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Predictors of BEEd Licensure Examination for Teachers (LET) Performance at CBSUA Pasacao Campus, SY 2016–2017 to 2018–2019

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Abstract: ***The study was conducted to analyzed and determine the predictors of BEEd LET Performance of CBSUA Pasacao from SY 2016-2017 to 2018-2019. Specifically, it aims to: analyzed the academic profile of the respondents in terms of HS General Weighted Average (GWA); Practicum Performance, Academic Achievements in General Education & Professional Education, and college GWA; identify the level of utilization of learning facilities in terms of library, classroom and laboratory facilities; assess the LET result of the BEEd graduates for three consecutive years; and finally, to determine if there is a significant relationship between the academic profile and learning facilities to the LET result of the respondents. The findings showed that the Majority of the BEEd passers of CBSUA Pasacao Campus mainly exhibited a "Very Good" Academic record along with Practicum Performance, Professional Education Scholastic Grade, college GWA while some of the respondents acquired a "Needs Improvement" HS General Weighted Average. Furthermore, the Level of Utilization of learning facilities in terms of library, Classroom and Laboratory facilities obtained an average mean of 4.06 with a verbal description of "much useful. With regards to the performance in the LET, results show that the BEEd graduates acquire an above the national passing percentage but with a verbal description of "Very Low" level of LET performance in three-year exams. Furthermore, with regards to the relationship, findings of the study revealed that HS GWA, college GWA, and Professional Education Academic Achievement formed a significant set of predictors for passing the Licensure Examination for Teachers. Hence, these variables need to be considered an essential attribute in developing a college Admission and Retention Policy and implement an enhancement and intensive review program to better prepare graduates in the Licensure Examination.***

Keywords: Bachelor of Elementary Education (BEEd), Licensure Examination for Teachers (LET), learning facilities, general weighted average, general education, professional education

1. Introduction

Every year, thousands of Teacher Education graduates from different universities and colleges are taking the Licensure Examination for Teachers. However, only a few successfully passed the board exam, as mentioned by Malaluan (2017) in the article published by the Philippine Business of Education that more than half of the 1, 200 Teacher Education Institutions in the country has more than 50% of their graduates failing the teachers' board examination.

The Central Bicol State University of Agriculture – Pasacao Campus was not exempted from this reality. The LET results have not been consistent in attaining the 62.00% university target in the licensure or acquiring an above the national passing percentage. As per record shows in the Professional Regulation Commission, the college has a decreasing number of passers in both secondary and elementary. To mention, in ten consecutive exams from 2012 to 2016, the CBSUA Pasacao campus got an overall passing percentage of 26.92%, 39.78%, 33.33%, 37.93%, 17.31%, 15.79%, 11.86%, 30.0, 25.81%, 11.86% while 75%, 72.34%, 60%, 35%, 26.32%, 24%, 31.25%, 28.26%, 30%, 12.82% in secondary and elementary, respectively. These clearly show that the passing percentages are still short and the quality of graduates decreases every year, particularly with the LET result of the repeaters. With these trends, innovative and continuous intervention programs must be undertaken to improve the CBSUA graduates' performance in the Licensure Examination for Teachers. Hence, to improve the standard and quality of graduates, the researcher would like to study different variables, which may play an essential role in developing intervention schemes to improve the passing rate and acquire an above national passing percentage in the Licensure Examination for Teachers.

This study was conducted to determine the factors associated with success in the Licensure Examination for Teachers (LET) of the BEEd graduates of the CBSUA Pasacao Campus, covering September 2016 to April 2019 teachers examinations. Specifically, this study aimed to: traced the academic profile of the BEEd LET passers of CBSUA Pasacao Campus in terms of HS GWA, practicum performance, college entrance examination result, college rating in general education and professional education, and college General Weighted Average (GWA); identify the level of utilization of learning facilities in terms of library, classroom facilities, and laboratory; assess the LET result of the BEEd graduates in General Education and Professional Education; and finally, to determine if there is a significant relationship between the academic profile and learning facilities to the LET result of the respondents.

Objectives of the Study

The study determined the performance of the BEEd Passers in the Licensure Examination for Teachers (LET) during the examination periods 2017 to 2019 and some academic and school predictors that may affect it. Specifically, it sought answers to the following questions:

1) What is the academic profile of BEEd passers in terms of:
   a) High School GWA
   b) Practicum Performance
   c) Academic Achievements in General Education & Professional Education

d) College GWA
2) What is the respondents level of utilization of learning facilities in terms of library, Classroom Facilities, and Laboratory?
3) What is the LET performance of BEEd passers of CBSUA Pasacao Campus for the past three years?
4) How does academic profile of students significantly influence to the level of LET performances?
5) How does the extent of learning facilities utilization significantly influence LET performances?
6) What curricular innovation maybe recommended based from the findings of the study.

2. Research Methodology

The researcher used the ex post facto research method or causal-comparative method since she investigated accessible documents on the academic performance and LET rating of the BEEd graduates from 2016-2017 to 2018-2019. In addition, correlation and regression analysis were primarily used in this study to find the predictors affecting the BEEd LET passers' performance in the Licensure Examination for Teachers.

Respondents of the Study
The area of the study was the College of Education CBSUA Pasacao Campus BEEd graduates from 2016 to 2019. Only the BEEd LET passers were considered as the respondents of this study. The respondents' grades from first year to fourth year were computed to get the General Weighted Average (GWA). GWA was computed by multiplying the final grade obtained and the credit units for each subject. The products were then added together and the sum is divided by the total number of credit units enrolled.

Research Instrument
The instrument used was a checklist for library, classroom and laboratory facilities as evaluated by the BEEd passers. This was used to gather information as predictors in the LET Performance. While the data on HS General Weighted Average (GWA), Practicum Performance, academic Achievements in General Education & Professional Education, College GWA and LET performance were obtained from the registrars' office of CBSUA Pasacao Campus. As respects 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).

Method of Data Analysis
The data gathered were treated statistically using the following tools:
1) The frequency count and percentage were used to determine the academic profile of the BEEd passers along HS GWA, Practicum Performance, Academic Achievements in General Education & Professional Eductaion, College GWA & learning facilities.
2) The mean was used to determine the level of performance of the graduates in the LET.
3) Correlation and regression analyses were used to determine the predictors of the academic profile & learning facilities to LET performance of BEEd passers.

Scoring. To determine the profile of the students as to the aforementioned variables, hereunder are the scales. **SCALE**	**Academic Performance**	**LET Performance**
Excellent (E)	1.4 – 1.0	90 and above
Very Good (VG)	1.9 – 1.5	85 – 89
Good (G)	2.4 – 2.0	80 – 84
Fair (F)	2.9 – 2.5	75 – 79
Needs Improvement (NI)	3.0 – 5.0	Below 75

Adapted from Salvacion Junio – Pachejo's and Wendelyn A. Allaga's published article entitled "Academic Predictors of the Licensure Examination for Teachers' Performance of the Rizal Technological University Teacher Education Graduates"

3. Results and Discussion

Academic Profile of BEEd passers
The study looked into the following profile of the respondents.

Table 1: Academic Profile of BEEd Passers

LEVEL	HS GWA	PRACTICUM	GE	PROF. ED	COLLEGE GWA
(94-100%)	-				
Very Good (1.9 – 1.5)	22.97%	79.73%	39.19%	75.68%	51.35%
Good (2.4 – 2.0)	64.86%		60.81%	24.32%	48.65%
Fair (2.9 – 2.5)	10.81%				
Needs Improvement (3.0-5.0)	1.35%				
Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Table 1 shows the academic profile of the BEEd graduate along HS GWA, practicum performance, academic achievement in General Education and Professional Education and college GWA.

On HS GWA. Majority of the graduates (48 or 64.86%) got ratings described as "Good".

On Practicum Performance. Almost all of the graduates (59 or 79.73%) got practicum grades described as "Excellent".

Academic Achievement in General Education. Almost all of the BEEd passers (45 or 60.81%) got an average of GE grade described as "Good".

Academic Achievement in Professional Education. Majority of the graduates (56 or 75.68%) got an average in Professional Education grade described as "Excellent".

On College General Weighted Average. Majority of the graduates got a general weighted average described as "Very Good" with 1.95 mean.

The result clearly shows that most of the BEEd passers of CBSUA Pasacao Campus exhibited either a “Very Good” or “Good” academic performance during the four years of staying in the college, while few students were accepted the college whose HS GWA falls below 2.5. Therefore, the College of Education accepts entrants having a rating of a line of seven.

The results of this study contradict the idea of the research conducted by Rabanal et al. (2018) on the Licensure Examination for Teachers (LET) Performance of the University of Northern Philippines Graduates. They suggested that a more strict admission and retention policy be implemented for Teacher Education Institutions to improve performance on the licensure exams.

Level of Utilization of learning Facilities

Table 2 reflected the Level of Utilization of Learning Facilities in contribution to the LET performances as perceived by the BEEd passers in terms of Classroom Facilities, Library and Laboratory Facilities.

Table 2: Level of utilization of Learning Facilities

Learning Facilities	MEAN	I
Classroom Facilities	4.15	Much Useful
Library	4.14	Much Useful
Laboratory Facilities	3.89	Much Useful
TOTAL	4.06	Much Useful

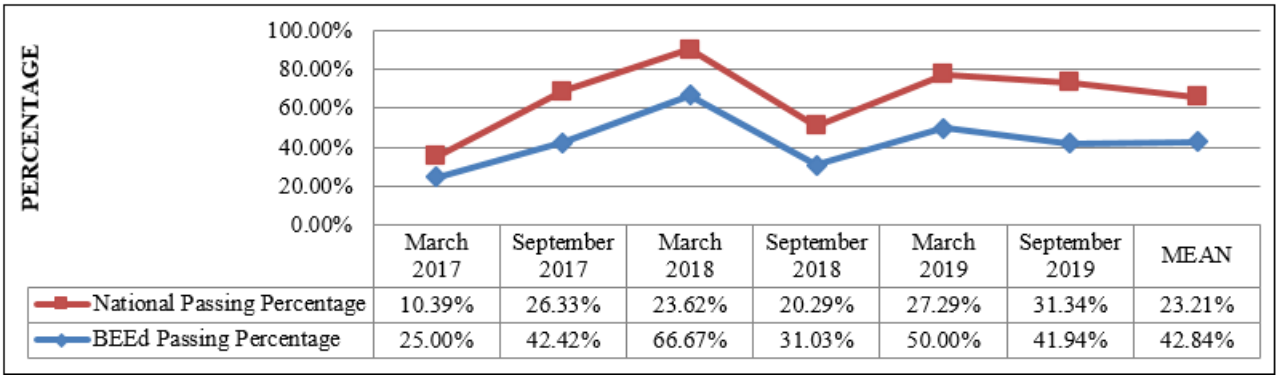
Legend

Value Scale	Mean Range	Interpretation
5	4.21-5.00	Very much Useful
4	3.41-4.20	Much Useful
3	2.61-3.40	Average Useful
2	1.81-2.60	Less Useful

The BEEd level of utilization of Learning Facilities excelled along with classroom facilities (4.15 mean), followed by the library (4.14) and laboratory facilities (3.89) being at the lowest rank. In general, the result implied that the Learning Facilities of CBSUA Pasacao Campus have been very "much useful" in learning as perceived by the BEEd respondents during their four years of staying on the campus. The result also implied that the learning facilities with proper lighting and ventilation, available and conducive classrooms, and neat, hygienic, and orderly laboratory rooms were among the services highly utilized by the BEEd graduates.

LET performance of BEEd graduates for the past three years

Figure 1 presented the BEEd Level of LET Performance for three consecutive examination-periods, namely: March 2017, September 2017, March 2018, September 2018, March 2019 and September 2019. It can be noted from the figure that the BEEd passing percentage was consistently above the national passing percentage. Further, the figure showed that the BEEd passing percentage was either increasing or decreasing. In September 2018, the BEEd passing rate dropped slightly from 66.67% passing percentage in March 2018 to 31.03% passing percentage in September 2018. Although, it also shows vivid increase in March 2019 with 50.00% passing percentage.



	March 2017	September 2017	March 2018	September 2018	March 2019	September 2019	MEAN
National Passing Percentage	10.39%	26.33%	23.62%	20.29%	27.29%	31.34%	23.21%
BEEd Passing Percentage	25.00%	42.42%	66.67%	31.03%	50.00%	41.94%	42.84%

Figure 1: Level of LET Performance of BEEd for the past three years

Legend:
Ranges Level
85> High (H)
75-84 Average (A)
65-74 Low
<64 Very Low

The result of this study clearly showed that the overall LET Performance of BEEd graduates of CBSUA Pasacao campus got a higher passing percentage as compared to the National Passing Percentage.

However, the data also revealed that in general, the over-all performance rating of BEEd was 42.84% classified as very low performance. The findings of this research implied that the performance of BEEd graduates of CBSUA Pasacao has been very low which may indicate that their preparations in all the component areas are deficient. Considering the university target of 60% in the licensure, the BEEd LET result for three consecutive years is not yet a good indicator of achieving a quality and well-rounded graduates. These result signified a room for improvement of performance so that higher ratings can be achieved for the benefits of examines and teacher-education program of CBSUA Pasacao. Furtheremore, this result suggests the need to do more

interventions to increase the LET scores of the BEEd graduates.

The said findings are in accordance with the Philippine Business for Education (PBEd) study on the LET performance among TEIs in the Philippines, which revealed a poor result. PBEd also discovered that at least half of TEIs perform below the national average passing rate. TEIs with a five-year track record of poor performance was even recommended to stop offering teacher education programs. Similarly, Nool and Ladia also revealed poor LET performance of 110 TEIs in Central Luzon from 2009 to 2016 and struggled to meet the national passing requirement of 60.00%.

Correlation of Academic Profile and LET performance

Table 4 shows whether Academic Profile could significantly affect the LET performance of BEEd graduates of CBSUA Pasacao.

Among the respondents academic profile, only HS GWA (r =.252; p<.05), College GWA (r =.260; p<.05) and General Education Academic Achievements (r =.294; p<.05) have a positive and slight correlation on their LET performance. These results confirm that the higher HS GWA and the higher competencies that the students acquired and learned in the academic subjects, the higher performance in the Licensure Examination for Teachers. The table further reveals that HS GWA, academic achievements in Professional Education and College GWA formed a significant set of predictors for passing the licensure examination for teachers (LET) but not to a significant extent. This supports the findings in the study conducted of (Dagdag, J. D. et. al 2017) that student's academic performance is a good predictor of licensure examination for teachers' performance. Furthermore, the results of this study are similar also to **Quiambao, etal (2015), who analyzed the results of DHVTSU College of Education Graduates LET performance. She concluded that the** students' intelligence quotient, and students' grade point average formed a very significant set of predictors for passing the licensure examination for teachers. Similar study conducted by Pachejo, S. and Allaga, W. (2013) that academic grades of the student serves as the predictor in achieving 90% of passing rate for 2010 board examination.

Table 4: Significant Influence of Academic Profile to the LET Performance

Variables	r-value	r2	Probability Value
HS GWA	0.252*	0.064	0.031
Practicum Performance	0.208	0.043	0.075
College GWA	0.260*	0.068	0.025
General Education Academic Achievement	0.182	0.033	0.121
Professional Education Academic Achievement	0.294*	0.086	0.011

Reference: Appendix C

Note: **. Correlation is significant at the 0.01

*. Correlation is significant at the 0.05

Correlation of Extent of Utilization of Learning Facilities and LET performance

Table 5 shows that among three variables on the Utilization of Learning Facilities, the computed r-value of 0.004, 0.016 and 0.017 were greater than.05 level of significance so, the null hypothesis of non-significance was accepted. Therefore, the library, classroom and laboratory facilities had no significant effect on the LET performance of BEEd passers. It implied that the performance of the groups of passers in the board examination have not been related to the LET performance. It further pointed out that regardless of the availability learning facilities in the campus, the BEEd passers made use of their learned knowledge, cultivated skills and positive attitude enforced by other predictors to successfully pass the examination.

Table 5: Extent Level of Utilization of Learning Facilities

Variables	r-value	Probability Value
Library facilities	0.004	0.974
Classroom Facilities	0.016	0.893
Laboratory Facilities	0.017	0.889

Reference: Appendix D

Note: **. Correlation is significant at the 0.01

*. Correlation is significant at the 0.05

4. Conclusion and Recommendations

1) The BEEd passers of CBSUA Pasacao Campus mainly exhibited a "Very Good" Academic record along with Practicum Performance, Professional Education Scholastic Grade, college GWA while some of the respondents acquired a "Needs Improvement" HS General Weighted Average.
2) The Level of Utilization of learning facilities in terms of library, Classroom and Laboratory facilities obtained an average mean of 4.06 with a verbal description of "much useful. "
3) The BEEd Level of LET Performance for three consecutive examination-periods was consistently above the national passing percentage. However, the over-all performance rating of BEEd was 42.84% classified as "very low" level of LET performance.
4) The library, classroom and laboratory facilities had no significant effect on the LET performance of BEEd passers.
5) The BEEd passers academic profile along HS GWA, college GWA, and Professional Education Academic Achievement formed a significant set of predictors for passing the Licensure Examination for Teachers.

Based on the conclusions established in the study, the following recommendations are made:

1) The College of Education should create and implement an Admission and Retention Policy to admit and retain only the most qualified students;
2) Implement an enhancement and intensive review program to better prepare graduates in the Licensure Examination. Also, the program should consider benchmarking from LET performing universities, hire more competent professors to teach the course, and ensure the authenticity of the course.
3) Another research study should be done in the future to continually assess teacher education's new curriculum while taking into account other predictors such as the faculty profile, teaching experience, faculty teaching effectiveness, College Entrance Examination result, students' readiness in taking the LET.

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