

Academic Achievement and LET Performance of the Bachelor of Elementary Education Graduates, University of Northern Philippines

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Abstract - This study was conducted to analyze the performance of the Bachelor of Elementary Education (BEE) 2013 graduates of the University of Northern Philippines (UNP). It determined the academic achievement in three subject components such as general, professional, and specialization and performance along the components of the Licensure Examination for Teachers (LET). The relationship of academic achievement to LET performance was also looked into. This study employed the descriptive method of research which is a combination of documentary analysis and correlation designs. The data gathered were treated statistically using mean and Simple Correlation Analysis. The findings showed that the respondents exhibited good academic achievement, most of the examinees passed the LET in all the components. There was a higher percentage of passer than non-passer in the LET. Academic achievement is significantly related to LET performance. Educational Institutions should continue to seek professional development ventures for the improvement of teaching competence and professional preparations. Thus, come out with quality output in the success of board examination leading graduates towards employment.

Index Terms – alumni, licensure exam, graduates, teacher, education, performance

INTRODUCTION

Educational institutions in a dynamic society are continuously concerned with employing competent teachers and instructors who could provide quality educational output. This need is shouldered within the portals of Teacher Education Institutions which produce teachers who could cope with challenges of changing time. The Teacher Education Institutions, therefore are keeping themselves abreast of changes for their program answer the needs and concerns of educational institutions. The qualifications, values, and attitudes of teachers towards the learners and the teaching profession are vital for the success of educational program.

As cited by Navarro et al. (2003), significant problems confronting higher education in the country have continuously resurfaced with the mass graduation of dysfunctional college

graduates who are ill-prepared to join the country's labor force are the most evident. Various World Bank-funded studies on the current state of Philippines higher education have unanimously described the level of education as "very sick." The Congressional Commission on Education (EDCOMM) which the Congress of the Philippines created in 1990 to review the status of higher education gave the following significant findings: 1) Mismatch between industry needs and academic training of students in colleges and universities is very evident; 2) Colleges and universities were offering courses in over-subscribed areas of studies, e.g. commerce, education and the like, irrespective of national development needs; 3) State supported institutions were competing with the private sector in the field. At great cost to the government, these state institutions were not producing quality graduates as expected; 4) The poor quality of graduates in higher education was attributed to poor quality teachers, inadequate teaching and learning facilities, and ill-structured curricular offerings.

With the above findings it is evident that the quality of higher education is put into question and a decline in standards exist. Sta. Maria (1995) in his article, "Higher Education in Trial" as stated by Navarro et al. (2003) claimed that the decline in standard is indicated by the low performance of graduates in government professional examinations and increasing unemployment of college graduates. Massive failures in government examinations could be attributed to the inadequate preparation of the candidates who in some cases hardly squeezed through the course. On the other hand, the increasing unemployment problem maybe attributed to the relevance factor-that is the tendency of the students to go into such overcrowded courses and other "soft" disciplines. Many degree holders either find employment outside their field of specialization or are forced to accept menial jobs. Thus, the so called mismatch between the product of the universities and the need of the Philippines as a developing country can reasonably be regarded as failure in quality.

Studies are conducted to evaluate performance and follow-up graduates enable the institutions to appraise the curricular offerings and come up with plans that will certainly equip the

students with the best possible trainings suited to maximize their contributions to the society.

This study evaluated the BEED program graduates of 2013. This served as a response to the growing demands of the changing world.

OBJECTIVES OF THE STUDY

This study was conducted to analyze the performance of the Bachelor of Elementary Education (BEED) 2013 graduates of the University of Northern Philippines (UNP) in the Licensure Examination for Teachers (LET) and its relationship to academic achievement.

Specifically, this study sought to answer the following questions:

1. What is the level of academic achievement of the graduate respondents in terms of the following:
 - A. General Education Courses:
 - a.1 English,
 - a.2 Filipino,
 - a.3 Mathematics,
 - a.4 Natural Science,
 - a.5 Social Sciences,
 - a.6 Humanities, and
 - a.7. Physical Education (PE)?
 - B. Professional Education Courses:
 - b.1 Theory/Concept Courses,
 - b.2 Methods/ Strategies Courses,
 - b.3. Field Study Courses, and
 - b.4. Special Topic Courses?
 - C. Specialization Courses?
2. What is the performance of the graduates in the Licensure Examination for Teachers (LET) for Elementary School Teachers for the Examination Period 2013 in terms of the following components:
 - a. general education courses, and
 - b. professional education courses?
3. What is the percentage of passer and non-passer in the LET?
4. Is there a significant relationship between LET and academic performance of the graduates?

THEORETICAL FRAMEWORK

Several related studies and literature are reviewed to back up the study as follows:

Academic Achievement

Rabanal (2011) found out that the overall academic performance of the teacher education graduate respondents in general education, professional education, and major courses in UNP Main and Candon Campuses was "Good".

The findings of Quintinita (2006) revealed that as a whole, the teacher education students of UNP for the School Year 2005 to 2006 manifested a "Good" or satisfactory level of academic performance.

In the study of Bañez (2002), she also found out that the level of academic achievement of the BSE, BSIE, and BEED graduates for the Period 1996 to 2000 when taken as a whole was "Good."

Esguerra (1993) found out in her study that the overall performance in the professional subjects of the teacher education graduates of Regions I, II, and NCR was "Good." The same level of performance was observed in all the professional subjects taken in college such as Principles and Methods of Teaching, Administration and Supervision, Foundations of Education, General Psychology, and Principles of Guidance. She also found out that the NCEE ratings and professional subject performance showed a highly significant relationship with the Professional Board Examination for Teachers (PBET) performance of the teacher education graduates. Professional subjects taken up by the students while they were still in college were good preparations for them to take the PBET.

Malinnag (1990) found out that the UNP-CTE graduates had "Good" average grades in general and professional subjects, and an "Average" performance in the PBET. In 1986 to 1988, the average grades in general and professional subjects significantly influenced their PBET performance.

On Board Examination Performance

Rabanal (2011) found out that teacher education graduate respondents failed to achieve the passing rate in the Licensure Examination for Teachers. The respondents performed above the national percentage of passing. LET performance was significantly related to fourth year high school average grades, high school graduated from, residence while studying, and field of specialization and only parents' occupation did not yield significant relationship. On the other hand, academic achievement of the respondents in general Education, professional education, and major courses significantly correlates with the LET performance.

Figuerres (2010) on her study, an analysis of the performance of UNP in the Licensure Examination for Teachers, 2001-2010 found out that for the LET Examination period 2001 to 2010, the UNP Institutional Percentage Rates for the LET Elementary Level had been consistently higher than the National Passing Rates. For the same period, the UNP Institutional Percentage Rates for the LET Secondary level had been higher than the National Percentage Rates. On the other hand, Specialization Course is a factor that significantly affect LET performance.

Bañez (2002) found out in her study that the CTE LET takers' overall mean rating in their LET performance in general education, professional and major subjects was "Below Passing Mark." This was obtained according to her because those who did not pass garnered low scores that pulled down the general averages of all the LET passers. She also found out that in the Main Campus when the six variables: average grade in senior high school, score in the UNP College Admission Test, average grade in general education, professional and major subjects when taken singly, all the variables were not significant at .05 level of significance. However, the combined effects of the variables on LET performance showed significance at .05 level. This further implies as she said that each student variable cannot stand alone but needs all the others in order to influence the LET performance. This further implies that those students who garnered higher senior high school average, UNP CAT score, and average grade in general education, professional and major subjects and attended more in LET review are those who garnered higher LET results.

Malinnag (2000) found out that the PBET performance of the BSE, BSIE, and BEEd were significantly different in 1986 but not in 1987. The 1988 BSE and BEEd graduates had a comparable performance in the PBET. There is a significant positive relationship between the PBET performance and the average grade in general subjects of the CTE graduates.

Esguerra (1990) also found out that significant correlation existed between the performance in the board examination and their achievement in the professional subjects such as Math and Surveying, Design and Construction, and Hydraulics of the Bachelor of Science of Civil Engineering students. This finding according to her denotes that a good achievement in the professional subjects indicates a good performance in the board examination.

CONCEPTUAL FRAMEWORK

The paradigm drawn from the conceptualization of the study is shown below.

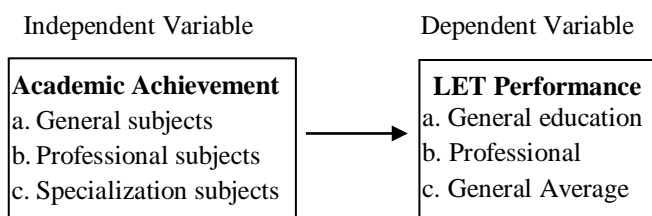


Figure1: The Research Paradigm

The paradigm shows that the academic achievement of the respondents tend to affect their performance in the licensure examination.

Assumptions

In this study, the researcher considered the following assumptions:

1. The LET ratings are valid and reliable.
2. The grades attained by the respondents are reliable, fair, and accurate measures of their achievement in the general, professional, and major subjects.

Hypothesis

This study was guided by the hypothesis that there is no significant relationship between LET and academic performance.

METHODOLOGY

This study employed the descriptive method of research which is a combination of documentary analysis and correlation design.

The respondents of the study were the 63 BEED graduates, 44 General Education (GE) and 19 Early Childhood Education (ECE) of UNP, School Year 2012-2013.

This study utilized documents as its main source of data. Records of the College of Teacher Education (CTE) office served as reference for the respondents' academic achievement in general, professional, and major subjects. On the other hand, results of LET ratings issued by the Office of Educational Statistics Task Force of the PRC for the Examination Period 2013 were utilized.

The data gathered were treated statistically using the following tools:

1. Frequency and percentage were used to determine the passers and non-passers of the LET.
2. The mean was used to determine the level of performance of the graduates in the different areas of the LET and their achievement levels in general education, professional, and major courses.
3. The Simple Linear Correlation Analysis was used to find out if there existed a significant relationship between LET performance and academic achievement.

RESULTS AND DISCUSSIONS

The Academic Achievement of the BEEd 2013 Graduates

Table 1 shows the academic achievement of the BEEd graduate respondents in general education, professional education and specialization subjects.

The table shows that the respondents obtained a good performance ($\bar{x} = 2.17$) in their overall academic performance

in General Education Subjects. Taken singly, both G.E. and E.C.E. respondents got good performance ($\bar{x} = 2.08$ and 2.09 respectively). The standard deviation shows that the grades of the ECE ($SD = 0.28$) and GE respondents ($SD = 0.27$) were close to each other.

Table 1: The Academic Achievement of the BEEd Graduates

Courses	Gen.Ed.			ECE			As a Whole		
	N=44			N=19			N=63		
	X	DR	SD	X	DR	SD	X	DR	SD
a. General Education									
a.1 English	2.31	G	0.26	2.25	G	0.31	2.28	G	0.29
a.2 Filipino	2.19	G	0.27	2.18	G	0.24	2.19	G	0.26
a.3 Mathematics	2.53	P	0.42	2.53	P	0.33	2.53	P	0.38
a.4 Natural Science	2.09	G	0.28	2.11	G	0.29	2.1	G	0.29
a.5 Social Sciences	2.10	G	0.26	2.09	G	0.30	2.1	G	0.28
a.6 Humanities	1.65	VG	0.15	1.72	VG	0.23	1.69	VG	0.19
a.7 PE	1.71	VG	0.23	1.75	VG	0.21	2.28	G	0.29
As a whole	2.08	G	0.27	2.09	G	0.27	2.17	G	0.28
b. Professional Education									
b.1.Theory/ Concept Courses	2.08	G	0.20	2.02	G	0.30	2.05	G	0.25
b.2 Methods/ Strategies Courses	1.95	VG	0.36	2.08	G	0.18	2.02	G	0.27
b.3.Field Study Courses	1.68	VG	0.20	1.69	VG	0.17	1.68	VG	0.19
b.4 Special Topic Courses	1.85	VG	0.25	1.85	VG	0.22	1.85	VG	0.24
As a whole	1.89	VG	0.25	1.91	VG	0.22	1.90	VG	0.24
	2.21	G	0.20	2.01	G	0.21	2.11	G	0.21
Overall	2.06	G	0.24	2.00	VG	0.23	2.06	G	0.23

Legend:

- 1.0 – Excellent (E) 2.01 to 2.5 – Good (G)
- 1.01 to 1.5 – superior (S) 2.51 to 3.0 – passing (P)
- 1.51 to 2.0 – very good (VG)

The table further reveals that the respondents performed “Very Good” ($\bar{x} = 1.69$) in Humanities while in Mathematics they performed “Poor” ($\bar{x} = 2.53$). On the other hand, they performed “Good” ($\bar{x} = 2.01-2.5$) in English, Filipino, Mathematics, Natural Sciences, Social Sciences, and Physical Education Subjects.

The above findings further show that English, Science and Mathematics are the subjects that must be developed among teacher education graduates. This is recognized by the Department of Education (Dep. Ed) and the Commission of Higher Education (CHED) that they come up with a program called, Teacher Induction Program (TIP) for newly hired teachers focused on teaching Science, Mathematics and English subjects. This was a yearly project of the Department of Education (Dep. Ed) and the UNP CTE Main Campus

being considered as Centre of Training for Teachers in Region I from SY 2008 to 2012.

The overall performance of the respondents in professional education subjects was “Very Good” ($\bar{x} = 1.90$). The G.E. respondents got a “Very Good” ($\bar{x} = 1.89$) performance while the E.C.E. got a good ($\bar{x} = 1.91$) performance. The standard deviation shows that the grades of the ECE (SD = 0.22) and GE (SD = 0.25) are close to each other. Among the courses in professional education, it is noted that the students are “Very Good” in field study courses ($\bar{x} = 1.68$) and special topic courses ($\bar{x} = 1.85$). They only performed “Good” in Theory ($\bar{x} = 2.05$) and Methods (2.02). The grades of the students in Field study Courses are close or similar to each other (SD = 0.19) compared to the Methods /Strategies courses (SD = 0.27), Theory/ Concept courses (SD = 0.25), and special topic courses (.024).

The above findings show that the students are prepared to apply the practicum, theories/ concepts and methods/ strategies they learned in teacher education program.

The overall performance of the respondents in specialization subjects was “Good” ($\bar{x} = 2.11$). The G.E. respondents got a mean score of 2.21 and E.C.E. got 2.01 both described as “Good.”

Level of Performance in the LET of the BEEd Graduate Respondents

This section presents the level of performance of the BEEd graduates in the Licensure Examination for Teachers for the Examination Period 2013.

Table 2: LET Performance of the BEED Graduate Respondents, University of Northern Philippines for the Examination Period 2013

LET Components	General			ECE			As a whole		
	X	DR	SD	X	DR	SD	X	DR	SD
	N=44			N=19			N=63		
General Education	79.75	P	4.14	76.84	P	5.76	78.30	P	4.95
Professional Education	78.5	P	6.19	77.15	P	7.47	77.83	P	6.83
General	79.0	P	5.08	77.03	P	6.34	78.02	P	5.71

Legend:

- DR -Descriptive Rating
- P - Passed
- F - Failed

Table 2 shows that the BEEd graduate respondents passed ($\bar{x} = 77.83-79.75$) all the components of the LET.

Percentage of Passer and Non-Passer

Table 3: Percentage of Passer and Non-Passer

Profile	Gen.Ed.		ECE		Overall	
	f	%	F	%	f	%
Passer	35	79	16	84	51	81
Non-Passer	7	16	3	16	10	16
Did not take	2	5	-	-	2	3
Total	44	100	41	100	63	100

Of the 44 Gen.Ed. respondents 35 or 79% passed the LET, 7 or 16% did not pass, and two or 5% did not take the LET. On the other hand, from the 19 ECE, 16 or 84% are passers and three or 16% are non-passers. As a whole, 51 or 81% are passers, 10 or 16% are non-passers, and two or 3% did not take the LET.

Correlation Coefficients Showing Relationship between LET Performance and Academic Performance

Table 4 shows the correlation coefficients showing relationship between LET and academic performance of the respondents.

The academic performance of respondents in almost all the courses is significantly related to their LET performance. This means that the higher the competencies the students has acquired and learned in their academic subjects, the higher their performance in the LET. The table further reveals that only Ed. Tech 121 and specialization subjects were not significantly related to LET. This means that their performances in these subjects apparently did not affect their performance in the LET.

This finding is parallel to the finding of Rubio (1992) who found out that there was a very highly significant relationship between the licensure examination performance of the nursing graduates and their academic performance. This means that academic achievement can be a good predictor of a high degree of performance in the licensure examination.

In the study of Figuerres (2010) “An Analysis of the Performance of UNP in the Licensure Examination for Teachers, 2001-2010” was also found out that Specialization Course is a factor that significantly affects LET performance.

The finding is also in congruence with the study of Esguerra (1990) who also found out a significant relationship in the performance of the Bachelor of Science of Civil Engineering students in their board examination and their achievement in the professional subjects such as Math and Surveying, Design and Construction, and Hydraulics. This finding according to her denotes that a good achievement in the professional

subjects indicates a good performance in the board examination.

Table 4: Correlation Coefficients Showing Relationship Between LET Performance and Academic Performance

Academic Performance	Correlation Coefficient (r)	Probability
General Education Courses	0.486**	p < 0.05
English	-0.404**	p < 0.05
Filipino	-0.443	p < 0.05
Mathematics	-0.316**	P< 0.05
Natural Sciences	-0.495**	p < 0.05
Social Sciences	0.502**	p < 0.05
Physical Education (PE)	-0.005	p < 0.05
Professional Education Courses	-0.077	p > 0.05
Theory/Concept Courses	-0.415**	p < 0.05
Methods/Strategies Courses	-0.386**	p < 0.05
Field Study Courses	0.204	p > 0.05
Special Topic Courses	0.245	p > 0.05
Specialization Courses	-0.365**	p < 0.05

**Significant at .01 level

CONCLUSIONS

1. The respondents exhibited a good academic achievement.
2. The BEEd graduate respondents passed all the components of the LET.
3. There was a higher percentage of passer than non-passer in the LET.
4. LET performance is significantly related to the academic achievement of the respondents.

RECOMMENDATIONS

1. A higher level of academic performance of teacher education graduates should be maintained in order to achieve a higher level of performance in the LET.
2. Since there is a significant relationship between the LET performance and academic performance of the BEEd graduate respondents, the college should continue the policy of Teaching Aptitude Test in order to have a high performance in the LET and the syllabi should be continually enhanced in order to get higher academic achievement leading to a higher performance in the LET.
3. Another study should be conducted for the succeeding periods to continuously evaluate teacher education curriculum considering other variables such as UNP-CAT and TAT, and employment status.

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