

Status and Trends of Teacher Education Board Performance of Pangasinan State University Alaminos City Campus

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Abstract

Performance of a higher education institution in licensure examinations is also a determinant factor of its effectiveness, especially in the context of relevant curriculum. This study assessed the Licensure Examination for Teachers (LET) performance of the teacher education programs of the Pangasinan State University Alaminos City Campus (PSU-ACC) from 2014 to 2019. The study is quantitative, employing the descriptive-correlational research design. Findings disclosed that PSU-ACC performed higher than the National Passing Rate (NPR) of LET examinees nationwide, based on the yearly Institutional Passing Rate (IPR). However, the trend line equations of the IPR performances of BEEd and BSEd imply that there is a possibility that the IPR of both programs would lie below the NPR, which must be avoided. Further, greater number of teacher education LET examinees could produce higher number of LET passers. It was also found out that the IPR of PSU-ACC increases along with the NPR. Moreover, the BEEd program performed significantly higher than the BSEd program in terms of the percentage above NPR and the IPR. The conduct of thorough in-house LET reviews for graduating students and the infusion of such activity in the curriculum were recommended to improve the LET performance of PSU ACC.

Keywords: status of board performance, licensure exam performance, teacher education, national passing rate, institutional passing rate.

1. Introduction

Improving the quality of education is an evergreen subject in the education sector, especially so due to the fast-paced technological advancement and the so-called Education 4.0. Premised on this view, students must acquire 21st century skills which are essential for them in landing for jobs when they graduate. It is therefore the primary responsibility of the education institutions to guarantee that they produce high-calibre professionals who could meet the demands of the labor market not just in the country but also around the world.

One of the aspects that should be prioritized by the education sector is the strict compliance with regards to the standard in the selection process of teachers, especially in the Basic Education (elementary and secondary levels) who build strong academic foundations for the students. It is imperative that teachers are licensed professionals who have passed the

Licensure Examination for Teachers (LET) since it is the pre-requisite to being in the network of professional educators who shape the future of the youth.

As stipulated in the Republic Act 7836 of the Philippine Constitution which aims to professionalize teaching, teachers are required to pass the LET as it is an important component to guarantee quality in the teaching workforce. The Licensure Examination for Teachers (LET), formerly known as Professional Board Examination for Teachers (PBET) is generally administered by the Professional Regulation Commission (PRC) in the Philippines. This measures the extent of the knowledge, skills, competencies and even values acquired by teacher education graduates in the different Teacher Education Institutions (TEIs) in the country. Moreover, LET is usually being administered during the months of March and September every year in various examination centers nationwide.

Several research studies have already conducted to determine the status of LET performance of Teacher Education graduates as well as factors that considerably affect their performance. Antojio (2017) conducted a study regarding the performance of education graduates from Cavite State University Naic in LET from 2013 to 2015. The study revealed that the institutions' passing rate in terms of number of passers is above the national passing rate for both the BSEd and BEEd graduates. English major graduates got the highest average ratings, followed by Math major, while Biological Science major received the lowest average ratings.

Nool et. al. (2017), in his study on the trend performance in the LET of TEIs in Central Luzon from 2009 to 2016, found out that majority of the TEIs had poor performance in the LET over the seven-year period. The trend of the performance of the TEIs was significantly highly related to the national passing percentage. Also, there was a significant positive relationship between the number of first timers and LET performance, which implies that the greater the number of first time LET takers, the greater the probability to obtain better performance. Finally, the TEIs with fewer repeaters tend to earn a higher performance.

The findings of Rabanal (2016) disclosed that the BEEd 2013 graduates of University of Northern Philippines (UNP) manifested good academic achievement, and most of the examinees passed the LET in all the areas. The percentage of passers exceeded the percentage of non-passers in the LET. Also, academic achievement of graduates is significantly related to LET performance.

Ferrer et. al. (2015) concluded that the overall academic performance of BSEd Science graduates of the four state universities in Region I was good while their overall LET performance was fair. Furthermore, LET performance and age are not significantly related. Lastly, there was significant relationship between academic performance and LET performance in all areas, namely: General Education, Professional Education and Major.

Furthermore, Guanson and Marpa (2013) in their research about the predictors of LET performance of Philippine Normal University graduates, asserted that graduates in the secondary education performed better in the licensure examination compared elementary education graduates.

In general, this study aimed to assess the status and trends of teacher education board performance of Pangasinan State University Alaminos City Campus (PSU-ACC) from 2014 to 2019. Specifically, this research investigated the following: status of LET performance of the teacher education programs; relationship of the number of graduates and yearly passers,

number of examinees and passers, institutional rating and national rating, above NPR rating and exam schedule ; and significant difference between the LET performance of BEEd and BSEd programs.

The Pangasinan State University Alaminos City Campus has been offering Bachelor of Secondary Education and Bachelor of Elementary Education programs since 2010. Among the 9 campuses of PSU, Alaminos City campus is the youngest in terms of number of years of operation. Further, it had already produced its first batch of teacher education graduates in 2014 who are now employed as professional teachers in both private and public schools. However, no study on the status of LET performances was done yet in the entire College of Teacher Education. LET performance is a factor that decisively affects the effectiveness of an academic institution especially in the context of a quality and relevant curriculum. Consequently, the result of this study will help PSU-ACC and other TEIs to identify areas for growth to further improve the teacher education graduates' LET or board performance.

2. Materials and Methods

2.1 Research Design

This study is quantitative in nature employing the descriptive-correlational research design. This design was utilized since the study sought to investigate the relationship between the yearly number of graduates and number of passers as well as relationships between number of examinees and number of passers, institutional passing rate and national passing rate and performance gain and exam schedule of the teacher education graduates.

2.2 Subjects of the Study

The subjects of the study were the teacher education graduates from 2014 to 2019 who took the licensure examination. Specifically, the College of Teacher Education of Pangasinan State University Alaminos City Campus is composed of three programs, namely: Bachelor of Secondary Education major in English (BSEd English), Bachelor of Secondary Education major in Mathematics (BSEd Math) and Bachelor of Elementary Education major in Enhanced General Education (BEEd). However, it has to be noted that the institutional passing rate and the national passing rate for BSEd English, BSEd Math and all other specializations in secondary education are combined.

2.3 Data Collection

The pertinent secondary data which include the number of examinees, number of passers, institutional passing rates, and national passing rates were obtained from the PRC website. The number of graduates per year (2014-2019) was retrieved from the campus registrar's office with the permission and approval of the Campus Executive Director.

2.4 Data Analysis

To generate reliable results, the researcher applied appropriate statistical treatments for the data. Descriptive statistics such as mean and percentages were used to determine the status of the LET or board performance of the teacher education graduates. Simple linear regression and time series were utilized to determine the trend of the LET performance of the

teacher education graduates over the past 6 years (2014-2019). The Pearson r correlation coefficient was used to establish the relationship between the number of graduates and yearly number of passers as well as relationships between number of examinees and number of passers, and institutional passing rate and national passing rate of the teacher education graduates. Moreover, Chi-Square and Eta correlation coefficient were utilized to determine the relationship between above NPR rating and exam schedule of the teacher education graduates. Lastly, t-test for two independent samples was applied to determine the significant difference between the performance in terms of the Institutional Passing Rate (IPR) of the BEEd and BSEd programs.

3. Results

3.1 Status and Trends of Teacher Education Board Performance of the Graduates

Table 1 shows the status of the LET performance of the BEEd and BSEd graduate examinees from 2014-2019. It can be gleaned from the table that on the average, the BEEd program has 57 yearly LET examinees, 40 yearly LET passers, and 87 yearly graduates.

Table 1. Status of Teacher Education Board Performance of the Graduates

Degree Programs	Year	Date of Exam	NE	Yearly Total	NP	Yearly Total	IPR (%)	Ave IPR (%)	NPR (%)	Ave. NPR (%)	AR (%)	Ave. AR (%)	No. of Graduates
BEEd	2019	Sept.	121	128	93	97	76.86	67.00	31.34	29.31	45.52	37.69	124
		March	7		4		57.14		27.28		29.86		
	2018	Sept.	88	91	40	42	45.45	56.06	20.29	21.96	25.16	34.11	100
		March	3		2		66.67		23.62		43.05		
	2017	Sept.	34	39	29	33	85.29	82.64	46.37	35.91	38.92	46.73	90
		March	5		4		80.00		25.46		54.54		
	2016	Sept.	25	26	15	26	60.00	80.00	33.78	34.56	26.22	45.44	59
		March	1		1		100.00		35.34		64.66		
	2015	Sept.	37	45	25	32	67.57	77.53	41.75	36.69	25.82	40.84	85
		March	8		7		87.5		31.63		55.87		
2014	March	14	14	11	11	78.57	78.57	34.40	34.40	44.17	44.17	66	
Mean				57.17		40.17		73.63		32.14		41.25	87.33
BSEd	2019	Sept.	76	81	54	55	71.05	45.53	39.68	32.82	31.37	12.71	71
		March	5		1		20.00		25.95		-5.95		
	2018	Sept.	56	67	43	48	76.79	61.12	48.03	39.97	28.76	22.15	50
		March	11		5		45.45		29.91		15.54		
	2017	Sept.	77	82	56	57	72.73	48.86	26.33	18.36	46.4	30.50	40
		March	4		1		25.00		10.39		14.61		
	2016	Sept.	56	58	36	37	64.29	57.14	30.18	29.23	34.11	27.91	27
		March	2		1		50.00		28.28		21.72		
	2015	Sept.	78	83	44	47	56.41	58.20	31.36	29.32	25.05	28.81	40
		March	5		3		60.00		27.42		32.58		
2014	March	58	58	41	41	70.69	70.69	35.74	35.74	34.95	34.95	21	
Mean				71.5		47.5		56.92		30.91		25.37	41.5

IPR - Institutional Passing Rate NE - Number of Examinees NP - Number of Passers
NPR - National Passing Rate NG - Number of Graduates AR - Percentage Above NPR

It can also be observed in the table that the BEEd program has a mean IPR of 73.63% in the span of 6 years (2014-2019), which is 41.25% above the average national passing rate (NPR) over the six-year period. The highest IPR (76.86%) for the BEEd program was observed in September 2019. It has to be noted that it was also in this year when the BEEd program had the greatest number of graduates (124 graduates).

Furthermore, on the average, the BSEd program has 71 yearly LET examinees, 47 yearly LET passers and 41 yearly graduates. It has to be emphasized also that the BSEd program has a mean IPR of 56.92% for the span of 6 years (2014-2019), which is lower than that of the BEEd program. Nonetheless, the average IPR of the BSEd program is 25.37% above the average NPR over the six-year period. Further, it was in September 2018 when the highest IPR (76.79%) in the BSEd program was reported.

Moreover, it can be observed from Figure 1 (next page) that IPR of the BSEd reached its lowest point in March 2019, which went barely below the NPR, which also had its lowest point. Nonetheless, the IPR of BSEd went far above the NPR again in September.

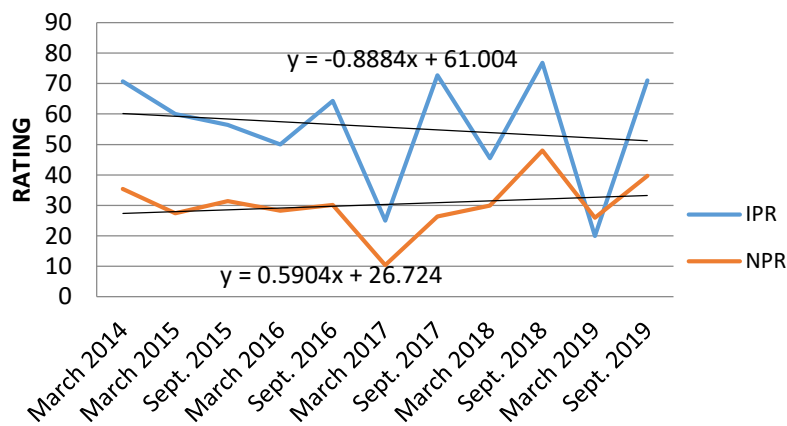


Figure 1. Trends IPR of BSEd Graduates and NPR

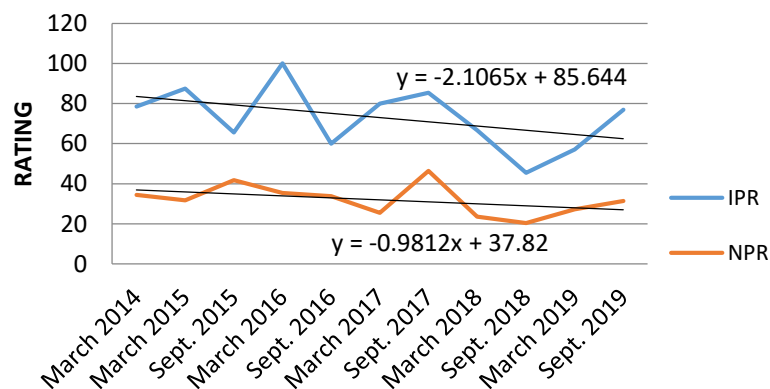


Figure 2. Trends IPR of BEEd Graduates and NPR

It can be observed also that the simple linear regression equation that predicts the IPR or board performance of the BSEd is $y = -0.888x + 61$ which has a negative slope. On the

other hand the simple linear regression equation that predicts the NPR or board performance of BSEd graduates nationwide is $y = -0.59x + 26.72$ (x represents the year and y denotes the IPR or NPR), which has a positive slope. This implies that there's a possibility that through time, the IPR of the BSEd program would lie below NPR, which must be avoided.

Furthermore, it can be asserted from Figure 2 that IPR of the BEEd reached its lowest point in September 2018, but still remained above the NPR. The simple linear regression equation that predicts the IPR or board performance of the BEEd is $y = -2.106x + 85.64$ which also has a negative slope. Further, the simple linear regression equation that predicts the NPR or board performance of BSEd graduates nationwide is $y = -0.981x + 37.82$. This also asserts that through time, the IPR of the BEEd would tend to go below NPR if appropriate and effective interventions would not be implemented.

3.2 Relationship between the Yearly Number of Graduates (NG) and Number of Passers, Number of Examinees (NE) and Number of Passers (NP), NPR and IPR and Percentage Above NPR and Exam Schedule

Table 2 presents the relationship between the number of graduates and yearly number of passers, number of examinees and number of passers, national passing rate and institutional passing rate, and percentage above NPR and exam schedule.

Table 2. Relationship of the Associated Variables

Associated Variables	Pearson's r	Sig.	Remarks
NG and Yearly NP	0.364	0.245	Not Significant
NE and NP	0.973**	0.000	Strong Positive Relationship
NPR and IPR	0.606**	0.003	Strong Positive Relationship
	Chi-square (χ^2)	Sig.	
Above NPR Rating and Exam Schedule	22.000	0.400	Not Significant
	<i>Effect size - Eta</i> =0.035	<i>Eta</i> ² =0.0012	

** $p < .01$, * $p < .05$

It can be inferred from Table 2 that the yearly number of graduates and the number of passers were not significantly related as signified by the significance value of 0.245 which is greater than 0.05, significance level. Thus, the yearly number of teacher education graduates had no detrimental effects to the teacher education board performance of PSU-ACC.

Further, it can be gleaned from Table 2 that the number of examinees and the number of passers were significantly related. There was a strong positive correlation between the two variables ($r = 0.973$; sig. = .00), which affirms that as the number of examinees increases, the number of passers also increases and vice versa.

It can also be noted that the NPR and IPR of the teacher education graduates were significantly related. There was a strong positive relationship between NPR and IPR ($r = 0.606$; sig. = .003), which asserts that the IPR of the teacher education graduates of PSU-

ACC increases along with the NPR as years pass by. Further, the percentage above NPR and the exam schedule were not significantly related ($\chi^2 = 22.00$; Sig.= 0.40; Eta = 0.035). Hence, it is worthy of inferring that the date or schedule of the teacher education graduates in taking the LET did not significantly influence their board examination performance.

3.3 Significant Difference Between the LET or Board Performances of BEEd and BSEd Graduates

Table 3 (next page) shows the significant difference between the LET or board performances of BEEd and BSEd graduates.

Table 3. Comparison of BSE and BEEd LET Variables

Variables		Mean	SD	MD	t	Sig.
Above NPR	BSEd	25.37	13.84	15.88	2.722*	0.013
	BEEd	41.25	13.51			
NP	BSEd	25.91	23.38	-4.91	-0.456	0.653
	BEEd	21.00	27.01			
NE	BSEd	38.91	33.11	-7.73	-0.501	0.622
	BEEd	31.18	38.97			
IPR	BSEd	55.67	19.01	17.51	2.356*	0.029
	BEEd	73.19	15.60			

** p<.01, *p<.05

It can be deduced from the table that the LET performance of the BSEd and BEEd programs in terms of the IPR ($t = 2.356$; Sig=0.029) and percentage above NPR ($t = 2.722$; Sig.=0.013) were significantly different, in favour of the BEEd program. This affirms that the BEEd performed better in terms of the IPR and percentage above NPR than the BSEd.

On the other hand, it can be also observed that the number of passers of the BSEd and BEEd programs was not significantly different ($t = -0.456$; Sig=0.653). Further, the number of examinees of the BSEd and BEEd programs was also not significantly different ($t = -0.501$;Sig=0.622). Thus, it has to be noted that the BSEd and BEEd programs had almost the same number of passers and examinees in the LET.

4. Discussions

In general, the teacher education graduates of PSU-ACC performed well based on the yearly IPR and NPR of the board exam for teachers or the so-called Licensure Examination for Teachers (LET). Both BEEd and BSEd programs performed higher than national passing rate in terms of their average IPR and the average NPR year in and year out. Further, the percentage of LET passers was higher than the percentage of non-passers. This might be because of the manifestation of good scholastic performance of the teacher education graduates during their academic pursuit in college. This is supported by the study of Rabanal (2016) which found out that academic achievement of teacher education graduates had significant influence to their LET performance. Further, he disclosed in his study that the percentage of passers of graduates in Teacher Education Institutions (TEIs) exceeded the

percentage of non-passers in the LET. This suggests the need for the teacher education graduates to have higher academic performance in order to have better LET performance. Also, the current findings confirm that of Antojio (2017) which revealed that the institutions' passing rate in terms of number of passers, was above the NPR for both the BSEd and BEEd graduates.

Furthermore, based on the trends of the performance of the teacher education graduates in terms of IPR and the trends of the NPR for BEEd and BSEd programs, it was disclosed that through time the IPR of both programs would tend to go below NPR if appropriate and effective interventions would not be implemented. Although the IPR of the teacher education graduates was above the NPR every year, the deteriorating performance of both programs in terms of IPR can be observed. This is in concordance to the study of Nool et. al. (2017) who found out that majority of the TEIs had deteriorating LET performance over the seven-year period. This might be due to the lack of preparations of the teacher education graduates in taking the board or licensure exam, specifically in terms of reviewing their previous academic subjects in the areas of General Education, Professional Education and Specialization. This may also be attributed to their academic achievement in college which was found out to be a significant predictor of their LET performance.

With regards to the relationship between the associated variables, it was deduced that the yearly number of graduates and the number of passers were not significantly related and so the yearly number of teacher education graduates had no detrimental effects to the teacher education board performance of PSU-ACC. It was also revealed that there was a strong positive relationship between the number of examinees and number of passers, which implies that as the number of examinees increases the number of passers also increases and vice versa. Also, there was a strong positive relationship between NPR and IPR, which asserts that the IPR of the teacher education graduates of PSU-ACC increases with the NPR as years pass by. The present findings confirm that of Nool et. al. (2017) which found out that the trend of the performance of the TEIs was significantly highly related to the national passing percentage. Also, there was a significant positive relationship between the number of first timers and LET performance, which implies that the greater the number of first time LET takers, the greater the probability to obtain better performance.

However, the percentage above NPR and the exam schedule were not significantly related and thus it is worthy of inferring that the date or schedule (March or September every year) of the teacher education graduates in taking the LET did not significantly influence their licensure examination performance. This contradicts the assumptions of many that the schedule of LET does affect the performance of examinees, particularly because during March, the NPR of teacher education examinees is usually lower than NPR of teacher education graduates who took LET in the month of September.

Moreover, it can be deduced that the LET performance of the BSEd and BEEd programs in terms of the IPR and percentage above NPR were significantly different, in favour of the BEEd program. Hence, the BEEd graduate examinees performed better in terms of the IPR and percentage above NPR than the BSEd graduates. The current findings contradicts that of Guanson & Marpa (2013) who asserted that graduates in the secondary education performed better in the licensure examination. Further, it was also found out that the number of passers and the number of examinees of the BSEd and BEEd programs was not

significantly different. Thus, it has to be noted that the BSEd and BEEd programs had almost the same number of passers and examinees in the LET.

5. Conclusions and Implications

The BSEd and BEEd programs of PSU-ACC performed higher than the National Passing Rate (NPR) year in and year out. However, the IPR of both BEEd and BSEd programs has a possibility to be lower than NPR in the coming periods if effective intervention would not be implemented. Moreover, the yearly number of teacher education graduates had no detrimental effects to the teacher education board performance of PSU-ACC. It is worthy to conclude also that greater number of PSU-ACC teacher education LET examinees produces higher number of LET passers. Further, the IPR of the entire College of Teacher Education of PSU-ACC, increases along with the NPR. Finally, the BEEd program of PSU-ACC performed significantly higher than the BSEd program in terms of the IPR and percentage above NPR.

The study was conducted in only one ASEAN State University. Nevertheless, the results of this study can serve as guide to other universities offering teacher education programs around the world, especially in the ASEAN Region. In order to improve teacher education LET or board performance, it is imperative to conduct a thorough in-house review for LET for graduating students and the infusion of such activity in the curriculum. Teacher education institutions should follow and strengthen strict implementation of retention policy by having clear cut on retention of teacher education students.

6. Limitations

The study was only focused to the performance of first time LET takers in PSU-ACC. Other researchers might want to also include the LET repeaters or re-takers in order to have more comprehensive insights about the status of teacher education board performance.

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