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## **Licensure examination for teachers (LET) performance of Batstateu graduates for the last five years**

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### **Abstract**

This study described the LET performance of Batangas State University graduates from the school year 2011 to 2015. Likewise, it also determined the difficulties met by graduates in taking the LET. The researcher made use of qualitative research design since she investigated accessible documents pertaining to the LET rating of the teacher education graduates from 2011 to 2015. Documentary analysis was the main data gathering tool used to describe the profile of graduates and their LET performance. Interview was also conducted to determine the difficulties encountered by graduates in taking the test.

The findings revealed that majority of College of Teacher Education graduates from 2011-2015 are female, took BSEd program and with English, Science and Math as area of specialization. Moreover, the LET performance of BEEd and BSEd graduates from 2011-2015 is above the national passing percentage and the over-all performance of graduates is average. It was found out that there is no significant difference between the performance of BEEd and BSEd graduates. As to difficulties met, BEEd graduates encountered difficulty in professional subjects and general education subjects particularly in Math and Science for BSEd and attendance to review classes. Lastly, the proposed measures when implemented may help improve LET performance of graduates.

It was recommended that the College may employ measures and strategies to enhance licensure examination ratings and should periodically conduct intensive LET review classes. In addition, the head of the College should monitor and evaluate delivery of instruction of professional education subjects. Parallel studies may be conducted to validate the findings of this study.

**Keywords:** Licensure Examination for Teachers, LET Performance, Measures to Improve LET Performance

### **Introduction**

Education is one of the prime movers of the Philippine's economic and social development. It develops knowledge, skills, positive behaviors and attitudes of individuals to become self-confident, capable and committed to setting goals, making informed choices and acting in ways that improve living conditions.

As stipulated in the Commission on Higher Education (CHED) Memorandum Order No. 30, series of 2004 (CMO No. 30s. of 2004), otherwise known as the Revised Policies and Standards for Undergraduate Teacher Education Curriculum, quality pre-service education is a key factor to help education prepare for the challenges of globalization (ASEAN 2015). The pre-service preparation of teachers for primary and secondary education is very essential task that has been assigned to Higher Education Institutions (HEIs). Efforts to improve the quality of education in the Philippines are dependent on the role of teachers who are properly trained to undertake the various important responsibilities of teachers. CMO No. 30 s. of 2004 declared that for the most recent years, there have been reports about the deteriorating quality of teacher education graduates as reflected in the Professional Regulation Commission (PRC)-LET results. On the average teacher education graduate has a weak basic communication ability, literacy, and higher order thinking skills. Research studies show that the average teacher education graduate possesses below content knowledge of the subject matter and lack of teaching skills required to teach.

Performance in the LET is one of the measures of educational quality in Teacher Education Institutions in the Philippines. The Professional Regulation Commission (PRC) was tasked to strengthen the supervision and regulation of the teaching profession. The PRC then

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prescribed the Licensure Examination for Teachers (LET). Article IV, Section 27 of the “Philippine Teachers Professionalization Act of 1994” stipulates that except otherwise allowed under this Act, no person shall practice or offer to practice the teaching profession in the Philippines or be appointed as teacher to any position calling for a teaching position without having previously obtained a valid certificate of registration and a valid professional license from the Commission. These requirements can be obtained only by passing the LET.

A curriculum’s effectiveness is always measured in terms of the graduates’ employability and their passing rate performance in licensure examinations. The Commission on Higher Education (CHED) has been consistently monitoring the performance of Teacher Education Institutions (TEIs) in the Licensure Examination for Teachers. In fact, advisories to State Universities and Colleges (SUC) Presidents have been forwarded to the Vice President for Academic Affairs to call the attention of the Deans of the College of Teacher Education regarding graduates’ performance in the LET. The Philippine Business for Education (PBed) has recently released a list of top and worst performing TEIs in the 2014 Licensure Examination for Teachers. Worse performers are those that registered only 20 percent passing rate in teachers’ board from 2009 to 2014 for both elementary and secondary education (<http://www.sunstar.com.ph/>). In an article published in PBed’s website, it said that though the performance of TEIs in LET generally improved in 2014, there are still about more than half of the 1,200 TEIs in the country that have more than 50 percent of their graduates failing the teachers board. PBed also said that “the performance of TEIs with less than 20 percent test-taker passing rate in the Secondary LET continues to deteriorate”. Moreover, it was reported that the organization had already presented its 2014 study to the Professional Regulation Commission (PRC) and CHED, and included in their recommendation for the closure of programs that have consistently performed poorly for 5 years.

Teacher education graduates of Batangas State University are not exempted from the foregoing scenario. Having experienced the same being a faculty of the teacher education program, the researcher was moved to conduct the study to identify means by which the performance in LET of TEIs may be enhanced. This research endeavor will certainly yields vital information on the performance of teacher education graduates in the Licensure Examination for Teachers given by the Professional Regulation Commission.

The output of this research is believed to be beneficial for administrators, faculty and teacher education graduates of Batangas State University. In addition, administrators will

be guided in the formulation of policies which may enhance the skills and competencies of the students. It may also be utilized as the best avenue for curriculum planners, administrators, faculty, and teacher education graduates to move a step higher towards the attainment of their mission as social change agents to address the challenges of globalization.

**Objectives of the Study**

The main objective of the study was to determine the Licensure Examination for Teachers (LET) performance of Batangas State University graduates from AY 2011-2012 to AY 2013-2014.

1. How may the College of Teacher Education Graduates for the last five years be described in terms of:
  - a. gender;
  - b. program taken; and
  - c. specialization?
2. What is the LET performance of BEEd and BSEd graduates?
3. What is the over-all LET performance of graduates?
4. How may the over-all LET performance and the National passing percentage compare?
5. How may the performance of BEEd and BSEd graduates compare? Is their significant differences?
6. What measures may be proposed to improve the LET performance of graduates?

**Methodology**

The researcher made use of qualitative research design since she investigated accessible documents pertaining to the LET rating of the teacher education graduates from 2011 to 2015. Documentary analysis was the main data gathering tool used to describe the profile of graduates and their LET performance. Interview was also conducted to determine the difficulties encountered by graduates in taking the test.

Data on the profile of graduates in terms of gender, program taken and specialization were obtained from the registrars’ office of the University. As regards to the Licensure Examination for Teachers data, the results were acquired from the master list of examinees with their corresponding performance rating at the Dean’s office as certified by the PRC. Fifty eight graduates were interviewed by the researchers which were chosen through purposive sampling. Only those who got the lowest score and those who failed in LET were interviewed.

**Results and Discussions**

1. Descriptions of College of Teacher Education Graduates for the Last Five Years

**1.1 Gender.** The profile of BEEd graduates in terms of gender in Table 1.

**Table 1:** Profile of BEEd Graduates in Terms of Gender

| GENDER | 2011 |      | 2012 |     | 2013 |      | 2014 |     | 2015 |      | TOTAL |      |
|--------|------|------|------|-----|------|------|------|-----|------|------|-------|------|
|        | F    | P    | f    | P   | f    | P    | f    | P   | f    | P    |       |      |
| Male   | 4    | 16.0 | 0    | 0   | 1    | 2.3  | 0    | 0   | 3    | 3.9  | 8     | 3.7  |
| Female | 21   | 84.0 | 29   | 100 | 43   | 97.7 | 44   | 100 | 74   | 96.1 | 211   | 96.3 |
| Total  | 25   | 100  | 29   | 100 | 44   | 100  | 44   | 100 | 77   | 100  | 219   | 100  |

Legend: f- frequency P- percentage

As shown in the table, only four or 16.0% graduates of 2011 are male and 21 or 84.0 % were female. It can also be

noted in the table that in the year 2012 and 2014 the college had no male graduates. However in 2015 there were 74 or

96.1 % female and only three are males. The data revealed that the number of BEEd graduates increased every year but majority of them are female. This is an indication that

most of the elementary education graduates are female which implies that teaching profession is still dominated by woman.

**Figure 1. Gender Distribution of BEEd Graduates from 2011-2015**



Figure 1 shows that majority, 211 or 96 % of BEEd graduates from 2011-2015 are female and the rest are male. The result implies that despite the equal career opportunities for male and female, it is a established fact that there are professions that are better designed for each sex. As observed, majority of the teachers are female. One

of the reasons is that of some personal characteristics are more observed among female such as charisma, passion, patience and love for kids. Teachers exhibit characteristics similar to a mother, no wonder why there are more female teachers in the schools.

**Table 2: Profile of BSEd Graduates in Terms of Gender**

| GENDER | 2011 |      | 2012 |      | 2013 |      | 2014 |      | 2015 |      | TOTAL |      |
|--------|------|------|------|------|------|------|------|------|------|------|-------|------|
|        | F    | P    | F    | P    | f    | P    | f    | P    | f    | P    |       |      |
| Male   | 5    | 11.6 | 9    | 11.8 | 12   | 15.8 | 18   | 14.8 | 22   | 18.6 | 66    | 11.7 |
| Female | 38   | 88.4 | 38   | 19.1 | 64   | 84.2 | 104  | 85.2 | 96   | 91.4 | 340   | 88.3 |
| Total  | 43   | 100  | 47   | 100  | 76   | 100  | 122  | 100  | 118  | 100  | 406   | 100  |

Legend: f- frequency P- percentage

As to BSEd graduates, it can be seen in Table 2 that there wasan increasing number of male graduates compared to BEEd but just the same with BEEd, result shows that still there were more female graduates than male. From the data, it is good to note that there was a remarkable increase

in the number of BSEd graduates from 2013-2015 which indicates that every year more and more students are motivated to enroll in education program and be high school teachers in the future.

**Figure 2. Gender Distribution of BSEd Graduates from 2011-2015**

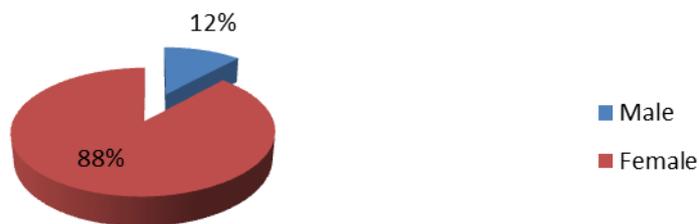


Figure 2 revealed that majority or 88.3 % of BSEd graduates from 2011-2015 are female and only 66 or 11.7 % are male. It is good to note from the figure that males are also being more interested or motivated to take education courses. It may be because there is a great demand of

teachers at present and it is more stable job compared to other professions.

**1.2 Programs taken.** Table 3 presents the profile of BSEd graduates in terms of programs taken.

**Table 3: Profile of BSEd Graduates in Terms of Programs Taken**

| PROGRAM | 2011 |      | 2012 |      | 2013 |      | 2014 |      | 2015 |      | TOTAL |     |
|---------|------|------|------|------|------|------|------|------|------|------|-------|-----|
|         | f    | P    | f    | P    | f    | P    | f    | P    | f    | P    |       |     |
| BEEd    | 25   | 36.8 | 29   | 38.2 | 44   | 36.7 | 44   | 26.5 | 77   | 39.5 | 219   | 35  |
| BSEd    | 43   | 63.2 | 47   | 61.8 | 76   | 63.3 | 122  | 73.5 | 118  | 60.5 | 406   | 65  |
| Total   | 68   | 100  | 76   | 100  | 120  | 100  | 166  | 100  | 195  | 100  | 625   | 100 |

Legend: f- frequency P- percentage

The table revealed that only half or 50% of BSEd graduates are BEEd. It can be noted that from 2011-2015 there were more BSEd graduates than BEEd. This may be because BSEd program has many major of specialization which the

students can choose. It may also because of the notion that elementary pupils are more difficult to handle than high school students.

**Figure 3. Program Taken by BEEd Graduates from 2011-2015**



As shown in figure 3 out of 625 graduates only 219 or 35 % were BEEd and 406 or 65% were BSEd.

**1.3 Specialization.** Table 4 presents the profile of BSEd graduates in terms of specialization.

**Table 4:** Profile of BSEd Graduates in Terms of Specialization

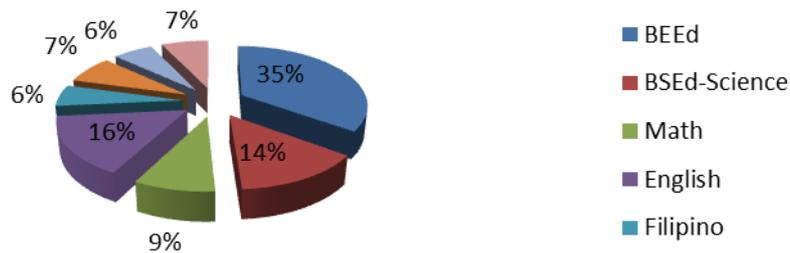
| PROGRAM        | 2011 |      | 2012 |      | 2013 |      | 2014 |      | 2015 |      | TOTAL |      |
|----------------|------|------|------|------|------|------|------|------|------|------|-------|------|
|                | f    | P    | f    | P    | f    | P    | f    | P    | f    | P    |       |      |
| BEEd           | 25   | 36.8 | 29   | 38.2 | 44   | 36.7 | 44   | 26.5 | 77   | 39.5 | 219   | 35.0 |
| BSEd- Science  | 16   | 23.5 | 17   | 22.4 | 12   | 10   | 22   | 13.3 | 21   | 10.8 | 88    | 14   |
| Math           | 10   | 14.7 | 7    | 9.2  | 14   | 11.7 | 10   | 6.0  | 13   | 6.7  | 54    | 8.64 |
| English        | 17   | 25.0 | 19   | 25.0 | 21   | 17.5 | 27   | 16.3 | 15   | 7.7  | 99    | 15.8 |
| Filipino       | 0    | 0    | 1    | 1.3  | 0    | 0    | 13   | 9.6  | 19   | 9.7  | 36    | 5.8  |
| Social Studies | 0    | 0    | 0    | 6    | 16   | 13.3 | 16   | 9.6  | 15   | 7.7  | 47    | 7.5  |
| TLE            | 0    | 0    | 0    | 0    | 0    | 0    | 21   | 12.7 | 17   | 8.7  | 38    | 6.1  |
| MAPEH          | 0    | 0    | 3    | 3.9  | 13   | 10.8 | 10   | 6.0  | 18   | 9.2  | 44    | 7.1  |
| Total          | 68   | 100  | 76   | 100  | 120  | 100  | 166  | 100  | 195  | 100  | 625   | 100  |

Legend: f- frequency P- percentage

The table revealed that from 2011-2015 there was an increasing number of BEEd graduates. This trend holds true with BSEd- Science, Filipino and MAPEH major

graduates. However it can be noted from the data there is fluctuating number of graduates in Math, English, Social Science and TLE majors.

**Figure 4. Distribution of BEEd Graduates in Terms of Program Taken from 2011-2015**



As a whole it can be noted in Figure 4 that for the last five years most of BSEd graduates were English major with 99 or 16 % followed by Science major with 88 or 14 % and third was Math major with 54 or 8.64 %. However the least was Filipino major with 36 or 5.8 %.

**2. LET Performance of BEEd and BSEd Graduates**  
LET performance of BEEd graduates is presented in Table 5.

**Table 5:** LET Performance of BEEd Graduates

| Academic Year | Institutional Passing | National Passing | Difference (+/-) |
|---------------|-----------------------|------------------|------------------|
| 2010-2011     | 40.43                 | 22.68            | 17.75            |
| 2011-2012     | 69.23                 | 49.29            | 19.94            |
| 2012-2013     | 57.14                 | 31.18            | 25.96            |
| 2013-2014     | 76.67                 | 35.74            | 40.93            |
| 2014-2015     | 50.0                  | 31.36            | 18.64            |

Data shows that BEEd graduates performed considerably well during academic year 2013-2014 as reflected in the institutional passing percentage of 76.67 with a difference of 40.93 from the national passing percentage but low passing percentage during the academic year 2010-2011 with passing percentage of 40.43 and a difference of 17.75

%. However, it is good to note that the LET performance of CTE graduates from 2011-2015 was always above the national passing percentage.

The LET performance of BSEd graduate is reflected in Table 6.

**Table 6:** LET Performance of BSEd Graduates

| Academic Year | Institutional Passing | National Passing | Difference (+/-) |
|---------------|-----------------------|------------------|------------------|
| 2010-2011     | 71.26                 | 31.45            | 39.81            |
| 2011-2012     | 60.18                 | 43.50            | 16.68            |
| 2012-2013     | 59.05                 | 39.75            | 19.3             |
| 2013-2014     | 62.95                 | 34.41            | 28.54            |
| 2014-2015     | 74.56                 | 41.75            | 32.81            |

LET results of Bachelor in Secondary Education LET for the last five years revealed the fluctuating performance of graduates. Comparatively graduates of 2010-2011 had the highest passing percentage with 71.26 %, followed by 2014-2015 graduates. However the least performance was noted during the academic year 2011-2012 with 60.18 institutional passing percentage or just a difference of 16.68 percent. Similarly with BEED graduates the LET

performance of BSEd from 2011-2015 was also above the national passing percentage. This finding proves that the college still performs its major role of providing quality teachers.

### 3. Over-all LET Performance of Graduates

The over-all LET performance of first takers and re-takers are presented in Table 7.

**Table 7:** Over All Performance of BEEd Graduates

| Academic Year | Over All Passing | National Passing | Difference (+/-) |
|---------------|------------------|------------------|------------------|
| 2010-2011     | 23.23            | 22.68            | 0.55             |
| 2011-2012     | 52.78            | 49.29            | 3.49             |
| 2012-2013     | 41.58            | 31.18            | 10.4             |
| 2013-2014     | 50.00            | 35.74            | 14.26            |
| 2014-2015     | 41.53            | 31.36            | 10.17            |

It can be noted in the table that there was a dramatic drop in LET performance in academic year 2010-2011 because of re-takers with only 0.55 % difference in the national passing percentage. It can also be inferred from the result

that among the five academic years of evaluation 2013-2014 got the highest difference of 14.26 which indicates a trend of improvement in the passing rate was observed which also indicates a considerably good performance.

**Table 8:** Over All LET Performance of BSEd Graduates

| Academic Year | Over All Passing | National Passing | Difference (+/-) |
|---------------|------------------|------------------|------------------|
| 2010-2011     | 43.67            | 31.45            | 12.22            |
| 2011-2012     | 45.16            | 43.50            | 2.1              |
| 2012-2013     | 44.55            | 39.75            | 4.8              |
| 2013-2014     | 47.67            | 34.41            | 13.26            |
| 2014-2015     | 52.32            | 41.75            | 10.57            |

The same holds true for the LET performance in BSEd graduates. Table 8 shows that the graduates of 2013-2014 incurred the highest positive difference of 13.26 %. Low passing percentage in LET performance was noted in 2011-2012 with only 2.1 % difference. However it is also worthy to mention that still the LET performance of BSEd graduates for the last five years was above the national passing percentage.

Generally, the data revealed that contrary to the performance of the first takers, the repeaters had extremely poor performance. This performance had dramatic effect to institutional over-all performance.

### 4. Difficulties Met by Graduates in Taking the LET

Based from the interview conducted by the researcher, the graduates were asked regarding the difficulties they encountered in taking the LET. Majority of the respondents disclosed that they find it very difficult to answer items regarding professional subjects than major field of

specialization and general education subjects. Some respondents also revealed during the interview that they were not able to pass the exam because they were not able to attend and enroll in review classes which are very important in order to recall the concepts they learned in the different subjects during the four years of their stay in the college.

On the other hand, majority of the BSEd graduates interviewed revealed that they find it very difficult to answer items in Math and Science in General Education because they lack units on these subjects.

These findings revealed that enhancement must be done in the teacher education curriculum and instruction to address or help minimize the problems encountered by CTE graduates in taking the LET, which may result to improve institutional performance in order to fulfill the programs' mission of producing professionally competent education graduates.

## 5. Comparison of BEEd and BSEd LET Performance

Table 9 presents the comparison of LET performance of BEEd and BSEd graduates.

**Table 8:** Comparison of LET Performance of BEEd and BSEd for the Last Five Years

| Program | Mean   | SD    | $t_c$ | $p$    | Decision     | Interpretation  |
|---------|--------|-------|-------|--------|--------------|-----------------|
| BEEd    | 58.694 | 14.54 | 0.96  | 0.3656 | Accept $H_0$ | Not Significant |
| BSEd    | 65.60  | 6.92  |       |        |              |                 |

$\alpha = 0.05$

The table shows that there is no significant difference in the LET performance of BEEd and BSEd, although BSEd performed better than BEEd as shown in the mean value of 65.60 for BSEd and 58.69 for BEEd. The p-value of 0.3656 is greater than 0.05 thus the  $H_0$  was accepted.

## 6. Measures to Improve the LET performance of Graduates

The proposed measures are courses of action and strategies the administrators and faculty of CTE may apply and implement towards enhancing organizational performance in LET. To achieve the objectives of an organization to produce competent graduates, it has to strategize and determine its weaknesses and problems for the improvement of the organization.

The following are the proposed measures:

- Intensify monitoring and evaluation of instructional processes such as delivery of instruction and implementation of academic policies.
- Conduct intensive review program such as on line and face to face mentoring and coaching.
- Adopt lenient admission and retention policy so that only potential teachers will be selected and trained.
- Adopt “best” practices that place and keep high performing schools at the top.
- Design, implement and evaluate programs that will attract the bright students into the teaching profession.
- Provide refresher course for graduates of old curriculum before allowing them to take LET.

## Conclusion

1. Majority of College of Teacher Education graduates from 2011-2015 are female, took BSEd program and with English, Science and Math as area of specialization.
2. The LET performance of BEEd and BSEd graduates from 2011-2015 is above the national passing percentage.
3. The over-all performance of graduate is average.
4. There is no significant difference between the performance of BEEd and BSEd graduates.
5. BEEd graduates encountered difficulty in professional subjects and general education subjects particularly in Math and Science for BSEd and attendance to review classes were the difficulties met by the graduates.
6. The proposed measures when implemented may help improve LET performance of graduates.

## Recommendations

In the light of the findings and conclusions, the following recommendations are hereby endorsed:

1. The College may employ measures and strategies to enhance licensure examination ratings.
2. The college should periodically conduct intensive LET review classes.

3. The head of the College should monitor and evaluate delivery of instruction of Professional Education subjects.
4. Parallel studies may be conducted to validate the findings of this study.

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