

Trend of De La Salle Lipa Education Graduates' Performance in the Licensure Examination for Teachers

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ABSTRACT

This study aimed to examine the trend of performance of De La Salle Lipa (DLSL) education graduates in the Licensure Examination for Teachers (LET). Quantitative trend analysis employed on the data collected from records officially released by the Professional Regulation Commission (PRC) for the years 2011 to 2015 revealed that the performance of both elementary and secondary education passers were significantly higher than the national passing rates and showed a significant relationship between the graduates' English proficiency and their LET- General Education performance. When grouped according to their profile, there were significant differences in the education graduates' performance in terms of the year LET was taken, their GPA, and results of English Proficiency and Culture Fair Intelligence Tests but not in terms of their field of specialization. These results were considered in proposing a syllabus incorporating the strategies to further improve the program offerings of the Education Department particularly in terms of curriculum development, recruitment and selection of qualified students, continuous professional training for faculty, and more intensified LET review for the education graduates. Findings of the study showed that DLSL is eligible to qualify as a Center of Development in Teacher Education in the area of instructional quality.

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1. INTRODUCTION

1.1. Background of the Study

In accordance with the goal of providing relevant 21st century education through program development as part of De La Salle Lipa (DLSL) President's innovation framework, the Education Department under the College of Education, Arts and Sciences intends to push for the application of DLSL as a Center of Development (COD) in Teacher Education and eventually as a Center of Excellence (COE) in the future. DLSL is one of the higher education institutions (HEIs) in Region IV-A which has been offering Teacher Education program for the past two decades. This program includes Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education (BSE) major in English, Filipino, Math and Social Studies. On the average, there are about 15 to 20 students enrolled in each field of specialization. The excellent education and training given to the students is reflected in their consistent high performance in the Licensure Examination for Teachers (LET).

In the 2016 LET results officially released last November 28, 2016 by the Professional Regulation Commission (PRC) and the Board of Professional Teachers (BPT), only 23, 378 out of 77, 466 examinees (or 30.18%) passed the exam for the elementary education level. Similarly, only 31, 334 out of the 92,754 examinees (or 33.78%) were successful in the secondary education level. Among the Higher Education

Institutions with 50 or more examinees and with at least 80% passing percentage, DLSL ranked as the second top performing school nationwide in the Secondary Education level with 53 passers out of the 58 exam takers (91.38%) next to University of the Philippines, Diliman with 92 passers out of 95 takers (96.84%) [1].

Improving educational processes and outcomes should be done through focusing on teaching [2] and an organization of professional knowledge centered on student learning [3]. With the goal of enriching the country's quality of programs and systems of HEIs, the Commission on Higher Education (CHED) initiated the formation of Centers of Excellence (COEs) [4] and Centers of Development (CODs) [5] to serve as exemplars of superior performance in terms of teaching, research and publication, production of globally competent graduates and as resource centers for the other HEIs [6]. To date, there are 31 COEs and 9 CODs for Teacher Education identified and recognized by CHED [7].

However, the study conducted by Ladia et al. [8] provided an evaluation of the COEs and CODs for teacher education by analyzing the performance of their graduates in the 2010 LET elementary level. Results revealed that in eight of the thirty-one COEs and four of the nine CODs, less than half of their first-time examinees passed the LET elementary level. This implies that, if all these first-timers are 2010 graduates, then these COEs/CODs were unsuccessful in realizing their obligation to produce competent teachers. These findings have important implications in determining COEs and CODs [9]. The authors suggested that the second-rate performance of the 8 COEs and 4 CODs necessitates the reassessment of HEIs since there could be many others that deserve the distinct title of Center of Excellence or Center of Development.

As of September 2014, there are only two (2) COEs identified and recognized by CHED namely DLSU- Dasmariñas, Cavite and University of Batangas, Batangas City while Manuel S. Enverga University Foundation, Lucena City is the only COD in Region IV-A CALABARZON [7]. Considering the implications of the study by Ladia, et al., as well as the good performance of DLSL education graduates in the LET, the school has the potential to be considered as a Center of Development for teacher education and probably as a COE in the future.

1.2. Problem Statement

The main objective of this study is to determine the level and discover the trend of the annual performance of De La Salle Lipa Education graduates in the Licensure Examination for Teachers (LET) for years 2011 – 2015. Specifically, it aims to answer the following questions:

1. What is the profile of DLSL Education graduates for the years 2011 to 2015 in terms of
 - a. Field of specialization
 - b. Performance in the English Diagnostic Test
 - c. GPA
 - d. Culture Fair Intelligence Test Scores?
2. What is the trend of the national passing rate and the institutional performance of DLSL Education graduates in the LET from 2011 to 2015?
3. What is the performance of DLSL Education graduates in the LET from 2011 to 2015 in terms of
 - a. General Education
 - b. Professional Education
 - c. Major Field?
4. Is there a significant relationship between the graduates' English proficiency and their performance in the LET - General Education category?
5. Is there a significant difference on the performance of DLSL Education graduates in the LET from 2011 to 2015 when grouped according to their profile?

1.3. Literature Review

A curriculum's effectiveness is almost always measured in terms of the graduates' employability and their passing performance in licensure examinations [10]. To be considered a professional teacher in the Philippines, a graduate of Bachelor of Elementary Education (BEED) or Bachelor of Secondary Education (BSE) needs to pass the Licensure Examination for Teachers (LET). The examination is conducted semiannually (March and September) by the Board of Professional Teachers under the supervision of the Professional Regulations Commission (PRC). In order to pass the test, an examinee must be able to attain an average rating of not less than 75% and must have no rating lower than 50% in all of the three categories, namely General Education (20%), Professional Education (40%) and the field of Specialization (40%) [11]. Since 1998, DLSL education graduates' performance in the LET (ranging from 80% to 100%) has always been above the national passing rate. This consistent good performance is an indication of the quality of education the institution gives particularly to the pre-service teachers.

Several studies have been conducted linking effective teaching to student scores on standardized tests. Amparo pointed out that although students' achievement may indicate effective teachers whose

instructional methods are flaunted as best practices, these teaching practices alone do not empower effective, superior teaching. Amparo concluded that quality teaching results from a mixture of learner commitment, a cultivating learning atmosphere, adequate learning opportunities, and deliberate practices on the part of the teacher [12]. Teaching quality in practice constitutes a set of actions and activities that improve student outcomes [13]. Quality teaching is necessarily student-centred and therefore, attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the students' personal needs [14]. Recent studies focused on investigating student-related and faculty-related factors as predictors of LET performance of education graduates revealed that the LET performance of education graduates are significantly influenced by factors such as profile of the examinees [15], area of specialization [16], field study courses and internship training [17], academic achievement [18], Teaching Aptitude Test (TAT) [19], attendance in LET review [20], and faculty competence [21]. Other significant factors that affect the LET performance of education graduates are admission test scores [22], degree course [23], English proficiency [24], and GPA of the students [25]. There have also been several attempts to discover models [26] in predicting the performance in licensure examination which recommended further extensive study covering other independent variables [27] and alternative approaches [28].

The present study bears similarities with the literatures presented which all point out to the importance of holistic formation of pre-service teachers by taking into consideration the factors contributing to their success in the Licensure Examination for Teachers (LET). However, there is a dearth in studies conducted in the past focused on assessing the eligibility of HEIs to qualify as a Center of Development (COD) or as a Center of Excellence (COE) in Teacher Education which is the main focus of this research.

1.4. Theoretical Background

This study is anchored on the Framework for Priority Action for Change and Development in Higher Education which strongly believed that the role attributed to education in general and to higher education in particular will determine the solution to the problems faced by the society. Priority actions at the national level require states, including their governments, parliaments and other decision-makers to consider and use higher education as a catalyst for the entire education system; develop innovative schemes of collaboration between institutions of higher education and different sectors of society to ensure that higher education and research programs effectively contribute to local, regional and national development [29].

This study is also anchored on the National Competency Based Teacher Standards (NCBTS) [30] which is one of the key elements of the TEDP (Teacher Education Development Program). TEDP is the expression of a remarkable competency based framework that would direct all guidelines, improvements, and undertakings related to teaching and teacher development. NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching which is used by DepEd to formulate its hiring, promotion, supervision and other policies related to the teaching profession.

Considering the profile of the education graduates and their performance in the Licensure Examination for Teachers (LET), this research examined the areas of strength and weakness of the education programs and determined the viability of the school to qualify as a Center of Development (COD) in Teacher Education particularly in the area of instructional quality. Figure 1 is the research framework for the study.



Figure 1. Trend of DLSL Education Graduates LET Performance

2. RESEARCH METHOD

The study employed descriptive-correlational and comparative survey with documentary analysis. Quantitative trend analysis was used on the secondary data collected from records officially released by the Professional Regulation Commission (PRC) to DLSL for the five-year period to determine the eligibility of the school to qualify as a Center of Development in Teacher Education in the area of instructional quality (graduates' performance in the LET). With reference to the records provided by the College Registrar's Office, only the first-time takers per batch were considered totaling to 146 (50 Elementary and 96 Secondary Education) graduates. Pearson Correlation Coefficient was employed to establish if there is a significant relationship between the graduates' English proficiency and their performance in the LET - General Education category. Analysis of Variance (ANOVA) was utilized to ascertain if there is a significant difference on the performance of DLSL Education graduates in the LET from 2011 to 2015 when grouped according to their profile.

3. RESULTS AND DISCUSSION

In order to identify and understand the trend of performance, LET results from 2011 to 2015 as well as other pertinent data were tabulated and subjected to appropriate statistical treatment. The profile of the education graduates considered in this study is presented on Table 1.

Table 1. Profile of DLSL Education graduates for the years 2011 to 2015

Profile		Frequency	Percentage
Field of Specialization	BEED	34	23.3
	BSE-E	44	30.1
	BSE-F	8	5.5
	BSE-M	26	17.8
	BSE-S	18	12.3
	SPED	16	11.0
Year LET was taken	2011	22	15.1
	2012	32	21.9
	2013	17	11.6
	2014	32	21.9
	2015	43	29.5
GPA	1.30-1.59	34	23.3
	1.60-1.89	80	54.8
	1.90-2.19	27	18.5
	2.20-2.49	5	3.4
English Diagnostic Test	Failed	47	32.2
	Passed	99	67.8
Culture Fair Intelligence Test	Low	4	2.7
	Below Average	14	9.6
	Low average	18	12.3
	Average	33	22.6
	High Average	24	16.4
	Above Average	32	21.9
	Superior	19	13.0
	Very Superior	2	1.4
	TOTAL	146	100.0

Table 1 shows that majority of the LET takers were Secondary English Majors constituting 30.1% followed by Elementary Education graduates with 23.3% while the Secondary Filipino Majors accounted for the minority of 5.5%. During the five-year period, the least number of first-time examinees was recorded in 2013 with only 17 takers while 2015 had the largest which was nine more than twice that of 2013.

One hundred fifteen out of the 146 or 78.77% of the LET passers were either academic scholars or working students who have passed the qualifying marks and maintained good academic standing set by the Education Department to ensure the quality of their graduates. Most of them were academically qualified students from economically disadvantaged families who were entitled to free tuition and other fees. Aside from enjoying this benefit in exchange for maintenance or clerical services rendered to the school, these scholars were trained to be responsible and industrious individuals with positive attitudes toward their job.

This academic excellence is also manifested by the performance of the 80 out of 146 or 54.8% of the LET passers whose Grade Point Average (GPA) fall on the range of 1.60 – 1.89 (the average rating to qualify for Dean's List is at least 1.75). This is further supported by the high passing rate of 67.8% in the English Diagnostic Test being given by the Institutional Admissions and Testing Office (IATO) to aspiring future educators as they take their admissions tests prior to enrolment in the program.

The Culture Fair Intelligence Test (CFIT), which is non-verbal and requires only the examinees to be able to perceive relationships in shapes and figures, is administered by the guidance office to the graduating students to advise them with regard to probable success in job placement. The test helps in assessing an applicant's potential to perform job-relevant tasks that involve cognitive ability. With respect to the results of the CFIT, the preponderance of LET passers' rates range from average to high average.

Out of the 146 education graduates, 33 examinees or 22.6% had average scores which implied that their mental capacity was functioning fairly well wherein they can make reasonably good decisions in an average manner. They would be able to acquaint themselves in verbal and abstract reasoning and different situations but may have difficulty dealing with more complex problems. They would be able to acquire knowledge given moderate amount of learning. On the other hand, 32 LET passers or 21.9% achieved above average rating which means that they would be reasonably fast learners and would be able to acquaint themselves with the rudiments of a new job with ease. They can easily learn new things and adjust to new work procedures. Highly effective teachers are models of the professionalism and commitment expected in a modern teaching profession [31].

The trend of the national passing rate as well as the performance of DLSL elementary education graduates who are first-time takers of LET from 2011 to 2015 is shown in Figure 2.

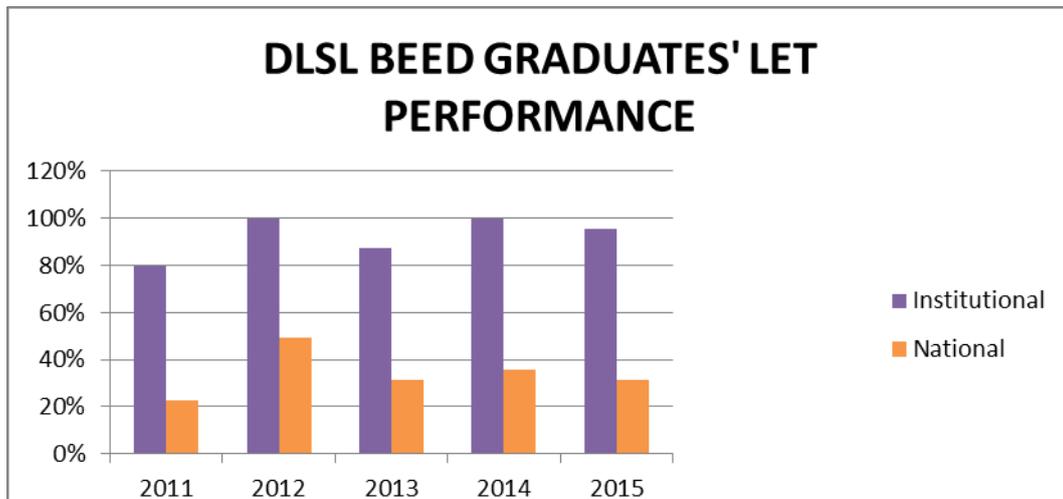


Figure 2. National vs. DLSL Institutional Passing Rates – LET (Elementary) 2011-2015

For the five-year period, the level of performance of BEED LET passers can be described as “very high” compared to the national passing rates as they were consistently in the range of 80% - 100% in the general education, professional education, and the general average categories. It is worth noting that the difference between the national passing rates and those of DLSL Elementary Education passers has been constantly increasing every year from 57.32% to 65.29% (Table 2). The best performance the elementary education graduates exhibited in 2012 and 2014 where they had 100% passing rates is also commendable. This indicates that the training and courses being given by DLSL to the elementary education students are based on the PRC and DepEd’s NCBTS requisites.

Table 2. Percentage of Difference between LET National and DLSL Elementary Education Passing Rates

Year	National Passing Rates (%)	DLSL Passing Rates (%)	Difference (%)
2011	22.68%	80%	57.32%
2012	49.29%	100%	57.71%
2013	31.18%	87.50%	56.32%
2014	35.74%	100%	64.26%
2015	31.36%	95.65%	65.29%

The “excellent” performance of the secondary education graduates is evidently seen in Figure 3 as they consistently garnered passing rates ranging from 93.75% to 95.45% in the general education, professional education, major field and the general average categories. These are relatively higher than those of the elementary education graduates considering that there were more BSE than BEED examinees, 96 (or 65.75%) compared to 50 (or 34.25%) out of the 146 DLSL LET passers.

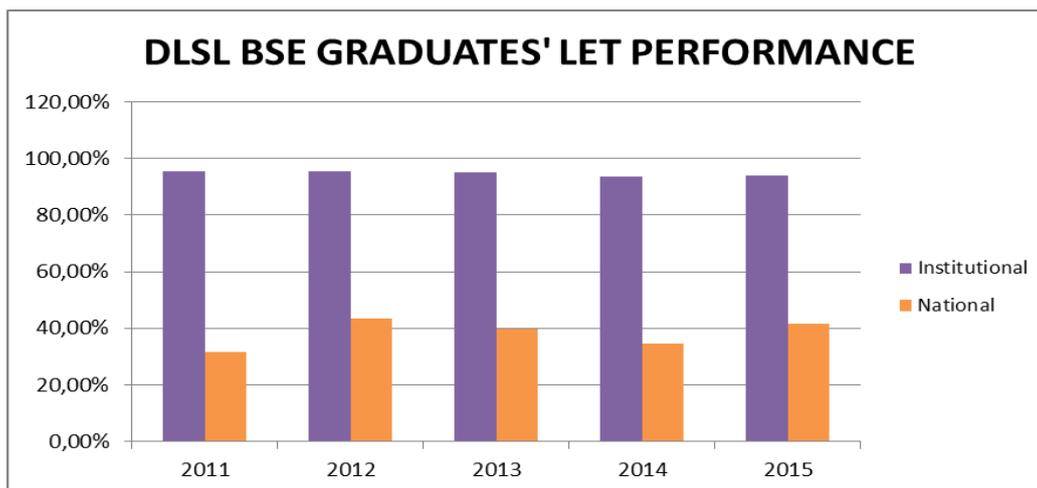


Figure 3. National vs. DLSL Institutional Passing Rates – LET (Secondary) 2011-2015

Compared with the national passing rates, DLSL secondary education passers were always higher and steadily maintained a difference ranging from 51.95% to 64% as shown in Table 3.

Table 3. Percentage of Difference between LET National and DLSL Secondary Education Passing Rates

Year	National Passing Rates (%)	DLSL Passing Rates (%)	Difference (%)
2011	31.45%	95.45%	64.00%
2012	43.50%	95.45%	51.95%
2013	39.75%	95.24%	55.49%
2014	34.41%	93.75%	59.34%
2015	41.75%	93.94%	52.19%

The Philippine Business for Education (PBE) has released a list of top and worse performing TEIs in the 2014 Licensure Examination for Teachers. Worse performers are those that registered only 20 percent passing rate in teachers' board from 2009 to 2014 for both elementary and secondary education [10]. According to Tan, in an article published in PBE's website, it said that though the performance of TEIs in LET "generally improved" in 2014, there are still about more than half of the 1,200 TEIs in the country that "have more than 50 percent of their graduates" failing the teachers board [10]. PBE also said that "the performance of TEIs with less than 20 percent test-taker passing rate in the Secondary LET continues to deteriorate."

Based on the criteria and scoring guide set by CHED for the selection of COEs and CODs in Teacher Education, particularly on instructional quality, DLSL constantly surpassed the minimum requirement of at least 65% passing percentage for COD in terms of quality of performance of graduates in the LET for the past five years. This implies that DLSL can be considered as one of the HEIs based on the description set by Ladia et. al. [8].

Table 4 shows that in the general education category, majority of the education graduates performed high: 77 examinees (or 52.7%) obtained ratings in the range of 80% - 84%, 13 (or 8.9%) got scores ranging from 85% - 89% while only six examinees or 4.10% failed. Likewise, in the professional education category the bulk of the LET passers' scores were in the 80% - 84% range whereas the number of failures was lower by one. This implies that the Education Department ensures total development of the pre-service teachers by giving emphasis to both general education and professional education courses. In a similar manner, half of the secondary education LET passers performed "high" in the major field as they got scores ranging from 80% - 84% while only five examinees failed.

Table 4. Performance of DLSL Education graduates in the LET from 2011 to 2015

Categories	Range	Frequency	Percentage
General Education	60-64	2	1.4
	65-69	3	2.1
	70-74	1	0.7
	75-79	50	34.2
	80-84	77	52.7
Professional Education	85-89	13	8.9
	65-69	1	0.7
	70-74	4	2.7
	75-79	61	41.8
	80-84	66	45.2
General Average	85-89	14	9.6
	65-69	2	1.4
	70-74	2	1.4
	75-79	54	37
	80-84	84	57.5
Major Field for Secondary Education Graduates	85-89	4	2.7
	TOTAL	146	100
	65-69	2	2.1
	70-74	3	3.1
	75-79	34	35.4
	80-84	48	50
	85-89	7	7.3
	90-94	2	2.1
	TOTAL	96	100

Looking into the overall performance, Table 4 shows that more than half (57.5%) of the LET examinees got scores ranging from 80% - 84% in the general average category. Also, in Table 5 we can observe that out of the 146 first-takers, only 4 did not pass the test with one coming from the BEED, another from BEED-SPED and the other two are secondary education major in Social Studies. This indicates that the quality of pre-service training given to the BSE graduates were aligned with the DepEd-NCBTS requirements. This is supported by the results of the study of Mayuga [17] which revealed that there was a significant relationship between the LET performance of DLSL pre-service teachers and the extent of implementation of field study courses and internship and the learning skills developed among the field study and intern students were fully mastered.

Table 5. Breakdown of the education graduates LET performance in the general average category

Field of Specialization	General Average					Total
	65-69	70-74	75-79	80-84	85-89	
BEED	1	0	12	21	0	34
BSE-E	0	0	19	24	1	44
BSE-F	0	0	1	6	1	8
BSE-M	0	0	9	15	2	26
BSE-S	0	2	4	12	0	18
SPED	1	0	9	6	0	16
Total	2	2	54	84	4	146

Table 6 shows that there is a direct relationship between the graduates' English proficiency and their LET- General Education performance. The r -value of 0.382 indicates that there is a positive slight correlation between the two variables. Since the p -value of 0.00000019308 is less than 0.05, this signifies a significant relationship implying that those who passed the English Diagnostic Test tend to perform well in the GE category of the LET.

Table 6. Relationship between the graduates' English proficiency and their performance in the LET - General Education category

General Education	English Diagnostic Test		Interpretation
	r - value	p - value	
	.382**	1.93081E-06	Significant

This is similar to the findings of Pascua and Navalta which looked into the determinants of LET Performance of the Teacher Education Graduates in Nueva Viscaya State University and identified that graduates with English proficiency of 70 percentile rank and above performed better in the LET than those with percentile ranks of 40.00-49.99 and less than 40 [23]. Likewise, graduates with English proficiency percentile scores of 50.00- 59.99 and 60.00-69.99 performed better than those students with English proficiency percentile ranks of 40.00-49.99.

When grouped according to their profile, there were significant differences in the performance of DLSL education graduates in terms of the year LET was taken, their GPA, their English Proficiency and results of Culture Fair Intelligence Test as shown in Table 7. No significant difference was found between the education graduates' field of specialization and their performance in the LET. This implies that their general average do not vary whether they are elementary education or secondary education graduates.

Table 7. Difference on the performance of DLSL Education graduates in the LET from 2011 to 2015 when grouped according to their profile

	General average		Interpretation
	<i>F</i> - Value	<i>p</i> - Value	
Field of Specialization	1.682	.144	Not Significant
Year Taken	4.894	.001	Significant
GPA	15.519	.000	Significant
EDT	13.391	.000	Significant
CFIT	5.390	.000	Significant

Multiple comparisons between the means of the education graduates' performance by year reveal that the significant differences were found between 2011 and 2012 and between 2012 and 2014 (Figures 4 and 5).

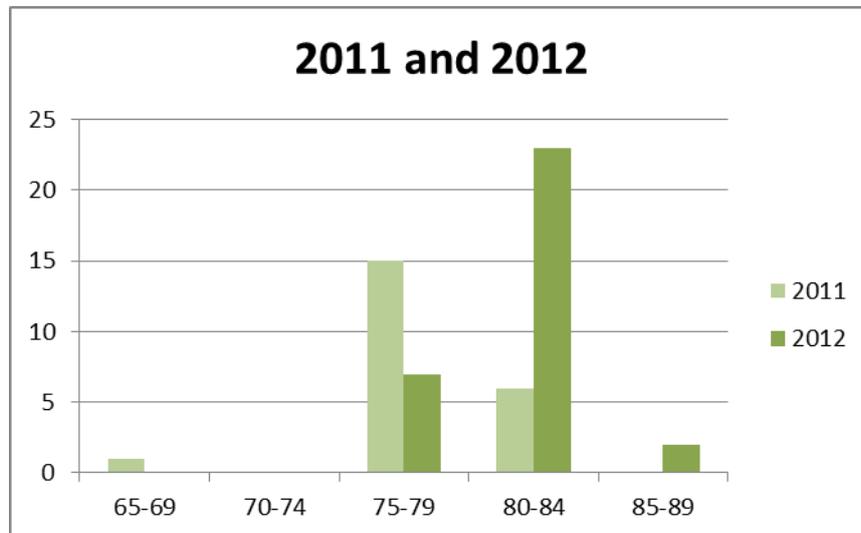


Figure 4. Comparison of Education Graduates' LET Performance between 2011 and 2012

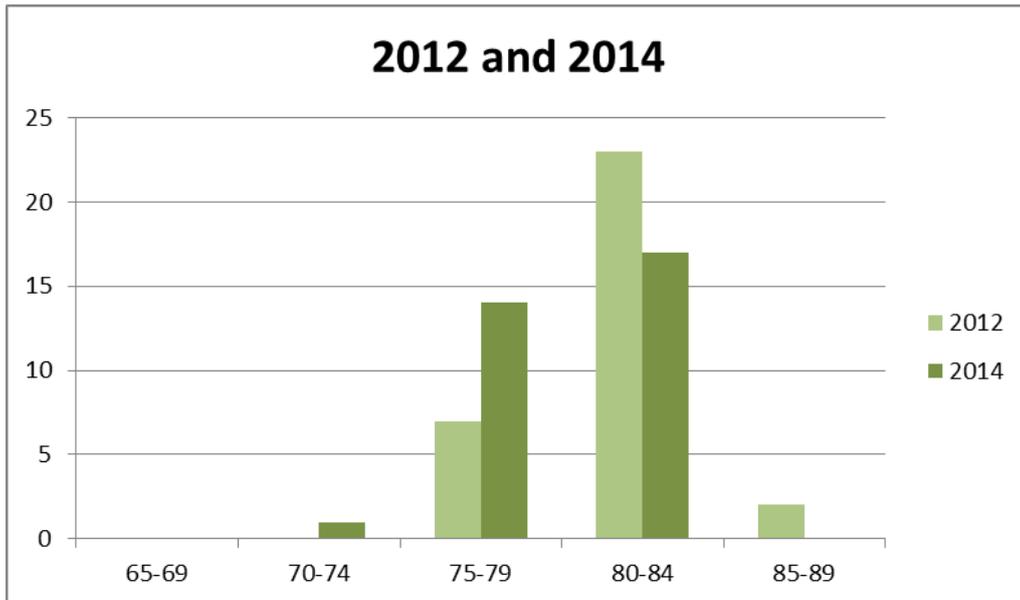


Figure 5. Comparison of Education Graduates' LET Performance between 2012 and 2014

Likewise, Analysis of Variance (ANOVA) indicates a significant difference in the LET performance of education graduates in terms of their GPAs.

Based on Figures 6a and 6b, it could be inferred that obtaining a high GPA might translate to excellent performance in the LET. Although it could be seen that the bulk of the passers' GPA fall on the education graduates' passing rates in the range of 80% - 84%, not in the highest range of 85%-89%. This is similar to the claim of Pascua & Navalta²³ that a key factor concomitant with the LET performance of students is Grade Point Average. They concluded that education graduates with high GPAs tend to perform excellently in the LET.

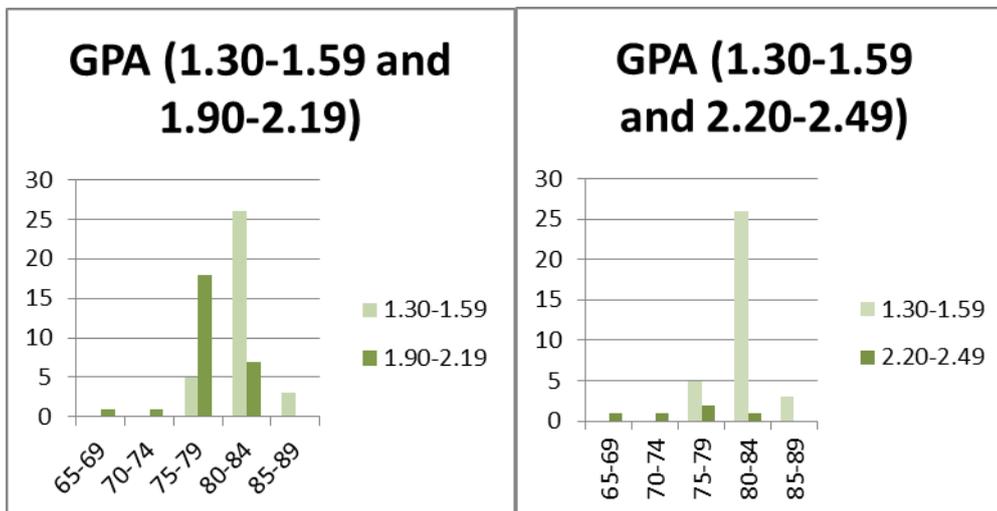


Figure 6a. Differences in Education Graduates' LET Performance in terms of GPA

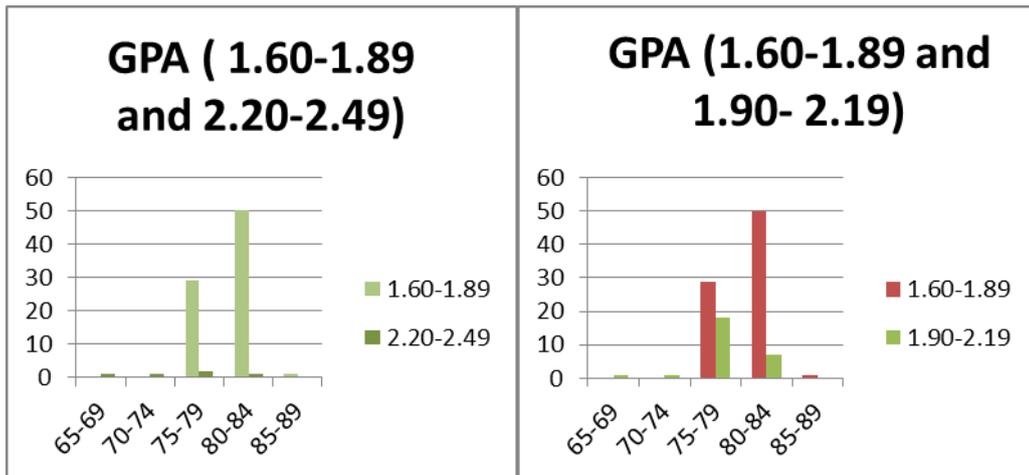


Figure 6b. Differences in Education Graduates’ LET Performance in terms of GPA

A significant difference between the general averages of the education graduates when they are grouped according to their English Diagnostic Test (EDT) results was likewise noted. Looking at Figure 7, it could be ascertained that passing the EDT also translates to passing in the LET but it is interesting to note that majority of those who got 80% - 84% passing rates in the General Average failed in their EDT. This is similar to the result of the study of Pascua & Navalta which concluded that one of the main factors associated with LET performance is the English proficiency pointing out that a high performance in the LET can be expected from education graduates if their English proficiency is high [23].

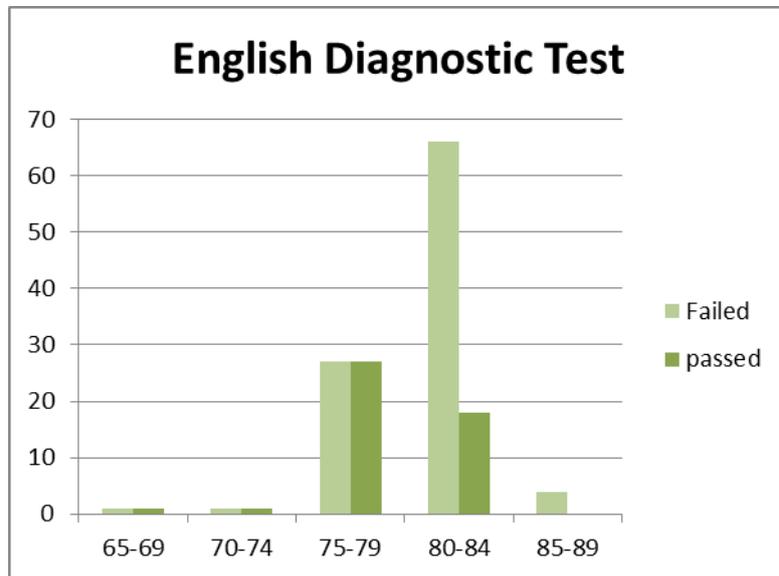


Figure 7. Differences on Education Graduates’ LET Performance in terms of English Proficiency

Likewise, the significant difference between the general average of the education graduates when they are grouped according to their Culture Fair Intelligence (CFIT) results is illustrated in Figure 8. It could be surmised that majority of those who got 80% - 84% passing rates in the General Average got Above Average scores in their CFIT which implies that the high average to above average ratings of education graduates in the CFIT could render a high performance in the LET.

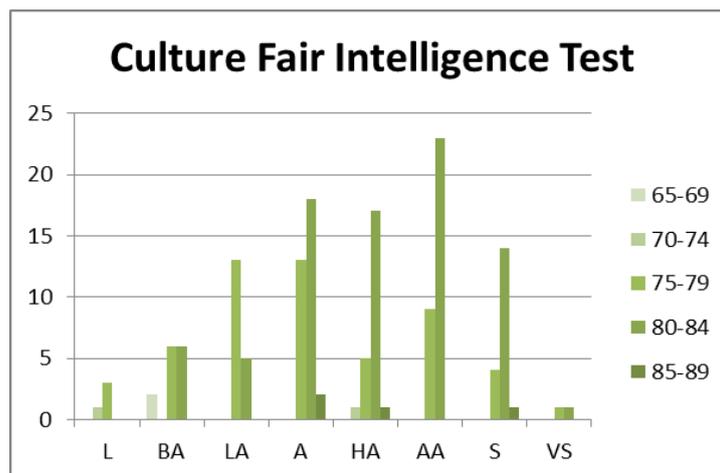


Figure 8. Differences on Education Graduates' LET Performance in terms of CFIT

4. CONCLUSION

Quality teaching and student learning should be the focus of every educational institution. In order for student learning to be enhanced, quality teaching initiatives should not only focus on the teacher but should encompass the whole institution and the learning environment.

Based on the results of this study, a syllabus was proposed incorporating the strategies to further improve the program offerings of the Education Department particularly in terms of curriculum development, recruitment and selection of qualified students, continuous professional training for faculty, and more intensified LET review for the education graduates. The findings of this study show that DLSL is eligible to qualify as a Center of Development for Teacher Education in the area of instructional quality, particularly in the quality of performance of graduates.

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