PERFORMANCE OF EDUCATION GRADUATES IN LICENSURE EXAMINATION

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ABSTRACT This study aimed to determine the performance in the Licensure Examination of Guimaras State College Teacher Education graduates A.Y. 2008-2015. This study used the analytical method of research and documentary analysis utilizing the secondary data taken from the official results of Licensure Examination for Teachers (LET) released by Professional Regulation Commission (PRC) from September 2008 to September 2015. The statistical tools employed were mean, frequency counts and percentage, Chi-square and linear regression. Results revealed that there were 248 or 47.3% BEED takers and 276 or 57.3% BSED takers from year 2008 to 2015. BSED and BEED fresh and old graduates took the Licensure Examination for Teachers. It further revealed that large number of first takers took and passed the LET. Furthermore, the study showed that 2008 and 2010 had a larger number of takers. There were more passers from BEED and first takers performed better than retakers. BEED graduates LET performance was 73.65% while BSED was 68.41%. For the BEED, the highest passing percentage was in September 2015 while the lowest passing percentage was in March 2012. The BEED LET takers, in September 2012 had the highest passing percentage and in March 2013, none of the takers passed the LET. There was a significant difference in the performance of LET takers in terms of their degree, type of takers and year of examination. The result showed that in terms of degree, type of taker, and the year of examination, the P-value of .000 was lower than the set p-value at 0.05 level which was significant, thus, the null hypothesis was rejected. This simply shows that the profile of the LET takers influences their performance. A model or trend predicting the LET performance of graduates was formulated. The predicted institutional rating for BSED for 2016 was 37.246 and 87.952 for BEED LET takers.

Keywords: Licensure Examination, Performance, Education Graduates, GSC

INTRODUCTION

Background of the Study

Commission on Higher Education (CHED) Memorandum Order 30, Series of 2004, stipulates that quality pre-service teacher education is a key factor in quality Philippine Education. The quality of pre-service training greatly depends upon the teachers who are amply prepared to undertake the different significant functions and roles of the teaching profession. Truly, the higher educational system acknowledges two most essential factors of the teacher education enterprise, the teacher and the learner (Faitado, 2015).

However, the teachers play a vital role in the process of learning of the students they deal with. Whether the students achieve the objective and competencies set depends largely on the skill of the teacher.

The preparation of future teachers for both elementary and secondary educational sectors is a very important function assigned to pre-service educators of Teacher Education Institution's. Indeed, the teachers are accountable for providing quality instruction and ensuring that the right and quality education is inculcated to the learners. The teachers' crucial roles in molding and producing competent graduates still remain the most influential factor in attaining excellence in education.

In this regard, the need to assure the supply of teachers who could live up to the expectations and trust of society, who are not just fully prepared but also committed to do their tasks and more so, teachers whose competencies are at par with the national standards as confirmed by the results of the Licensure Examination for Teachers (LET).

Guimaras State College as provider of Teacher Education graduates is committed to cope with the standards so as to maintain the quality of its graduates. The result of the licensure examination will be a gauge as to the quality of instruction at the same time the need for improvement for the succeeding years. To evaluate and reevaluate the performance in the Licensure Examination for Teachers is indispensable for a higher learning institution like GSC to be considered a quality learning institution. Hence, the need for this study.

Statement of the Problem

This study was conducted to determine the performance of education graduates in licensure examination. Specifically, this study sought answers to the following questions: 1) What is the profile of the LET takers in terms of degree, type of takers and year of examination; 2) What is the LET performance of Education graduates when classified according to profile and when taken as a whole; 3) What are the national passing percentage and the institutional passing percentage of LET takers; 4) Is there a significant difference in the performance of LET takers in terms of degree, type of takers and year of examination; and 5) Is there a model to predict the LET performance of education graduates?

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. The quality of graduates in Guimaras State College of Teacher Education is measured through the evaluation of the performance licensure examination of education graduates and the results of the study, recommendations will be formulated as the basis for the increase of the passing percentage of education graduates. Therefore, evaluation of the licensure examination performance of education graduates becomes the utmost necessity. The evaluation is in terms of examination performance that includes graduates profile composed of degree, specialization, age, year graduated and type of takers. Data gathered from the results of the study were used to formulate recommendations which will be the basis for the improvement of the teaching performance, instructional materials and instruction to improve the performance of the College. The secondary data were analyzed and interpreted using the SPSS Program for Windows. The statistical tools used in this study were mean, frequency count and percentage distribution, chi-square and linear regression.

RESULTS AND DISCUSSIONS

Profile of the Graduates

Table 1 presents the profile of the graduates in terms of degree, type of takers and year of examination. The profile of the graduates in terms of degree is presented in Table 1. It shows that there are two Education degree of the graduates, the Bachelor of Elementary Education (BEED) major in General Education and Bachelor of Secondary Education Major in English, Mathematics, Filipino and Social Studies. It was revealed that there are 248 or 47.3% BEED graduates and 276 or 57.3% BSED graduates. In terms of type of takers, the graduates were classified into two categories. It was determined that there were 274 or 52.3% first takers of the LET which comprise the largest number of takers. It showed that 250 or 47.7% were retakers. In terms of year of examination by the graduates, there were eight years utilized in the study. It started from the year 2008 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. Moreover, 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. These findings were conforms to the study of Pascua and Navalta (2011) who asserted that BEED performed better than BSEd. However, these findings contradicts to the study made by Guanson and Marpa (2013) of Philippine Normal University who asserted that graduates in secondary education perform better in the licensure 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 1 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.
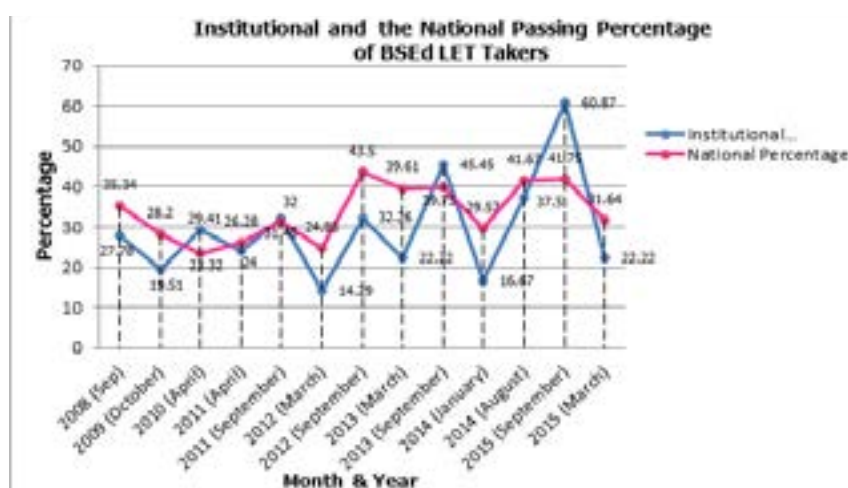

Figure 1. National Passing Percentage and the Institutional Passing Percentage of BSED LET Takers

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 BSED 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.
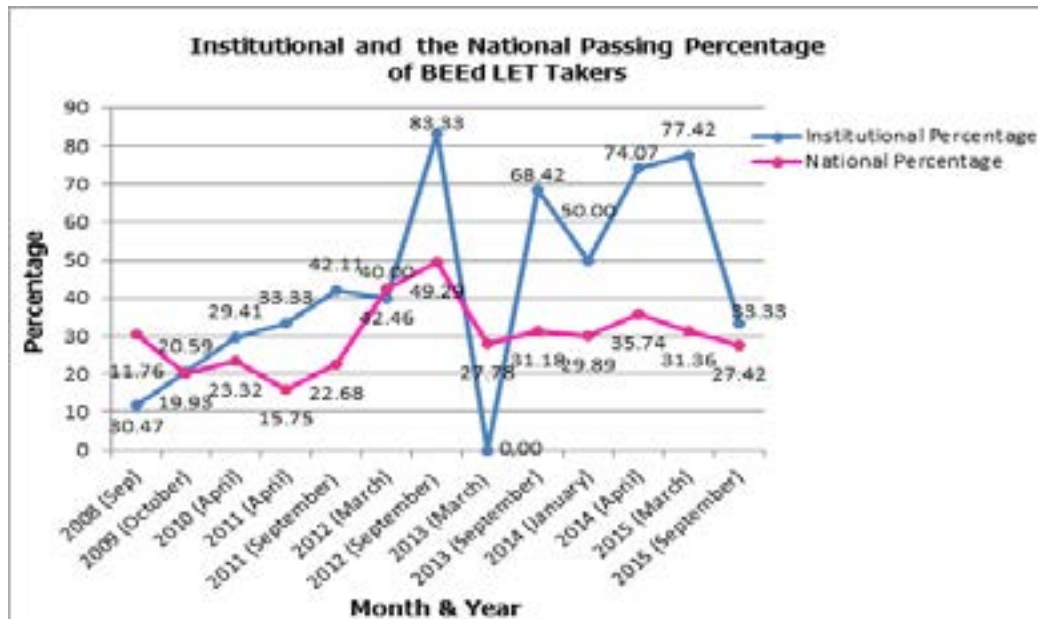

Figure 3. National Passing Percentage and the Institutional Passing Percentage of BEED LET Takers

Difference in the Performance of LET Takers and their Profile

The result of the Chi-square in Table 3 reveals that there is a significant difference in the performance of LET takers in terms of their degree, type of takers and year of examination.

The result shows that in terms of degree, type of taker, and the year of examination, the P-value of .000 is lower than the set p-value at 0.05 level which is significant. This simply shows that the profile of the LET takers influence their performance.

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

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

*$p<0.05$ level of significance

Model to Predict the LET Performance of Education Graduates

The results in Table 4.1 showed 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	2059	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 and BSEd LET Takers' General Average

Categories	2008	2009	2010	2012	2013	2014	2015
BEEd							
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%
BSEd							
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%

CONCLUSION

Based on the result of the study, the following conclusions were made BSED and BEED fresh and old graduates took the Licensure Examination for Teachers (LET). It further revealed that large number of first takers took and passed the LET. Furthermore, the study shows that there were two (2) years that had a larger number of takers. The study revealed that there were more passers from BEED and first takers performed better than retakers. The study further revealed that in September 2015, there was a highest passing percentage in the LET. There was a significant difference in the performance of LET takers in terms of their degree, type of takers and year of examination. A model or trend predicting the LET performance of graduates was formulated.

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