean of 73.60, interpreted as “poor”.

The Performance of BSEd graduates in the Specialization Component

Field of Specialization	Program Specialization											
	English		Math		Social Studies		MAPEH		Filipino		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Passed (75 and Above)	12	12	31	86	6	32	10	21	10	59	69	31
Failed (below 75)	89	88	5	14	13	68	38	79	7	41	152	69
Total	101	100	36	100	19	100	48	100	17	100	221	100

The table displayed the performance of graduates in their specialization component. As shown in the table majority of the graduates got a low score in the specialization component. It can be noted that only BSEd Mathematics and BSEd Filipino mark an above 50% passing percentage. The BSEd English graduates marked 89 out of 101 or 88% failing rating. The overall performance of graduates in their field of specialization were 31% able to surpass the 75%, but unfortunately 69% performed below 75%. The result of the study is similar to the study of Dagdag

, Sarmiento , and Ibale (2017) in which they found out that the lowest rating in their major ($M = 70.24$; $SD = 8.63$) while they had almost similar higher scores in General Education ($M = 73.31$; $SD = 7.94$) and Professional Education ($M = 73.10$; $SD = 8.60$). This result suggests the need to do more interventions to increase their LET scores most especially in their major. Also, In the study of Antiojo, (2017) she found out that LET takers recorded the highest average ratings in general education followed by professional courses while the lowest was attained by the BSEd takers in major courses.

IV. Conclusion

Based on the finding of the study, it is concluded that BSEd first takers perform moderately well in the Licensure examination but are greatly affected by the performance of the repeaters. In terms of performance of BSEd graduates when group according to specialization, the Mathematics groups showed commendable performance in the LET, in terms of the LET components General Education component is not quite a problem for the takers, but weak in professional Education components particularly BSEd specialized in MAPEH, Filipino and Social Studies. In terms of the specialization component, BSEd specialized in English, MAPEH, and Social Studies posted a low rating in this category.

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