



Research Article

IN FOCUS: COLLEGE OF EDUCATION GRADUATES LICENSURE EXAMINATION FOR TEACHERS (LET) PERFORMANCE

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ABSTRACT

Licensure examination for Teachers (LET) is used to check the quality of the graduates of Teacher Education Institutions (TEIs) in the country. Professionalization of teachers through the Philippine Regulations Commission (PRC) is supported by RA No. 7835 s. of 1994. With this idea of good performance in LET, this study was conducted to look into the performance of Bachelor of Secondary Education (BSEd) graduates in different majors of specialization. This study looked into the performance of 700 BSEd graduates of 2013-2015 compared to the national performance. A closer look of the performance revealed the scores in the three components of LET such as the General Education (Gen. Ed.), Professional Education (Prof. Ed.), and the major courses. Descriptive research design was employed. Documentary analysis of the LET results of the BSEd graduates of March 2013-2015 was employed. The results of the study showed that: the average score of BSEd CoEd graduates in LET from 2013-2015 is higher than the national performance; that the BSEd majors in Mathematics, Physical Science, and Biological Science performed well in General Education (GE) subjects; while only the Physical Science majors average score passed in the professional education (Prof. Ed.); and for the major courses Mathematics, Biological Science, and English majors scored 75% and higher; that the BSEd majors in Mathematics, Physical Science, and Biological Science performed well in General Education (GE) subjects; while only the Physical Science majors passed in the professional education (Prof. Ed.); and for the major courses Mathematics, Biological Science, and English majors performed the 75% and higher scores. Possible interventions were suggested to further improve the LET preparation and performance of the students and graduates.

KEY WORDS: General education subjects, professional education subjects, major courses.

INTRODUCTION

Teacher education is one of the many courses that require licensure examination for practice. Just like architecture, engineering, medicine, nursing no graduates of such courses will be allowed legally to practice the course unless they pass the board examination. The government is continuously checking the quality of graduates through these licensure examinations. Specifically, the Teacher Education Institutions (TEIs) have exerted efforts to ensure that their graduates will surely perform well in the Licensure Examination for

Teachers (LET) given by the Philippine Regulations Commission (PRC) twice a year for prospective teachers. This examination is the answer to the government's requirements to teacher education graduates which is stipulated in Republic Act No. 7835 otherwise known as the Philippine teachers' Professionalization Act of 1994 clearly requires that no teacher shall practice teaching profession without having obtained a teaching license from the PRC.

Results have shown that the national performance in LET both in elementary and secondary levels are not satisfactory. The national performance is below the fifty percent passing rate. This is supported by the report of

PRC and the Board for Professional Teachers (BPT) that 12,103 elementary teachers out of 44,144 examinees (27.42%) and 17,904 secondary teachers out of 56,596 examinees (31.63%) successfully passed the Licensure Examination for Teachers (L.E.T.) given last March 29, 2015 (<http://www.prc.gov.ph/uploaded/documents/LET0315ft.pdf>). This shows that there is a need to examine the performance of the teacher education institutions for most are not producing quality graduates who will teach the youth of the country.

A closer look at LET will show that it is composed of three parts: the General Education (GE courses) which consists of the following subjects: English, Filipino, Mathematics, Science, Social Sciences, and Information and Communication Technology (ICT); the professional education (Prof. Ed.) which include Child and Adolescent Development, Facilitating Learning, Principles of Teaching, Teaching Profession, Social Dimension of Education, Assessment of Student Learning 1 and 2, Curriculum Development, and Assessment of Learning; and the different major courses in Biological Science, Physical Science, Mathematics, Music, Arts and Physical Education and Health (MAPEH), Technology and Livelihood Education (TLE), Social Studies, English, and Computer Education.

It is at this stage where the researcher focused this study. This study aims to look at the performance of the Bachelor of Secondary Education graduates of Bulacan State University (BulSU) in relation to the national performance, and the performance in the three components of the LET. This further looked at what major of specializations performed best, and which major of specializations need further study to improve its performance.

This study closely scrutinized the performance of Bachelor of Secondary Education graduates of Bulacan State University CY 2013-2015.

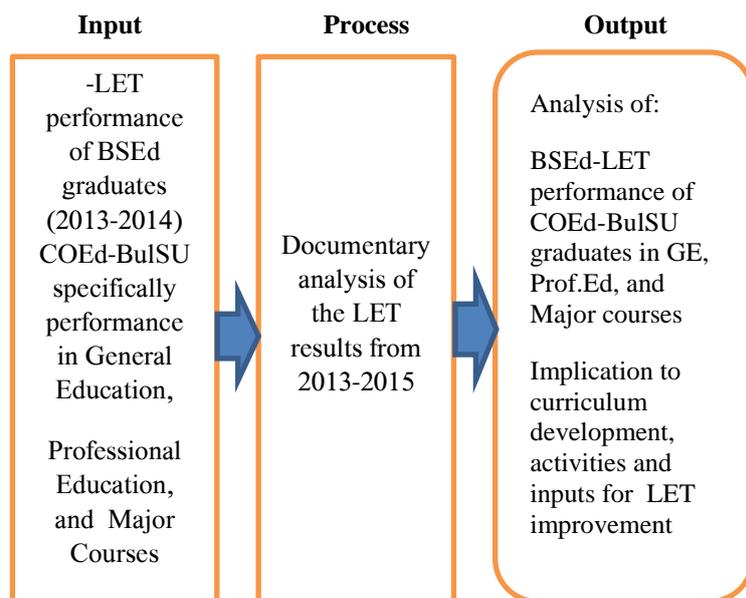
Specifically this answered the following questions:

- i. How is the performance of BSEd graduates be compared to the national performance?
- ii. How is the performance be described in the following:
 - a. General Education (Gen.Ed.);
 - b. Professional Education (Prof. Ed.); and
 - c. Major courses?
- iii. What intervention/s can be devised to further improve the performance of the graduates in LET?

CONCEPTUAL FRAMEWORK

This study follows the I-P-O process where the input are the LET results of BSEd graduates from 2013-2015. The process used was documentary analysis, and the output is an analysis of LET performance of BSEd graduates of College of Education of Bulacan State University, in the Gen. Ed., Prof. Ed., and major courses and the implications to curriculum development, activities and inputs for the LET performance.

Figure 1: The paradigm of the study.



METHODOLOGY

This study used the documentary analysis as a qualitative research method. Corbin and Strauss (2008) described document analysis as a systematic procedure for reviewing or evaluating documents both printed and electronic material. Document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. Documents like minutes of the meetings, press releases, program proposals, application forms, and summaries, organizational or institutional reports, survey data, and various public records can be used as source of data.

The respondents of the study were the graduates of March 2003, 2004, and 2005. They were all first timers in taking the LET. From the official list requested from the Philippine Regulation Commissions (PRC), the names and scores of the graduates were identified, and the mean scores of the General Education (Gen. Ed.), Professional Education (Prof. Ed.), and major courses were computed. The average scores were given interpretation using this scale:

Outstanding	93.5 - 100
Superior	93.4 - 87.5
Very Good	86.4 – 81.5
Good	81.4 – 75.5
Fair/Passing	75.0 – 75.4
NI	Below 75

RESULTS AND DISCUSSION

This part presents the data gathered from the official list requested from the Philippine Regulations Commission (PRC).

Table 1 shows the 700 participants of the study who are Bachelor of Secondary Education graduates of March 2013, 2014, and 2015 in the following major of specialization: Biological Science, Physical Science, Mathematics, Music, Arts, PE, and Health (MAPEH),

Technology and Livelihood Education (TLE), Social Studies, English, and Computer Education. The participants are the LET takers in each major of specialization who are graduates of each year. The table reveals that there are 189 English majors who took the licensure examination, followed by 128 Social Studies majors, 78 Mathematics majors, 77 Biological Science majors, 73 MAPEH majors, 64 TLE majors, 59 Computer Education majors, and 34 Physical Science majors.

Table 1: The Participants of the study

BulSU LET Takers				
Major	2013	2014	2015	Total
Biological Science	24	27	26	77
Physical Science	11	11	12	34
Mathematics	23	20	35	78
MAPEH	24	21	28	73
TLE	25	18	21	64
Social Studies	20	17	91	128
English	82	74	33	189
Computer Education	24	11	24	59
Total	233	199	268	700

Table 2 displays the national percentage and BulSU LET percentage performances and the percentage difference between the national performance and BulSu performance. The table shows that for the last three years, the LET performance of BulSU is generally better than the national performance. The percentage difference is 22.215% in 2013, 25.00% in 2014, and 22.91% in 2015.

Table 2: National and BulSU LET Performance

Year	National Performance in Percent	BulSu Performance in Percent	Percentage difference
2013	39.75	61.965	22.215
2014	34.41	59.410	25.000
2015	41.75	64.660	22.91

Table 3 shows the average performance of BSEd graduates in the year 2013, 2014, and 2015 in General Education (GE), Professional Education (Prof. Ed.), and major courses. The table also shows the different majors in secondary education program namely: Biological Science, Physical Science, Mathematics, Music, Arts, Physical Education, and Health (MAPEH), Technology and Livelihood Education (TLE), Social Studies, English, and Computer Education. A scrutiny of the table reveals that for General Education (Gen.Ed.) part, the graduates of 2013 who took the licensure examination and who has an average score of 75% and up are Biological Science, Physical Science, Mathematics. In 2014 and 2015, the performers are Biological Science, Physical Science, Mathematics, Social Studies.

The table further reveals the average performance of the participants for the August/September examinations for 2013, 2014, 2015 which is composed of the General

Education (Gen Ed.), Professional Education (Prof. Ed.), and major courses.

General Education (Gen. Ed.): The table shows the performance of the participants in the general education part of LET. The table reveals that Mathematics majors got an average score of 79.26, followed by English majors, 77.997; Physical Science majors, 76.89; Biological Science majors, 76.48; Social Studies majors, 74.81; Computer Education, 72.48; Filipino majors, 70.13; MAPEH majors, 69.50; and TLE majors, 66.70.

The result for General Education test tells that out of the nine major subjects only four major subject passed the test in general education and they are Mathematics, English, Physical Science, and Biological Science.

Professional education (Prof. Ed.): The table further shows the result for the Professional Education (Prof. Ed.). It shows that English majors got an average score of 77.06, followed by Physical Science majors, 76.34. The rest got a score lower than 75%.

Major courses: The table displays the performance of the participants in their major of specializations. A scrutiny of the table reveals that Mathematics major got an average score of 80.25, followed by Biological Science major, 79.22; Filipino majors, 77.39; English majors, 76.297; Social Studies majors, 75.17, Physical Science, 74.22; MAPEH, 70.14; and TLE, 68.54.

The table reveals that majors of the following major field of specialization got an average score of 75% and above: Mathematics, Biological Science, Filipino, English, and Social Studies.

Table 3 further exposes that the LET takers have difficulty in the professional education test, and the general education test, and generally they perform better in the major field of specialization.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study showed that: the BSEd CoEd performance is higher than the National Performance from 2013-2015; that the BSEd majors in Mathematics, Physical Science, and Biological Science performed well in General Education (Gen.Ed.) subjects; while only the Physical Science majors passed in the professional education (Prof. Ed.); and for the major courses Mathematics, Biological Science, and English majors performed the 75% and up scores. This study further revealed that researches can be done to look at the problems encountered by MAPEH, TLE, and Computer Education graduates.

With these results, the BulSU-COEd administration is challenged to further improve their graduates' LET performance. As such, it has looked into the following: raise admission standards. The college should admit only students who have average and above average academic performance in their class. And that they should be able to maintain a GPA of 2.5 or better without a grade of 3.0 in any of the subject of the course; students of the College of Education and students of other colleges that requires LET should be given a qualifying examination during their second year in the college and be able to pass the said



examination before they will be allowed to take major and professional subjects; the faculty will be able to help the students by giving examinations and familiarizing the students on the type of test given in the Licensure Examination for Teachers (LET); requiring the education students and students of other colleges that require LET to attend enhancement programs in preparation for LET like English proficiency, ; incorporate and monitor closely the review sessions for the different areas such as: general education (Gen.Ed.), professional education (Prof. Ed.), and major subjects in special topics in education that is part of the professional courses in the fourth year level of the students; close monitoring of the academic performance and LET performance of the students and graduates; retooling and vertical articulation of teachers; and more researches be done in relation to the LET preparation and performance of the CoEd students and graduates.

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