

# Licensure Examination Performance of the Graduates of Baguio Central University College of Teacher Education

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**Abstract:** This research study investigated the Licensure Examination Performance of the Graduates of Baguio Central University in the Philippines from 2015 to 2019. The study employed a descriptive research design to assess and describe the factors affecting the performance of the Teacher Education Institution's graduates. Results showed that BEED and BSED first takers were able to learn the competencies needed as a professional teacher, making them prepared for the LET. Furthermore, it showed that graduates who took the LET after two or more years contributed to the decline of the overall rating. The study recommends that BEED and BSED graduates should take the LET as soon as they graduate to maximize their chances for success. This research highlights the importance of assessing the performance of graduates in the Licensure Examination for Teachers in order to determine the quality of education being offered by Teacher Education Institutions.

**Keywords:** licensure examination, license, passing rate, licensure performance, graduates, teacher education.

## 1. Introduction

Teaching; the noblest profession which hones all the other professions, the root of all success. The one who molds the individuals' skills and knowledge needed to survive the real world. Educational institutions in dynamic society are continuously concerned with employing competent teachers and instructors who could provide quality educational output. The teacher education, therefore are keeping themselves abreast of changes for their program to answer the needs and concerns of educational institutions. The qualifications, values and attitudes of a teacher towards the learners and the teaching profession are vital for the success of the educational program.

The Philippines is one of the countries that prioritize education on top of the other secondary needs. For the past five years, the teaching profession was always listed on the in-demand courses which produced plenty teachers up until now. The mission of the teacher who are imbued with ideas, aspirations and sufficiently equipped with pedagogical knowledge and skills (CHED Memorandum Order No. 11, 1999).

In recognition of the vital role of teachers in nation building, the Philippine government promulgated the RA7836 also

known as the teacher professionalization Act of 1794. The act aims to promote the development and professionalization of the teachers and supervise and regulate licensure examination for teachers administered by the Philippine Regulatory Commission (PRC).

But before one becomes a professional teacher, he must first pass the Board Licensure Examination For Professional Teachers (BLEPT) or commonly known simply as Licensure Examination for Teachers (LET) which aims to test whether or not an individual who finished the required units is worthy of being labeled as professional teacher. This is one of the most awaited and crucial of being a graduate under Teacher Education. This is where the application of theories and lessons learned after undergoing the training should be applied. A diagnostic test that assess the capability of teacher when it comes to the classroom setting.

The administration of this test was conducted in at least 25 testing centers across the country. This exam covers two (2) parts for the Elementary; General Education and Professional education which the percentage of 40% and 60% accordingly and three (3) parts for secondary; General Education, Professional Education and Specialization with the percentage 20%, 40%, and 40% with an overall total of 217,327 examinees 90,746 were from the Elementary Level and 126,581 from Secondary Level. According to the statistics released by the Professional Regulation Commission (PRC) 79,212 out of 217,327 total of examinees passed the said examination and 34.45% as the national passing rate. For the Elementary Level 18,409 passed out of 90,746 and 60,806 out of 126,581 for Secondary Level which has percentage of 20.29% and 48.03%.

The Board Licensure Examination for Professional Teachers (BLEPT) is the assessment required for all applicants for registration as a professional teacher as mandated by RA7836. It is given twice a year in places and dates determined by the Board of Professional Teachers. Licensure exam is one of the factors that influence the quality of teachers and teaching in the country; thus, a passing average performance in BLEPT is one of the outcome indicators under curriculum and instruction parameter or new OBQA instrument of AACCUP evaluation.

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Baguio City is one of the examination centers for BLEPT and there were 6,700 Elementary and 5,674 from the Secondary Level from Baguio City passed having a percentage 28.63% and 55.17% surpassing the national passing for about 8.34% and 7.24%. With these statistics, PRC claimed that this year was the best performance of the Cordillera Administrative Region in BLEPT conducted last 2018.

It is believed that passing the licensure examination can improve the quality teaching since it is assumed that BLEPT is a good measure of competencies reflected in the (Philippines Professional Standard for Teachers) PPST that are needed for effective teaching in the country. BLEPT intend to distinguish between those who are capable to enter the teaching profession in terms of skill and competencies measured by examination from those who are not. This is done ideally to limit the supply of teachers only to those who are competent.

Among private Higher-Education Institutions (HEI), high performances in licensure examinations are used as bragging rights to attract prospective enrollees. For state universities and colleges (SUCs), licensure performances partly determines the budget of the institution since it is one of the output indicators for the normative finding scheme in the allocation of the expenditures (Ladia and Nool, 2012). Because of these reasons, Higher Education Institutions are giving much attention in analyzing and improving the licensure examination performances of their graduates (Tarun, Gerardo and Tanguili, 2014).

Research on BLEPT performances of graduates of teacher-training institution is abundant in literature. Many researches reveal that their graduates did not perform well (Geronimo, 2014). Even the past and present members of the Board of Professional Teachers report on the low passing rate of BLEPT takers. Moreover, the Philippines Business for Education (PBED) shared key findings from nine (9) years of monitoring school performance in the teacher boards which showed steady decline in overall performance. BRED said that the country's overall performance in Board Licensure Examination for Professional Teachers (BLEPT) has been "dismal and is even furthering declining". PBED conducted a study that showed Teacher Education Institution (TEI) graduates only registered a 31% passing rate in BLEPT from 2009 to 2017. Most of the poorly performing TEI's are from Mindanao. While the top schools for teachers are mostly in Metro Manila.

Sta. Maria (2015) in his article, "Higher Educational in Trial" as stated by Navaro et al. (2003) claimed that the decline in the standard is indicated by the low performance of graduates in government professional examinations and increasing unemployment of college graduates. Massive failures in government examination could be attributed to the inadequate preparation of candidates who in some cases hardly squeezed through the course. That is why soon-to-be teachers, according to Dato-on, et al. (2017), have to be prepared, well-trained, and well-equipped with the skills, the knowledge, the habits, and the values essential for their integration to the society in general and to the world of work in particular. On the other hand, the increasing unemployment problem may be attributed to the relevance factor that is the tendency of the students to go into

such overcrowded courses and other "soft" disciplines. Many degree holders find employment outside of their field of specialization or are forced to accept menial jobs. Thus, the so called mismatch between the products of the universities and the needs of the Philippines as a developing country can reasonably be regarded as a failure in quality.

As for Baguio Central University College of Teacher Education's Performances for the Elementary Level was 16.67% and 59.26% for the Secondary Level. Like many colleges and universities all over the Philippines, there is a need to further improve the performance of the teacher education graduates in the licensure examination. The results of the licensure examination is reflected on the foundation and internal efficiency of the educational institution that provided the training prior to the boards examination according to Pachejo and Allaga (2013).

This further strengthen the findings of Malinnag on 2000, as cited by Rabanal (2016), which revealed that there is a significant positive relationship between the performance of PBRT and the average grade in general subjects of the CTE graduates. Likewise, the findings of Esguerra (1990), as cited by Rabanal (2016), that there was a significant correlation between the board examination performance of the Bachelor of Science in Civil Engineering students and their achievements in the professional subjects. This indicates that a good achievement in the professional subjects indicates a good performance in the board examination.

Another study conducted by Cabanban (2017) revealed that there is a significant correlation between academic performance of Medical Technology professional subjects and licensure examination results. However, it also revealed to have the "low correlation" to "substantial" correlation in majority of graduated who took the licensure examination belonging to the three curriculum years. The computed coefficient of correlation ranges from 0.279 to 0.526 which showed that the academic performance, in a way, affect the ratings in the different subtest of licensure examination.

The study was conducted to prove that the above studies are true. Thus, this assesses the Academic and Licensure Examination performance of the graduates of Baguio Central University College of Teacher Education and Liberal Arts. It aims to present the percentage and factors that affect the result of the examination. Investigating the performance in the licensure examination will serve as the baseline data for future studies, framework for future policies to strengthen instruction in General Education, Professional Education and specialization courses, and determine the areas of concern to improve the BLEPT performance of the future BLEPT takers.

This study contributes to Baguio Central University in providing information on the level of academic performance and the level of performance in the different subsets of the licensure examinations. This study was able to reveal whether there exists a relationship between the academic performance of the graduates and their performance in the licensure examinations. This served as a post evaluation and assessment on the relevance of the Teacher Education curricula. This study identifies the strengths and weakness of the graduates in their

academic training and their licensure examinations.

Ultimately, the findings of this study serves as the basis of the researchers to devise strategic interventions and work plans with the aim in view to improve the performance of the graduates and to achieve higher percentage of passing in the said licensure examinations.

## 2. Review of Related Literature

The study is anchored on motivation as defined by (King, 2009) is the force that moves people to behave, think, and feel the way they do. It is the impetus that moves a person towards one's goals or tasks. There might be numerous reasons for a behavior, but each of them involves motivation.

**Intrinsic Motivation and Extrinsic Motivation.** Intrinsic Motivation – refers to the motivation that comes from within an individual. It is driven by love, joy, and interest to the task itself. It does not rely on rewards that will give pleasure or fame. Intrinsic motivation is “enjoyment” to the task.

**Extrinsic Motivation** – refers to the motivation that comes from outside an individual. It is driven by external factors like money (tangible) or recognition or praise (intangible). Extrinsic motivation is nothing else but “reward”. In addition, Corpuz (2013) also discussed how self – determination theory can affect academic and licensure examination performances.

**Self – Determination** postulated that there are three basic organismic needs – competence, autonomy, and relatedness. Every human being naturally possesses these psychological needs. The theory maintains that every individual has the capacity for growth and fulfilment, ready to rise if given good and right foundation. Below is the discussion of the three basic organismic needs.

**Competence** – is the primary organismic need under self-determination theory. It is innate feeling that you can accomplish your goals in life. It also involves the ability to overcome every obstacle in life. Every human knows that success is the product of hard work and strong determination. In this period where competition in different field is so stiff, one must possess extraordinary motivation and will in order to excel.

**Relatedness** – is a need to engage in healthy relations with other people. The guidance and inspiration given by our parents, the challenge and advice given by our relatives and friends, and the extraordinary desire to bring and give the best for our love one's. When we mingle with successful individuals, we attempt to follow them, we hear their success stories and we are inspired with what they have achieved.

**Autonomy** – is the need to be independent and self-reliant. It involves the ability to choose and make personal decisions in life. Since freedom to decide is given, consequences can purely attributed to individual. Through this, self-motivation comes in. There are some individuals who cannot decide on their own because they were not given the chance to decide on their own. Gathering knowledge of the truth is the best preparation for tests. Hours of concentrated, effective study help to carefully place facts into memories. This is the best way to prepare for any tests. However, teachers often try to test your memory of the material by slightly altering it. In this case, practice and

some test-taking skill will help.

Always arrive early and take a moment to relax and reduce your anxiety. This brief time period will boost your confidence. Use this time to focus your mind and think positive thoughts. Listen attentively to last minute instruction given by the instructor. Teachers often make last minute changes. Missing instructions can cause extreme anxiety. Read the test directions very carefully and watch for details. You may find that more than one answer may be possible on multiple choice tests. A key detail may require that you choose only three out of the five essay questions. Plan how you will use the allotted time. Estimate how many minutes you will need to finish each test section. Determine a pace which will ensure completing the whole test on time. Start with the easiest section to build your confidence.

Maintain a positive attitude. Don't let more difficult questions raise your anxiety and steal your valuable time. Move on and find success with other questions. Avoid watching for patterns. Noticing that the last four answers “c”, is not a good reason to continue with that pattern. Rely on your first impressions. The answer that which comes to mind first is often correct. Nervously reviewing questions and changing answers can do more harm than good.

Plan to finish early and have time for review. Return to difficult questions you marked for review. Proofread your essays and pay attention to grammar and spelling. Make sure you answer all the questions. Many students have failed to notice Questions on the back side of the paper. Consider every test a practice session-analyze your performance. Test taking is an art that needs refinement. One cannot refine the art without practice and serious evaluation. Go through each section thoroughly and see if your plan worked. Look at each section to identify your fault patterns. Do you need to work on true/false, multiple choice or essay questions? Talk to teachers regarding low scores, especially on essays. Negative words or prefixes complicate the statement. The prefixes (um-, im-, miss-) will alter the meaning of the statement. Double negatives make a positive.

## 3. Methodology

This study used the Ex Post Facto method of research considering that it will involve the analysis of existing documents pertaining to the academic performance of the graduates, AY 2015-2019 and their LRT ratings in the different subsets of the said examinations. Ex Post Facto study or after-the-fact research is a category of research design in which the investigation starts after the fact has occurred without interference from the researcher. Graduates of College of Teacher Education were the target population of the study specifically those who took up their licensure examination in the years 2015, 2016, 2017, 2018, and 2019. There are 349 examinees in this study.

#### 4. Results and Discussions

##### *A. Result of the Licensure Examination for Teachers Elementary from 2015-2019*

In general, the first takers performed well. This means that there was a mental and psychological enhancement of education graduate through high level of motivation, perseverance, determination and influence by the institution to pass the board examination have been shaped as one of the strong factors affecting licensure examination reviews and immediately took the LET were what they have learned are still fresh in their memory. This implies that there was commitment to effective and efficient instruction to facilitate students' academic achievement was observed among faculty members. High percentage of LET passers contributes greatly to the accreditation of college programs of a certain college or university (Philippine Journal of Education, 2005 as cited by Guiayan, n.d.). Teacher Education students are affected by their academic performance and there are factors affecting their academic performance such as age, gender, and innate capabilities, Guinayan, n. d.

Performance of Education Graduates in Licensure Examination for Teachers is shaped both by personal and educational factors. As evidence, a study conducted by Filipino researchers have been found that academic performance in terms of specialization, general education and professional education serves as a strong predictor of Board Examination Performance. Garcia, 2013.

When the repeaters were added to the over-all percentage ratings, year 2016, 2017, and 2019 of March gained only a performance above the national passing rate. This means that the repeaters is a big factor in the decline of the national passing rate of the Licensure Examination of the BEED graduates. Since the repeaters were composed of graduates who worked after graduation. After two or more years these graduates came back to take the LET since their work was not a permanent job. At this time, they came to realize the importance of passing the LET in order to practice their profession and get a good paying job.

It is important to consider the factors as to why most takers fail the Licensure Examination for Teachers. Being Lazy. It is a habit. If you continue to do just nothing, you will achieve nothing. It is probably the biggest reason why so many takers fail. They feel too confident exceptionally when they performed well in their subjects during the college years and they'd rather spend time working or having some merriment. Success on the exam does not work like magic, it involves hard work and diligence.

Small amount of time spent for reading. You must be missing the essential part of your review. Reading has been proven to enhance one's memory effectively and brain function, so it is recommended that before you take the major exam, you get used to reading a lot of months before it as it also helps you understand faster. Remember that some parts of the test require reading passages that are quite long so better have an early practice than feel sorry about failing the exam.

Over-confidence. Some test takers are so confident of

themselves that it leads them to under performance. They don't see those little things that count. While confidence is a good thing, having so much of it can be dangerous. It is not guaranteed that when you have an idea about a particular topic, you will surely know everything about it. It is not a waste of time to know too much about one area. A single topic might seem simple but don't be assured that you don't need it. Overconfidence can harm you.

Unfamiliar topics. It has happened many times that some test takers encountered an item/items in the test that were not introduced to them back in college. Well, sadly, you don't learn everything you have to know in college as some professors sometimes miss some essential parts of the subject(s) they teach. That is why enrolling in review program is recommended before taking the test. Mindset. What you think becomes what you are. Do not ever think of coming out of a plan A or plan B if ever you are going to fail the exam. That's it. Do not think of failing. Instead, spend your time to make sure you of passing. Time spent worrying must be spent reviewing. Test-takers must have a clear mindset. Everything in life lies in mind.

Too committed to other things. If you want to be a professional teacher, which will give a lot of benefits, you must know that there's more to it. You will eventually get more enjoyment when you are already licensed. Finance, Yes, money can be one of the reasons. Sometimes, test taker can't just afford to buy material that will help them enhance exam success. Right food, quality review materials and gadgets can make studying more comfortable, but because of the lack of budget, chances of passing is compromised, Llego, 2017.

##### *B. Result of the Licensure Examination for Teachers Secondary from 2015-2019*

Results shows the very good performance of the first takers since 2015 to 2019, first takers were above the national passing rate. Taking the LET immediately after graduation anchored on the belief of the students that they need to take the LET while their essential concepts in the teaching-learning process are still fresh. These results may be anchored on the principle of memory retention which explain that recent experiences can be remembered easily. Taking the LET immediately after graduation allows LET takers to recall and remember basic and important principles and information principles and information related to education which they have encountered during the college life.

Also, taking and passing the LET as early as possible provides better opportunity among the graduates, because position in the Department of Education as per Order No.3, series of 2016 and Department Order No.7, Series of 2015. This is also accounted to the continuous effort of the University to improve its facilities and services and making its curriculum relevant to the need of the basic education in general. The result of the study is similar to the findings of Nool, et.al. (2017) who examined the performance of the licensure examination of the different universities offering educational courses in Central Luzon from 2009 to 2016. There were 110 universities which were included in the study offering education courses.

Results in this study showed that approximately 54% of the

first takers and 19% of the repeated passed the LET, with a 33% increase overall. This is higher than the national passing rate by 29%. The performance trend of the different universities providing education courses was, however, nearly the same with the national passing rate. There was also a strong positive relationship between the number of first timers and LET results, which means that the higher the results of the first timers, the greater the likelihood to achieve better performance.

Finally, there was a significant but negative correlation between the number of repeaters and the LET performance, which suggests that TEIs with fewer repeaters tend to achieve higher performances, Guzman 2020. From the overall performance, only 2016 to 2018 of March were the BSED got a passing rate above the national rating. This really proves that the repeaters are the big factor in the decline of the overall passing rate. The repeaters performance was no satisfactory. It is expected that the repeaters performance pulled down the good performance of the first takers resulting to a not satisfactory performance. This unsatisfactory performance is due to the fact that the repeaters graduated several years before taking the exam for the second time around or may be third time and had no refresher course or had not attended any review class before taking the exam again.

These findings had similarity to those found in the research conducted by Nool and Ladia (2012) concerning the LET performance of state universities and colleges in Central Luzon from 2009 to 2012. Their study revealed that the passing rate was 49% among the first timers, 26% among the repeaters and 37% overall. In addition, the performance of the first timers are significantly higher than the repeaters among the Centers of Excellence and Centers of Development in Teacher Education. It is evident that the first timers performed better than the repeaters, whose very performance unfavorably affected the overall passing rate, Nool, N. and Ladia, M. 2017.

Based from the results, the BSED first takers garnered a higher percentage (52.55%) compared to the BEED first takers (46.02%). From the overall percentage rating BSED graduates still got a higher percentage (32.50%) compared to the BEED graduates (22.36%). It can be deduced from the findings that other factors may have affected the performance of the BEED graduates like innate abilities and no admission examination given to incoming first years.

Licensure examinations are considered important to teacher education students in their profession (Riney, et al, 2006). Thus, graduates of teacher education courses all aim to pass the Licensure Examination for Teachers. This will make them to be registered as professional teachers and become eligible to teach either in the public or private educational institution. Moreover, passing the board examination will not only give them a competitive edge over to those who are non-LET passers.

Passing the LET is not a simple matter. It requires adequate preparation and readiness. More importantly, it requires good knowledge and background as they must obtain a rating of at least 75% in the three areas of General Education and Professional Education for BEED graduates, and General Education, Professional Education and their Specialization for BSED graduates to pass the licensure examination. Although

this knowledge and background can be acquired in the four-year duration of the Bachelor of Secondary Education and Bachelor of Elementary Education programs, most examinees still feels the need to study more and review so that they would be better and prepared for the examination,  
<https://www.scribd.com/doc/RE>.

## 5. Findings, Conclusions, and Recommendations

### A. Findings

1. Performance of Education Graduates in Licensure Examination for Elementary Teachers is shaped both by personal and educational factors.
2. Factors affecting academic performance of Teacher Education students as evidenced by a study include age, gender, and innate capabilities;
3. Financial constraints can be a barrier to examination success due to the lack of budget for quality review materials and study aids.
4. Taking the LET immediately after graduation has a positive impact on the performance, as it allows LET takers to recall and remember basic and important principles encountered during college life.
5. There is a strong positive relationship between the number of first-time takers and LET results, which suggests that higher the results of first-timers, higher the likelihood of achieving better performance.
6. There is a negative correlation between the number of repeaters and the LET performance- TEIs with fewer repeaters tend to achieve higher performances.

### B. Conclusions

Based from the findings gathered the following conclusions were drawn.

1. BEED and BSED first takers were able to learn the competencies needed as a professional teacher and hence they were prepared to take the LET.
2. The BEED and BSED graduates who took the LET after two or more years contributed to the decline of the overall rating.

### C. Recommendations

Based on these conclusions, the researchers recommend the following:

1. BEED and BSED students should carry on to prepare themselves for the LET by exerting their efforts to study diligently.
2. BEED and BSED graduates should take immediately the LET since what they have learned in college re still fresh in their memory.

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