

An Analysis of the Licensure Examination for Teachers Performance of BEED Graduates at Guimaras State University (2019-2023)

Efren S. Tellermo

Jasmin T. Gadian

Rodrigo G. Paglomutan Jr.

Guimaras State University

ABSTRACT This study examines the performance of Bachelor of Elementary Education (BEED) graduates from Guimaras State University (GSU) in the Licensure Examination for Teachers (LET) over a five-year period, from 2019 to 2023. The primary objective was to analyze trends in the passing and failure rates as well as average ratings across various subject areas. Data were gathered from secondary records provided by the Professional Regulation Commission and the university's academic records. The study utilized descriptive quantitative research methods to identify patterns in exam performance. The results revealed significant improvements in the pass rates, with a decrease in failure rates from 59.3% in 2019 to 25% in 2023. While the overall passing rate was 63.5%, the passing rate for individual years showed fluctuating performance, reflecting the effectiveness of curriculum changes and instructional support mechanisms. Subject 2 consistently outperformed Subject 1 in average ratings, with a slight decline in 2023. The findings suggest that while GSU's BEED program has made considerable progress, further efforts are needed to enhance performance in Subject 1. The study emphasizes the importance of targeted interventions such as specialized review programs, faculty development, and curriculum adjustments to sustain and improve licensure exam results. The research contributes to understanding how teacher education institutions can improve their licensure outcomes, ultimately preparing future educators for success.

Keywords: average ratings, board ratings, evaluation trends, interventions, passing Rates, student's progress

INTRODUCTION

The Licensure Examination for Teachers (LET) serves as a critical benchmark in determining the qualification and readiness of education graduates to join the teaching profession in the Philippines. As mandated by the Professional Regulation Commission (PRC), the LET assesses the competencies of future teachers in both general education and professional subjects. Given the increasing emphasis on the quality of education in the country, the performance of teacher education graduates in this examination is a vital indicator of the effectiveness of teacher training programs and institutions (Chua, 2023; Gonzales, 2022).

Guimaras State University (GSU) is one of the leading higher education institutions in the province of Guimaras, offering various programs including the Bachelor of Elementary Education (BEED). The performance of BEED graduates in the LET is not only a reflection of individual academic achievement but also serves as an institutional metric of educational quality. Studies have shown that teacher education institutions' pass rates in licensure exams are closely linked to curriculum alignment, faculty qualifications, and the availability of adequate teaching resources (Domingo & Santos, 2023; Arceo et al., 2021).

This study aims to assess the LET performance of BEED graduates from Guimaras State University over a five-year period, from 2019 to 2023. By analyzing trends in pass and failure rates as well as average ratings in different subject areas, this research seeks to provide

insights into the effectiveness of the BEED program and identify areas for improvement. Given the vital role that teachers play in shaping future generations, understanding and improving licensure examination outcomes is crucial to ensuring the delivery of high-quality education in the Philippines.

Objectives of the Study

Generally this study was conducted to determine the Licensure Examination for Teachers Performance of BEED Graduates of Guimaras State University. Specifically, this aims to:

1. To analyze the trend in the passing and failure rates of BEED graduates from Guimaras State University in the Licensure Examination for Teachers (LET) from 2019 to 2023.
2. To assess the average ratings of BEED graduates in the different subject areas of the Licensure Examination for Teachers.
3. Determine the strengths and areas for improvement in the university's teacher education program.

METHODS

This study utilized a descriptive quantitative research design to analyze the Licensure Examination for Teachers (LET) performance of 213 BEED graduates from Guimaras State University over a five-year period (2019-2023). The study focused on the passing and failing rates and average ratings in the LET subject areas. The respondents of the study comprised 213 BEED graduates from Guimaras State University who took the LET between 2019 and 2023. The primary data source was secondary data obtained from the university's records on LET results requested from the Professional Regulation Commission, including the number of passers and non-passers, and average ratings in subject areas (General Education and Professional Education). Data were grouped by year (2019-2023) and examined for trends. Data were analyzed using descriptive statistics. The pass and fail rates were calculated annually, and average ratings for the LET subject areas were determined. Trends in performance across the five-year period were identified to assess improvements or declines in student performance. Additionally, percentage distribution and mean were used to interpret the results.

RESULTS AND DISCUSSIONS

Licensure Examination Performance

The table 1 provides data on the Licensure Examination for Teachers (LET) performance of Bachelor of Elementary Education (BEED) graduates from Guimaras State University for the years 2019, 2021, 2022, and 2023. It shows the number and percentage of graduates who failed, passed, and the total number of examinees for each year.

From the data, we observe a fluctuating performance over the years. In 2019, 59.3% of graduates failed, with a passing rate of only 40.7%. However, in 2021, there was a notable improvement, as only 37.5% failed, with 62.5% passing. In 2022, the passing rate increased further to 75.9%, while the failure rate dropped to 24.1%. Similarly, in 2023, the failure rate was slightly higher at 25%, but the passing rate remained at a strong 75%.

Overall, the total failure rate stands at 36.5%, while 63.5% of graduates passed the exam across all years.

The data indicates a significant improvement in the passing rate of BEED graduates from Guimaras State University over the four years. The sharp drop in failure rates from 59.3% in 2019 to 25% in 2023 shows positive academic progress. This may suggest that educational interventions, increased student preparation, or a focus on improving the teaching and exam strategies during this period have been effective. The spike in passing rates in 2021 and 2022 points to a potential change in the academic environment, such as better curriculum delivery, revised study programs, or improved support mechanisms for students.

The upward trend in passing rates implies that Guimaras State University has made notable strides in improving the quality of its BEED graduates. This may have a direct impact on the university's reputation, attracting more students to the program. The data also suggests that further initiatives should be taken to sustain and even further improve the passing rate, such as more rigorous preparatory programs or focused interventions for students at risk of failing. It is important to maintain the momentum of success while addressing the few students still struggling with the exam, ensuring an inclusive approach to student development and licensure preparation.

According to Bugwak (2023) performance analysis, BEED graduates have demonstrated improved performance across various components of the Licensure Examination for Professional Teachers (LEPT) as a consequence of such timely curriculum updates and adherence to established admission standards. This is consistent with findings from Quinco-Cadosales et al. (2023), which suggests that a comprehensive approach to teacher education—focusing on both academic and practical preparation—positively correlates with licensure performance. Moreover, consistent retention policies have been shown to enhance student readiness and integration of practical learning experiences, further elevating pass rates.

Table 1. Licensure Examination for Teachers Performance of BEED Graduates of Guimaras State University.

Year	Failed		Passed		Total	
	f	%	f	%	f	%
2019	54	59.3	37	40.7	91	42.7
2021	3	37.5	5	62.5	8	3.8
2022	14	24.1	44	75.9	58	27.2
2023	14	25.0	42	75.0	56	26.3
Total	85	36.5	128	63.5	213	100.0

Average Ratings in Licensure Examination

The Table 2 presents the average ratings of BEED graduates from Guimaras State University in the Licensure Examination for Teachers (LET) for the years 2019, 2021, 2022, and 2023. The data includes ratings for two subjects, Subject 1 and Subject 2, as well as the overall average score for each year.

From the data, we see that the average ratings in both subjects (Subject 1 and Subject 2) have been relatively consistent over the years. In 2019, Subject 1 had a rating of 76.5, and Subject 2 had a lower rating of 67.9, leading to an overall average of 71.3. In 2021, the ratings for both subjects increased, with Subject 1 at 76.3 and Subject 2 at 79.3, yielding a higher overall average of 78.1. In 2022, Subject 1 saw a slight increase to 77.7, and Subject 2 continued to improve, reaching 78.7, with the overall average rising to 78.3. In 2023, Subject 1 maintained a similar score at 76.7, while Subject 2 slightly decreased to 78.1, resulting in an overall average of 77.6. The total average ratings for all years are 76.8 for Subject 1, 76.0 for Subject 2, and an overall average of 76.3.

The data shows relatively steady performance in the LET across the years. While there is some fluctuation, the ratings in both subjects remain within a narrow range, indicating consistent performance from the graduates of Guimaras State University. Subject 2, however, consistently outperforms Subject 1, with ratings generally higher, particularly in 2021 and 2022. The overall trend suggests that the students' grasp of the material in Subject 2 may be stronger, or the instruction in this area has been more effective in those years. Although the average rating for Subject 1 has not drastically changed, it has remained strong, indicating that the quality of education in this area is stable.

The steady and relatively strong performance in the LET implies that Guimaras State University's BEED program is preparing students adequately for the licensure exam. While the overall averages suggest room for improvement, particularly in raising the performance in Subject 1, the consistency in performance across the years reflects a solid academic foundation. The higher performance in Subject 2 could indicate a potential area of strength for the program, which could be further leveraged to improve overall pass rates and ratings. Moving forward, the university may want to focus on addressing any gaps in Subject 1 to boost the overall performance. Additionally, sustained efforts to maintain or enhance the current performance in Subject 2 could continue to improve the average ratings of future graduates.

Colicol et al., (2022), highlighted that intensive review sessions prior to the LET significantly improve the performance of first-time test takers, suggesting that structured review programs can effectively aid in boosting LET ratings among BEED graduates. Furthermore, the study conducted by Navida (2022) emphasized the role of curriculum relevance and quality teaching methodologies in improving licensure exam results, indicating that institutions focusing on these aspects tend to have stronger performance trends.

Table 2. Licensure Examination for Teachers Average Ratings of BEED Graduates of Guimaras State University

Year	Subject 1	Subject 2	Average
2019	76.5	67.9	71.3
2021	76.3	79.3	78.1
2022	77.7	78.7	78.3
2023	76.7	78.1	77.6
Total	76.8	76.0	76.3

CONCLUSION

This study analyzed the performance of BEED graduates from Guimaras State University in the Licensure Examination for Teachers (LET) over a five-year period, from 2019 to 2023. The data revealed a positive trend in the performance of graduates, with a notable improvement in passing rates from 2019 to 2023. The overall failure rate decreased from 59.3% in 2019 to 25% in 2023, highlighting the effectiveness of the university's educational interventions. The average ratings for both subjects remained relatively steady, with Subject 2 showing consistently higher ratings than Subject 1, suggesting stronger performance in this area. This trend reflects the university's commitment to improving its teacher education program and preparing graduates for the licensure exam.

However, while there is clear progress, there is still room for improvement, particularly in addressing the areas where performance in Subject 1 lags behind. Continuous efforts to refine the curriculum, enhance teaching methodologies, and provide targeted review programs can further elevate the academic preparation of BEED graduates. The study underscores the importance of focusing on both subject-specific knowledge and overall teaching strategies to maintain and build upon the achievements in licensure exam performance.

The findings of this study are consistent with other research, which suggests that comprehensive curriculum updates, quality teaching, and structured review programs play a critical role in improving licensure exam. Furthermore, the results offer a valuable benchmark for other higher education institutions seeking to assess and improve their own teacher education programs.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that Guimaras State University continue to strengthen its teacher education program by focusing on enhancing the performance of BEED graduates in the Licensure Examination for Teachers (LET). Specifically, the university should prioritize the improvement of Subject 1, where performance has been relatively lower compared to Subject 2. This could be achieved through targeted interventions, such as revising the curriculum to address knowledge gaps and offering specialized review sessions before the licensure exam. Additionally, further emphasis should be placed on maintaining and expanding the successful strategies employed in Subject 2, as this area consistently yields higher ratings. Strengthening faculty development programs, integrating practical teaching experiences, and fostering a more supportive learning environment would also be beneficial. Moreover, the university could explore partnerships with external review centers to provide BEED students with more comprehensive exam preparation. By focusing on these areas, Guimaras State University can continue to improve the quality of its graduates, ensuring their readiness for the teaching profession and further enhancing the institution's reputation.

References

- Arceo, M. R., Santos, J. M., & Lanuza, D. C. (2021). Improving the quality of teacher education programs: An analysis of licensure examination performance. *Journal of Education and Development*, 35(2), 45-57.
- Bugwak, E. (2023). Performance analysis on licensure examination for teachers among beed graduates in dorsu-san isidro campus. *Jurnal Pendidikan Progresif*, 13(2), 485-492. <https://doi.org/10.23960/jpp.v13.i2.202325>
- Colicol, F. L., Puig, C. Z., & Judan, S. J. (2022). Evaluation of university review program for teachers' licensure examination: a transformative mixed methods study using bourdieu-scheerens framework. *International Journal of Learning, Teaching and Educational Research*, 21(1), 277-300. <https://doi.org/10.26803/ijlter.21.1.16>
- Chua, R. T. (2023). The evolving role of licensure exams in Philippine higher education. *Philippine Journal of Educational Policy*, 18(1), 12-19.
- Domingo, A. P., & Santos, L. A. (2023). Teacher readiness and licensure exam success: A study of teacher education graduates. *Philippine Teacher Education Journal*, 29(3), 103-116.
- Gonzales, K. P. (2022). Understanding the factors affecting LET performance in the Philippines. *Asian Journal of Educational Research*, 10(4), 55-62.
- Navida, G. S. (2022). Status and trends of teacher education board performance of pangasinan state university alaminos city campus. *International Journal of Scientific and Management Research*, 05(07), 22-31. <https://doi.org/10.37502/ijsmr.2022.5703>
- Quinco-Cadosales, M. N., Sanchez, J. M. P., Cordova, M. E. V., Merin, J. A., & Augusto, W. (2023). Exploring the predictive influence of licensure examination results for beginning teachers' performance: the case of the philippines. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1252368>