

PERFORMANCE OF TEACHER EDUCATION GRADUATES IN THE LICENSURE EXAMINATION FOR TEACHERS

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ABSTRACT

This study aimed to analyze the performance of teacher education graduates in the Licensure Examination for Teachers from 2015-2018 for the purpose of assessing the relevance and effectiveness of the Teacher Education program. The study made use of the descriptive research design. The performance of graduates in the licensure examination was generated from the data released by the Professional Regulation Commission (PRC). It included the ratings of the graduates in each subject area cluster and the overall institutional performance. Data was analyzed using descriptive statistics. Results of the study showed that the three-year average performance of BSEd and BEEd graduates in the licensure examination was higher than the national passing percentage; however, the performance of the BSEd graduates was higher than the BEEd. The BSEd graduates obtained the highest mean score in the General Education subject whereas the BEEd achieved the highest mean score in Professional Education subject. The licensure examination performance of teacher education graduates reflects the quality of the Teacher Education program.

Keywords: *Licensure Examination, licensure examination performance, Teacher Education program, Teacher Education graduates*

INTRODUCTION

The global competitiveness of higher education institutions (HEIs) has turned into a complicated issue of balancing the trifocal functions of an institution. There has been a widespread discussion of the quality of higher education and the institution's performance. One of the issues facing HEIs nowadays is the quality of education they provide to their students. HEIs are expected to educate students in their chosen discipline and to prepare them for employment or practice of profession (Castillo, 2014). According to CHED, quality education today is measured not only by effectiveness, efficiency and sustainability but also by relevance. Relevance in education means addressing the needs of the students and the employers of today by providing the future graduates a curriculum of global comparability. HEIs have to produce graduates with relevant competencies that respond to the global challenges and development needs. For this reason, educational institutions continuously find ways to ensure quality of academic programs as well as the institution.

As a way of ensuring quality, HEIs employ various mechanisms to evaluate their educational quality. Greater attention was given to the outcome indicators such as employability of graduates, employer satisfaction and the results of licensure examinations. It is believed that the results of licensure examination coupled with other measurements provide a broad view of the outcomes. It is also used to measure the relevance and the effectiveness of a curriculum or academic program (Stewart et. al., 2004).

The Licensure Examination for Teachers (LET) is the assessment required of all applicants for registration as professional teachers as mandated by RA 7836. The examination for secondary level consists of three (3) parts, namely: general education, professional education and field of specialization, whereas, LET for elementary level covers only the general education and professional education courses. Achieving a high passing percentage in the licensure examination is one of the immediate concerns of every TEI since this is an indicator of good quality program being offered by an institution. That is why USL continuously evaluates its curricular programs through program reviews using various outcome indicators like the results of licensure examinations to ensure that academic programs are maintained at the highest possible level of quality and meet the need of the globalization.

Research Objective

This study aimed to assess the performance of graduates in the Licensure Examination for Teachers from 2015 to 2018. Specifically, it aimed to assess the following:

1. Performance of teacher education graduates in the licensure examination for the past three years from 2015-2018.
2. Performance of teacher education graduates in each subject area cluster

Significance of the Study

This study attempts to provide information about the status of the program and the needs of the students in order to pass the licensure examination. The results of the study serve as a mechanism for continuous quality improvement of the academic program. Moreover, the results of the study can provide information about program strengths and weaknesses, and serve as a guide to properly address the weaknesses of the graduates in the licensure examination.

Conceptual Framework

The conceptual framework for this study posits that student outcomes are a manifest of the quality of education (Killen, 2000; Bragg, 1994) offered by higher learning institutions. Moreover, the presence of effective continuous improvement practices like evaluation of the performance of graduates in licensure examinations provides the basis for further improvements in curriculum and instruction as well as educational and organizational policies and practices.

METHODS

The study made use of the descriptive research design to assess the performance of the graduates in the licensure examination for teachers from 2015-2018. The performance of graduates in the licensure examination was generated from the data released by the Professional Regulation Commission (PRC). It included the overall performance rating of the graduates in the licensure examination and their ratings in each subject area cluster. Descriptive statistics was used to describe the performance of the graduates in

the licensure examination and to identify the areas where the graduates performed well and areas that need to be strengthened.

RESULTS AND DISCUSSION

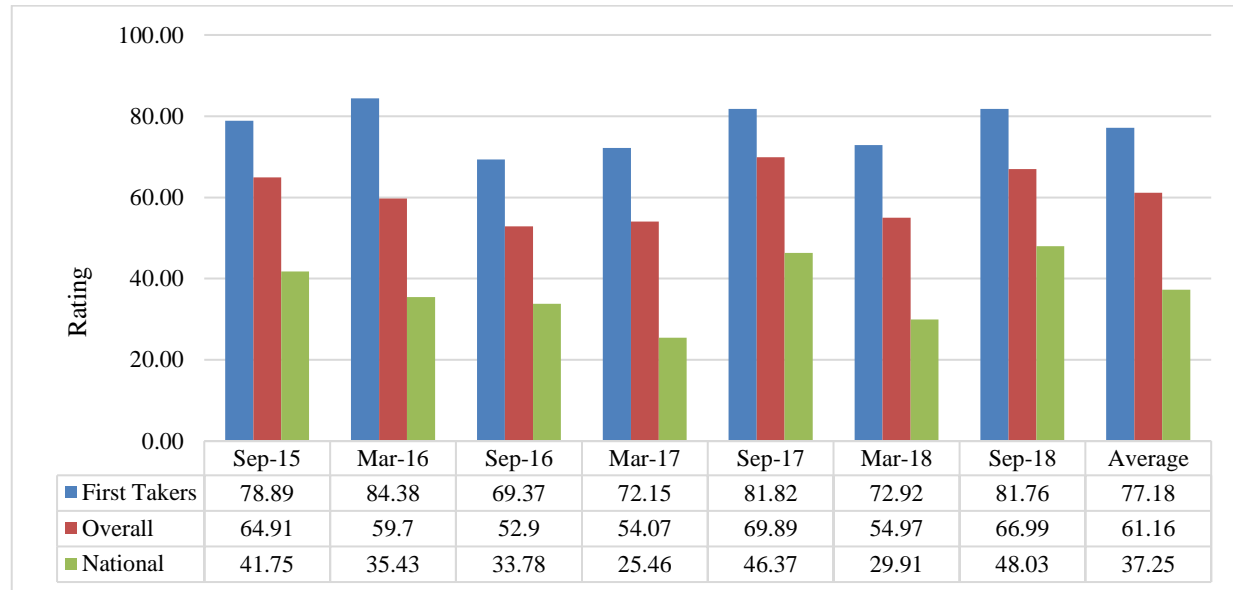


Figure 1. Licensure Examination Performance of BSEd Graduates

The graph shows that for the past three years from 2015 to 2018, the performance of the University in the Licensure Examination for Secondary Teachers has been consistently higher than the national passing percentage. The highest percentages were attained in September 2017 and 2018 for both first takers and overall performance. It has reached more than fifty (50) percent in all licensure examinations. This result is a manifestation of the quality of Teacher Education program provided by the University. This is confirmed by the Professional Regulation Commission CHED (2004) that the quality of academic programs is often based on licensure examination passing rates of its students

Meanwhile, the performance of the University in the Licensure Examination for Elementary Teachers from September 2015 to September 2018 was higher than the national passing percentage except in March 2017 when the institutional performance was lower than the national passing percentage (Figure 2). The first takers registered a passing percentage of at least seventy (70) percent in the last five (5) licensure examinations.

Comparing the performance of BSEd and BEEd graduates in the licensure examination, it revealed that the BSEd graduates performed better than the BEEd graduates. This finding is supported by Guanson and Marpa (2013) of PNU who asserted that graduates in the secondary education perform better in the licensure examination.

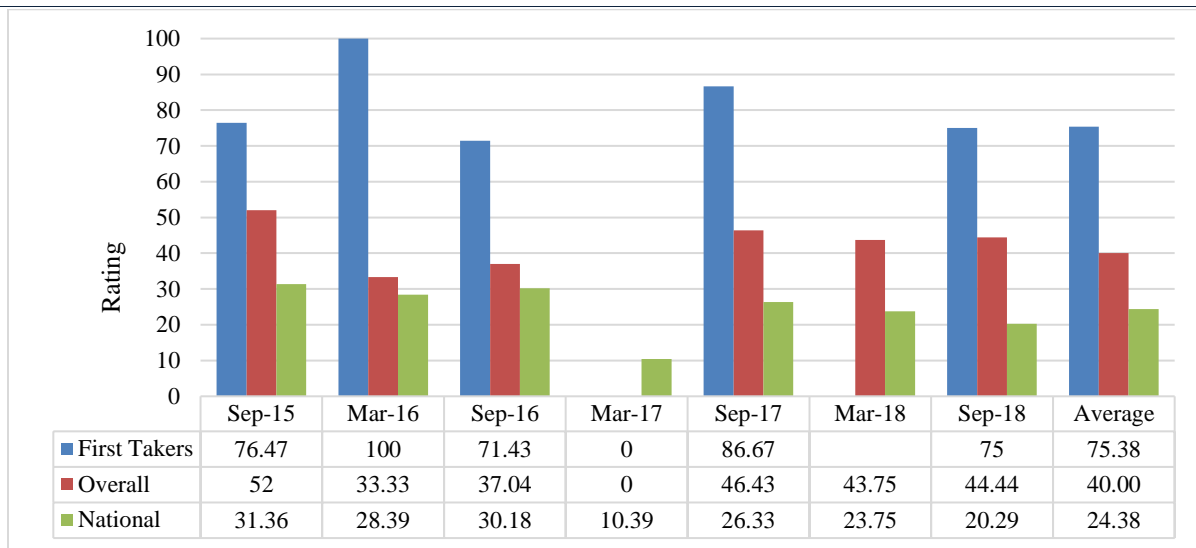


Figure 2. Licensure Examination Performance of BEEd Graduates

Figure 3 and 4 reflect the performance rating of the BSEd and BEEd graduates in the different subject area clusters.

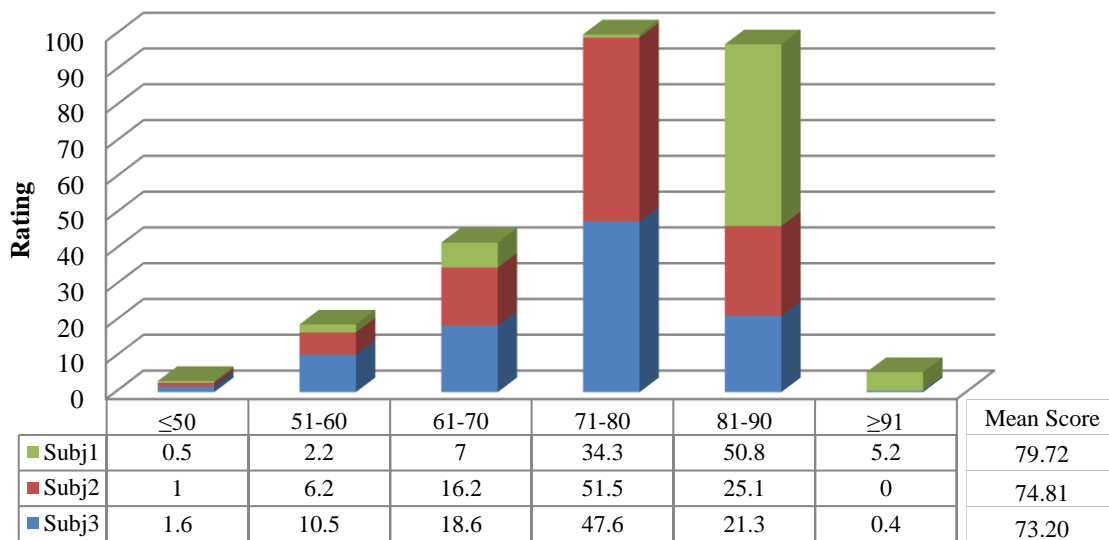


Figure 3. Licensure Examination Performance of BSEd Graduate per Subject Area

As disclosed in Figure 3, the BSEd graduates achieved the highest mean score in Subject 1 (General Education). More than half of the graduates have scores of at least 81 percent in the General Education area. The topics included under the General Education course are those subjects that are mostly taken in the lower years. In other words, these are the basic subjects for Teacher Education. Conversely, the graduates obtained the lowest mean score in Subject 3 (Field of Specialization). The result suggests that graduates find difficulty in this subject area. This result is consistent with the findings of previous researchers who

analyzed the LET performance of education graduates and noted that the LET takers obtained the lowest score in their field of specialization (Corpuz, et al., 2014; Antiojo, 2017 and Guanzon and Marpa, 2013).

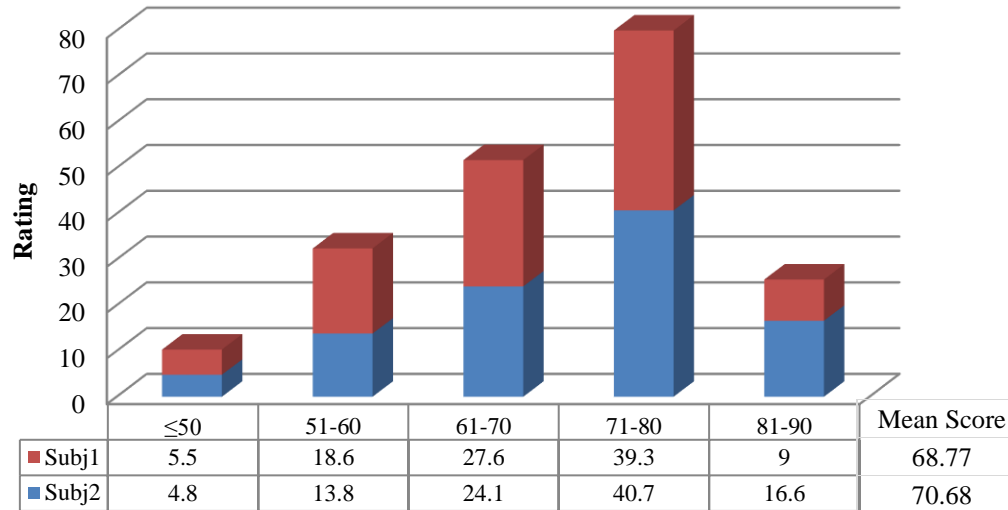


Figure 4. Licensure Examination Performance of BEd Graduate per Subject Area

The graph shows the performance of the BEd graduates per subject area. The graduates performed better in Subject 2 (Professional Education) than in Subject 1 (General Education). This finding may be attributed to the fact that principles, theories, laws and concepts in the professional education subjects are tackled in almost all the subjects. In addition, the Practice Teaching subject of the students enable them to apply all the principles and concepts learned allowing them to easily recall these when they take the LET. The finding of the study is supported by Antiojo (2017).

CONCLUSION

The licensure examination performance of Teacher Education graduates was consistently higher than the national passing percentage; however, the performance of the BEd graduates was higher than the BEd. The BEd graduates obtained the highest mean score in the General Education subject whereas the BEd achieved the highest mean score in Professional Education subject. The licensure examination performance of the Teacher Education graduates is a manifestation of the quality of the Teacher Education program.

RECOMMENDATION

Based on the findings of the study, it is recommended that the curriculum be further reviewed in response to the demands of globalization. Greater attention should be given to subject areas where students obtained the low mean score to further improve the performance of the graduates.

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