

# LET Performance of Teacher Education Graduates of Tarlac College of Agriculture

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## Abstract

This study sought to describe and determine the extent of the performance of the teacher education graduates of the Tarlac College of Agriculture in the Licensure Examination for Teachers from 2010-2014. Specifically, this study sought to describe the passing rates of the BEEd and BSE takers in comparison with the national passing rates. Likewise, the performance of the BEEd and BSE takers in General Education and Professional Education was described. In addition, this study sought to determine if significant difference in the performance of BEEd and BSE takers in the LET general and professional education areas exist. Results revealed that from 2010-2014, the BEEd takers (first-timers) had an average passing rate of 75.70% while the BSE takers (first-timers) had an average passing rate of 60.48%. In terms of overall performance, the BEEd posted an average passing rate of 54.65% while the BSE takers posted an average passing rate of 32.12%.

Comparing these passing rates to the national passing rates, the BEEd and BSE first-time takers posted an average passing rate that was 139.33% and 73.57% higher than the national passing rate, respectively. In terms of overall performance, the BEEd takers gained an average passing rate that was 72.78% higher than the national passing rate, while BSE takers had an average passing rate that was 7.82% lower than the national passing rate.

In terms of their ratings in general education, the BEEd takers posted an average rating of 70.77%, while the BSE takers posted 69.59% average rating. On the other hand, the BEEd and BSE takers posted an average rating of 71.31% and 67.88%, respectively, in professional education.

Statistical analysis revealed that there was a significant difference in the performance of BEEd and BSE takers in the general education area and a highly significant difference in professional education in favor of the BEEd takers.

**Keywords:** Licensure examination, Teachers' performance, Teacher education

## Introduction

### Background of the Study

Teacher education is the component of any educational system charged with the education and training of teachers in acquiring the competencies and skills necessary to improve the quality of teachers for the school system. Republic Act No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994, strengthened the regulation and supervision of the practice of teaching in the Philippines and prescribed a licensure examination for teachers. The professionalization of teachers radicalized the influx of systematized efforts to make teacher education programs excellent, relevant, and effective. Mechanisms to guarantee the alignment of the taught and tested curricula were instituted by teacher education institutions to ensure that graduates embody the competencies for effective teaching.

Licensure Examination for Teachers (LET) is an important element to assure quality in teaching and gauge learning outcomes. It also reflects the kind of pedagogical teaching received, the possibility of high employability, and the competence of teacher education graduates.

Over the past years, however, there was a growing concern about the dismal performance of teacher education institutions in the Licensure Examination for Teachers. Based on a study conducted by the Philippine Business for Education (PBE) in

2014 on the LET performance of all TEIs in the country for nine (9) instances of LET from October 2009 to September 2013, the national passing rate was only 54 percent. It showed that 50 percent of the graduates of more than half of the country's 1,200 teacher education institutions (TEIs) failed to pass the Licensure Examination for Teachers (LET).

Tarlac College of Agriculture (TCA) is a state college that offers teacher education programs. It is the desire of the researcher to determine the performance of the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSE) teacher education graduates and compare the difference in their performance. Since passing the licensure examination indicates the capacity of teacher education institutions to equip teacher education graduates with the necessary competencies for effective teaching, analyzing the graduates' performance in this examination will be worth an endeavor. The result of such an investigation will lend respective stakeholders on the quality and relevance of pre-service preparation. The results can also be used to enhance future agenda of teacher education institutions that will enhance and improve the quality of graduates.

### Statement of the Problem

This study sought to describe the performance of the teacher education graduates of Tarlac College of Agriculture in the licensure examination for teachers from 2010-2014. Specifically, it sought to answer the following questions:

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1. How may the LET performance of TCA teacher education graduates be described in terms of their passing rates?;
2. How may the LET performance of TCA teacher education graduates be described in comparison with the national passing rates?;
3. How may the performance of the TCA teacher education graduates be described in terms of their ratings in LET general and professional education?;
4. To what extent does the performance of beed and BSE takers in LET general education differ?; and
5. To what extent does the performance of beed and BSE takers in LET professional education differ?

## Methodology

A descriptive research design was used in this study. Documentary analysis was used to obtain proofs that would determine the performance of the TCA teacher education graduates in the Licensure Examination for Teachers, and to compare differences between the performance of BEED and BSE takers. Further, this study utilized the official results of the LET ratings issued by the Office of Educational Statistics Task Force of the Professional Regulation Commission (PRC) for the August/September examination periods from 2010-2014. Total enumeration of the LET takers (N=805) consisting of 491 BEED and 314 BSE examinees was used as the population of the study.

Moreover, mean was used to describe the graduates' passing rates as well as the LET ratings in the General Education and Professional Education. Lastly, T-test analysis was conducted to determine the extent of difference between the performance of BEED and BSE takers in general education and professional education.

## Results and Discussion

### LET Performance of the BEED and BSE Graduates (First-timers) from 2010-2014

Table 1 shows the passing rates of the BEED and BSE graduates from 2010-2014 LET. As shown in the table, the BEED graduates posted an average passing rate of 75.70% for the first-timers and 54.65% in their overall performance. The BSE takers, on the other hand, posted lower passing rates compared to BEED takers for both first-time takers (60.48%) and overall performance (32.12%). Also, from 2010-2014, the BEED takers scored higher passing rates compared to the BSE takers in either first-timers or overall performance. This finding coincides with the findings of Pascua and Navalta (2011), as they looked into the determinants of LET performance of the 2008 teacher education graduate of the Nueva Vizcaya State University (NVSU). Findings of their study showed that there were more passers in the LET elementary level than those of the secondary level.

**Table 1.** LET performances of the BEED and BSE graduates from 2010-2014

YEAR	BEED PASSING RATE		BSE PASSING RATE	
	First-timers	Over-all	First-timers	Over-all
2010	53.85	30.99	31.82	18.92
2011	65.85	41.10	63.16	31.11
2012	96.00	79.82	74.07	33.85
2013	79.49	56.76	69.05	37.21
2014	83.33	64.57	64.29	39.51
Average	75.70	54.65	60.48	32.12

### Comparison of the Teacher Education Graduates' Passing Rates with the National Passing Rates

#### *Comparison of BEED takers' passing rates with the national passing rates*

Table 2 shows the passing rates of BEED takers in comparison with the national passing rates. As shown in the table, the BEED takers posted passing rates that were consistently higher than the national passing rates. The BEED first-time takers posted an average passing rate of 75.70%, which was 139.33% higher than the average national passing rate of 31.63% from 2010-2014.

The same is observed in the overall performance of the BEED takers. The BEED overall takers posted passing rates that were above the national passing rates. This result indicates that there is a 27.81% decrease in the performance of the BEED due to the repeaters who failed in the examination. However, despite the pulling effect of the repeaters, a notable disparity between the national passing rates and the BEED overall passing rates can still be observed. Moreover, the BEED overall takers posted an average passing rate of 54.65%, which was 72.78% higher than the average national passing rate of 31.63%.

#### *Comparison of BSE takers' passing rates with the national passing rates*

Table 3 shows the difference between the BSE takers' performance and national passing rate from 2010-2014. It can be noted that the BSE first-time takers posted passing rates that were higher than the national passing rates. On the average, the BSE first-time takers posted an average passing rate of 60.48%, which was 73.57% higher than the average national passing rate (34.84%) from 2010-2014.

However, in terms of overall performance, while BSE overall takers maintained increasing passing rates, their edge over the national passing rates was not sustained. The overall takers posted a dismal 32.12% average passing rate, which was 7.82% lower than the average national passing rate of 34.84%. These data indicate that the BSE over-all performance in the LET is significantly affected (46.89%) by repeaters who failed in the licensure examination.

**Table 2.** Comparison of BEED takers' passing rates with the national passing rates

YEAR	NATIONAL PASSING RATE	BEED FIRST-TIMERS' PERFORMANCE		BEED OVERALL PERFORMANCE	
		Passing Rate	Description	Passing Rate	Description
2010	19.45	53.85	177% higher than the national passing rate	30.99	59% higher than the national passing rate
2011	22.68	65.85	190% higher than the national passing rate	41.10	81.21% higher than the national passing rate
2012	49.29	96.00	95% higher than the national passing rate	79.82	61.93% higher than the national passing rate
2013	31.18	79.49	155% higher than the national passing rate	56.76	82.04% higher than the national passing rate
2014	35.57	83.33	133.16% higher than the national passing rate	64.57	81.53% higher than the national passing rate
Average	31.63	75.70	139.33% higher than the national passing rate	54.65	72.78% higher than the national passing rate

**Table 3.** Comparison of BSE takers' passing rates with the national passing rates

YEAR	NATIONAL PASSING RATE	BSE FIRST-TIMERS' PERFORMANCE		BSE OVERALL PERFORMANCE	
		Passing Rate	Description	Passing Rate	Description
2010	25.86	31.82	23.05% above the national passing rate	18.92	26.84% below the national passing rate
2011	31.45	63.16	100.83% above the national passing rate	31.11	1.08% below the national passing rate
2012	43.5	74.07	70.28% above the national passing rate	33.85	22.18% below the national passing rate
2013	39.00	69.05	77.05% above the national passing rate	37.21	4.59% below the national passing rate
2014	34.41	64.29	86.84% above the national passing rate	39.51	14.82% above the national passing rate
Average	34.84	60.48	73.57% above the national passing rate	32.12	7.82% below the national passing rate

**Table 4.** BEED and BSE average ratings in LET general education

YEAR	BEED	BSE
	AVERAGE RATING	AVERAGE RATING
2010	64.92	66.49
2011	65.96	67.09
2012	74.98	71.46
2013	73.08	70.77
2014	74.91	72.14
Average	70.77	69.59

## BEED and BSE Average Ratings

### *BEED and BSE Average Ratings in LET General Education*

As shown in Table 4, the BEED takers posted an average rating of 70.77% that was higher than the BSE rating of 69.59%. Within 2010-2014, the BEED takers posted their best performance in LET general education in 2012, with an average rating of 74.98%. The BSE takers, on the other hand, posted their best performance (within 2010-2014) in 2014 with an average rating of 72.14%

However, it can be noted from the data that the average rating did not meet the passing rate of 75%. This denotes that something must be done to improve the teacher education graduates' performance in general education.

### *BEED and BSE Average Ratings in LET Professional Education*

Table 5 shows the average ratings of the BEED and BSE takers from 2010 to 2014 in professional education. As shown in the table, BEED posted an average rating of 71.31% in the LET professional education as compared with the 67.88% of BSE takers. It can be inferred that the BEED takers perform better in the professional education area compared to the BSE takers.

However, as observed in the performance of BEED and BSE takers in the professional education, their average ratings did not meet the 75% passing rate. This implies that measures to address this problem should be taken especially among BSE students. Figuerres (2013) found out the same findings as she conducted an analysis on the performance of the University of Northern Philippines in the licensure examination for teachers. Accordingly, the results could be attributed to the failing performance of the examinees who were repeaters.

Overall, it can be noted that the BEED graduates perform better than the BSE graduates for both general and professional education. This contradicts the findings of Guanzon and Marpa (2014) as they examined Philippine Normal University Admission Test and College Grade Point Average as predictors of graduates' performance in the licensure examination for teachers. Their study found out that the graduates in the secondary education perform better in the licensure examination.

**Table 5.** BEED and BSE average ratings in LET professional education

YEAR	BEED AVERAGE RATING	BSE AVERAGE RATING
2010	66.94	65.32
2011	69.89	66.09
2012	75.88	69.00
2013	71.32	70.40
2014	72.50	68.59
Average	71.31	67.88

**Table 6.** Difference in the LET performance of BEED and BSE takers in general education

DEGREE	MEAN RATING	MEAN DIFFERENCE
Bachelor of Elementary Education	71.73	1.50 (significant)
Bachelor of Secondary Education	70.23	
t-computed = 2.206		
Probability (2-tailed test) = .0277		
t-critical value = 1.96		

### **Difference in the LET Performance of BEED and BSE takers in General Education**

A t-test for two independent samples was conducted to determine the difference in the LET performance of BEED and BSE takers in general education. There was a significant difference in the performance of BEED takers (M=71.73) and BSE takers (M=70.23) in general education. This may be attributed to the fact that the BEED graduates have more exposure to general education by way of the content courses offered as their specialization.

### **Difference in the LET Performance of BEED and BSE takers in Professional Education**

A t-test for two independent samples was conducted to determine the difference in the LET performance of BEED and BSE takers in general education. There was a high significant difference in the performance of BEED takers (M=71.79) and BSE takers (M=68.43) in professional education.

As noted in this study, the BSE ratings are far more affected by the dismal performance of repeaters than the BEED. The low ratings of the BSE overall takers could be attributed to the repeaters who failed in the examination.

Also, qualitative data revealed that the BSE graduates were less diligent in attending the in-house LET review and the LET competency enhancement program, which were organized by the TCA- Institute of Education to improve graduates' performance in the licensure examination. As noted by Castillo (2011), attendance to LET review must be compellingly encouraged since it was found to positively and significantly affect the success in LET.

## Conclusions

Based on the results, the following conclusions were drawn:

1. The BEED takers posted average passing rates that were consistently higher than the BSE takers passing rates.
2. The BEED passing rates were consistently higher than the national passing rates; the BSE first-time takers posted an average passing rate that was higher than national passing

**Table 7.** Difference in the LET performance of BEED and BSE takers in professional education

DEGREE	MEAN RATING	MEAN DIFFERENCE
Bachelor of Elementary Education	71.79	3.36 (highly significant)
Bachelor of Secondary Education	68.43	

t-computed=4.311  
 Probability (2-tailed test) =.0000188  
 t-critical value=1.96

rate but the overall takers posted a lower passing rate compared to the national passing rate.

3. In General and Professional Education, the BEED takers posted higher passing rates compared with the BSE takers.
4. There was a significant difference in the performance of BEED and BSE in general education in favour of BEED takers.
5. There was a high significant difference in performance of BEED and BSE in professional education in favour of BEED takers.

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