Research Article

PREDICTORS OF BOARD EXAM PERFORMANCE OF THE DHVTSU COLLEGE OF EDUCATION GRADUATES

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ABSTRACT

As the institution endlessly offer quality education, innovating instruction practice and enhancing graduates’ performances serve up as an input for professional development. The main concern of the study is to determine the predictors of board exam performance of education graduates at Don Honorio Ventura Technological State University. Survey method and extensive documentary analyses were utilized in gathering and interpreting the data. Findings of the study revealed that teachers’ educational attainment, teachers’ length of service, quality of library facilities, quality of laboratory facilities, students’ intelligence quotient, and students’ grade point average formed a very significant set of predictors for passing the licensure examination for teachers. Hence, these factors are to be considered vital in developing policies to further improve the education graduates performance in the licensure examination.

KEY WORDS: Board examination, education graduates, predictors, descriptive correlation, Don Honorio Ventura Technological State University, College of Education, Bacolor Pampanga Philippines

INTRODUCTION

As the institution endlessly offer quality education, innovating instruction practice and enhancing graduates’ performances serve up as an input for professional development (Pachejo and Allaga, 2013). In this case, Republic Act 8981 or Philippine Regulatory Commission (PRC) implements certificate of registration and valid professional license specifically for passed education graduates in Licensure Examination for Teachers (PRC, 2000). The agency monitors the performance of universities and ensures the global competency and modernization of teaching interventions by teachers in Philippines and uplifts their performance for professional strategy (Castillo et al, 2000), Garcia, (2010) and (Figuерres, 2010).

In line with this, the academe assures the effectiveness of their educational programs through analyzing determinants of Education Graduates’ Performance in Licensure Examination for Teachers. Based on the study conducted by Pachejo and Allaga (2013) in Rizal Technological University, Academic Performance of examinees in the field of Specialization (Computer Education, English, Filipino, Mathematics, Science and Social Studies), General Education (Social Sciences, Mathematics, Science, Filipino and English) and Professional Education, serves as the key factor in their L.E.T. performance. Study have been revealed that academic grades of the student serves as the predictor in achieving 90% of passing rate for 2010 board examination.

Likewise, examinees in Southern Leyte State University – San Juan from 2007-2010 have found the consistency of students’ performance conducted by Garcia (2010). Also, study conducted by Figuerres (2010) study for board
examinees of University of Northern Philippines have found that institutional passing rate were higher than national passing rate of L.E.T elementary. It has been recommended that performance of education graduates will be improve through prioritizing PRC-L.E.T competencies and Commission on Higher Education, Department of Education requirements, monitoring pre-service teaching and learning processes and revising specialization courses.

With relation to advocating Licensure Examinations’ effectiveness, Mock Examinations or Comprehensive Examination was conducted by the universities in the Philippines to trace the weakness of the examinees and to analyze their performance (Montemayor et al., 2009). Bachelor of Science in Basic Education Graduates of University of the Cordilleras have been studied through undergoing mock examination in the L.E.T. Imitating the actual examination, College of Education Faculty organized the comprehensive examination and it has found out that respondents gained positive impact of the said examination in their performance. It has been recommended to continually conduct comprehensive or mock examinations to education graduates before taking Licensure Examination for Teachers to increase their probability in passing the board examination (Riney et al., 2006), (Tella, 2008) and (Xu and Ye, 2014).

On the other hand, profile of respondents, level of motivation, gender, race and career preferences are personal factors that serves as the strong determinants of Board Examination Performance (Pascual and Navalta, 2011), (Goldhaber and Hansen, 2010) and (Pascua, 2011). Mental and Psychological enhancement of education graduates 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 for Teachers. Based on the study conducted by Pascual and Navalta (2011) in State University, female respondents achieved higher level of passing rate in board examination and most of them came from Music, Arts, Physical Education and Health (MAPEH) major and examinees’ Grade Point average ranged from 2.00-2.25. Likewise, institutions that achieved high level of passing rate serve as the influential factor in the personalities of examinees to pass the board examination (Pascual and Navalta, 2011), (Goldhaber and Hansen, 2010) and (Pascua, 2011).

However, several problems have been encountered by institution providing quality performances for licensure examination. Graduates with English Proficiency decreased as the Elementary major graduates focused on Filipino language (Pascua and Navalta, 2011). Also, student teachers experienced lack of educational trainings, shortages of resources, engaging with traditional teaching interventions and loss of global competency to achieve passing board examination (Pascua, 2011) and (Figuerres, 2010).

Also, ineffective academic programs and in-house review implemented by the academe decreased the level of motivation of the student teachers to perceived better academic performance and high ratings of examination (Riney et al., 2006). Curriculum misalignment including failure to fulfill educational trainings and mock examinations were the problems encountered by the education graduates. Losing quality educational system largely affects the academic, social and pedagogical learning of the examinees resulting in to loss of motivation, interest and determination in their examination (Pachejo and Allaga, 2013).

LITERATURE REVIEW

Previous studies have indicated that, by and large, performance of Education Graduates in Licensure Examination for Teachers is shaped both by personal and educational factors. As an evidence, a study conducted by Filipino researches have been found that academic performance in terms of Specialization (Computer Education, English, Filipino, Mathematics, Science and Social Studies), General Education (Social Sciences, Mathematics, Science, Filipino and English) and Professional Education serves as the strong predictor of Board Examination Performance (Pascua and Navalta, 2011), (Pachejo and Allaga, 2013), (Garcia, 2010) and (Figuerres, 2010). Also, Admission Test, Degree Course, English Proficiency and Institutional Passing rate of Education Graduates are the factors affecting with the effectiveness of education respondents in Licensure Examination for Teachers (Pascua, 2011), (Ogena et al., 2013) and (Wenglinsky, 2000). Teaching factors and implemented policies of In-house review conducted by universities and review center are the factors that largely affect their board examination performance (Youngs et al., 2003), (Pecheone and Chung, 2006), (Duckor et al, 2014) and (Wenglinsky, 2000).

Meanwhile, Mock Examinations defined as one of the predictors that influenced the performance of Education Graduates (Montemayor et al, 2009). Bachelor of Science in Basic Education Graduates of University of the Cordilleras have been studied through undergoing mock examination in the L.E.T. Imitating the actual examination, College of Education Faculty organized the comprehensive examination and it has found out that respondents gained positive impact of the said examination in their performance. It has been recommended to continually conduct comprehensive or mock examinations to education graduates before taking Licensure Examination for Teachers to increase their probability in passing the board examination (Riney et al, 2006), (Tella, 2008) and (Xu and Ye, 2014).

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achieved high level of passing rate serves as the influential factor in the personalities of examinees to pass the board examination (Pascual and Navalta, 2011), (Goldhaber and Hansen, 2010) and (Pascua, 2011).

OBJECTIVE OF THE STUDY

The main objective of the study is to determine the predictors of board exam performance of the DHVTSU College of Education graduates.

METHODOLOGY OF THE STUDY

The researchers made use of the ex post facto research method or causal comparative method since they investigated accessible documents pertaining to the academic performance and LET rating of the teacher education graduates from 2011 to 2013. In addition, correlational method was utilized in finding the influence of teacher, school, and students’ factors affecting their performance in the licensure examination for teachers.

Survey method was employed in determining the teachers’ educational attainment, teachers’ length of service, quality of schools’ library facilities, as well as laboratory facilities. The documentary analysis technique was the main tool in gathering the students’ grade point average, intelligence quotient, and LET performance. Data on the academic performance of the graduates were obtained from the registrars’ office of Don Honorio Ventura Technological State 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 Professional Regulation Commission (PRC).

Correlation and regression analyses were primarily used in determining the predictors of board exam performance of education graduates at Don Honorio Ventura Technological State University.

RESULTS AND DISCUSSION

Results of the regression in Table 1 revealed that the three factors namely learning teachers’ length of service, quality of library facilities, and students’ intelligence quotient produced B coefficients of .224, .312, and .804 with associated probability less than the significance level set at .05. The findings indicate that for every unit increase in the teachers’ length of service, quality of library facilities, and students’ intelligence quotient could generate a .218 (teachers’ length of service), .336 (quality of library facilities), and .458 (students’ intelligence quotient) increases in the performance of Education graduates in the board examination. The factors “teachers’ educational attainment”, “quality of laboratory facilities and “students’ grade point average” also contribute to the students’ performance in board examination but not to a significant extent. The obtained F-ration of 3.671 which was found significant at .05 alpha indicates that the teachers’ educational attainment, teachers’ length of service, quality of library facilities, quality of laboratory facilities, students’ intelligence quotient, and students’ grade point average formed a very significant set of predictors for passing the licensure examination for teachers (LET).

Table 1: Regression Analysis of the Factors Affecting the Board Exam Performance of the DHVTSU College of Education Graduates

<table>
<thead>
<tr>
<th>Variables</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficient</th>
<th>T</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.107</td>
<td>.238</td>
<td>4.658</td>
<td>.000</td>
</tr>
<tr>
<td>Teachers’ educational attainment</td>
<td>.154</td>
<td>.100</td>
<td>.169</td>
<td>1.544</td>
</tr>
<tr>
<td>Teachers’ length of service</td>
<td>.224</td>
<td>.094</td>
<td>.218</td>
<td>2.379</td>
</tr>
<tr>
<td>Library facilities</td>
<td>.312</td>
<td>.073</td>
<td>.336</td>
<td>4.307</td>
</tr>
<tr>
<td>Laboratory facilities</td>
<td>.870</td>
<td>.686</td>
<td>.321</td>
<td>1.267</td>
</tr>
<tr>
<td>Students’ IQ</td>
<td>.804</td>
<td>.894</td>
<td>.458</td>
<td>.899</td>
</tr>
<tr>
<td>Students’ GPA</td>
<td>.068</td>
<td>.057</td>
<td>.093</td>
<td>1.185</td>
</tr>
<tr>
<td>R-squared – .812</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F – 3.671</td>
<td></td>
<td></td>
<td></td>
<td>.022</td>
</tr>
<tr>
<td>p-value – .022</td>
<td></td>
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</tbody>
</table>
The findings of the study revealed that it is vital that teacher, school, and student factors are studied very well so that graduates' will surely make it in the board examination for teachers. The amount and quality of education an education graduate receives is a logical place to start for determining teachers' LET performance.

The present findings indicated that the academic average correlates positively with the ratings of LET coincides with the findings of Menecio (2002) that the academic performance of accounting graduates of St. Louis University had a positive relationship in the CPA board examination. Balmeo (2003) referred to grade as concrete measure that quantifies student’s level of learning. It also presents a clear picture on how far student’s performance and achievement have reached a required standard.

REFERENCES


