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BOARD PERFORMANCE AND PREPARATION INTERVENTIONS AMONG
THE TEACHER EDUCATION GRADUATES IN EASTERN RIZAL

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ABSTRACT

This research aimed to assess teacher education graduates' performance over five consecutive years against the national passing rate. It was noticed that the repeaters were outperformed by first-time BEED and BSE takers. Repeaters had contributed under the national passing-rate outcomes of the takers. The College of Education emphasized that when taking the BLEPT, the implementation of the Competency Building Course and the pre-board examination requirements contribute to their exposure.

INTRODUCTION

The licensure exam for teachers implemented in the Philippines is an important reform in teacher education institutions. This was based upon Act 7836 of the Professional Regulation Commission (PRC). Requiring teachers to be eligible to follow the URS aims to improve the teaching profession's standard (The Refuge, 2017). All offers of HEIs and academic courses and degrees are required and allowed to be registered, supervised, and regulated by establishing CHED, RA No. 7722. This mandate brings with it the responsibility to ensure conformity with CHED's rules, requirements, and guidelines (CHED Completion Report 2010-2016).

This makes each SUC conduct thorough monitoring of the performance of BLEPT. One of the factors influencing the quality of teachers and teaching in the country is the licensing examination. It is an average passing result in LET, one of the outcome metrics under the curriculum and instruction parameter of the latest AACCUP evaluation OBQA instrument. Performance in LET was described as one of the indicators of production within the Normative Financing Scheme. (CHED-DBM, 2004).

Even the students' performance in BLEPT will improve the college and university level of PBB as a whole. It is necessary to trace the roots of what might make the passage rate higher than that of the present. It is also assumed that the outcome will form the basis for the BLEPT study's future setup to resolve identified areas of weakness. This points to the need to identify the graduates who contributed to the low rate of passage and increasing basic components of the examination they found passable. It can also serve as a way of evaluating how the areas are being taught.

Objectives

This study aimed to identify the performance of the passers and non-passers on Board Licensure Examination for Professional Teachers in five consecutive years. The results were compared with the national passing rate in terms of First Time Takers, Repeaters, Non-Passers, and Repeaters. The study identified the following questions: What are the best practices that the takers think contributed to their success in passing the LET? What were the problems encountered by the Non-Passers? What can these takers share as the best practices that help the graduates to pass the board examination?

Review of related literature and studies

Teacher education graduates who pass the Licensure Test are tangible proof of the teacher education institutions' excellence instilled into them. Hundreds of thousands of teacher-education graduates are taking the BLEPT annually. However, it has been a trend that only about one-fourth of the examinees make it to the test, meaning that one way or another, they do not have enough training for the test. The board review also explains the teaching methods models, instruction, and tools they are exposed to during their college days (Angrist & Guryan, 2008).

Data from Philippine Business for Education (2014) showed that most teacher education institutions had not achieved passing rates for national test-takers. Around half of the test takers and even less than half passed the licensure review when it comes to taking.

Botengan, Bansioing, and Kudan (2018) evaluated their graduates' 5-year performance and discovered that the college achievement scores surpassed their national passing rates. Higher passing rates have been recorded for Early Childhood Education (BEE-ECED) and Biological Sciences (BSE-Bio Sci). Percentage passage rates have been the highest in technical education and the lowest in the specialization.

Forms occur in which first-time takers and repeaters were added to prepare for the exam. They faced constraints, however, such as the problems of the Naval State University teacher education graduates. The results of a bad or passed licensure examination would also be received by several who may have passed or have weak classroom success (Aljo and Tancingo, 2016). The admission and retention strategy, curriculum, and teaching and competency of the facility predict the teacher education program's performance in the licensing test (Faltado, 2014). This study aimed to understand the weak and strong role in the implementation of programs by the College of Education and to listen directly from the takers to the best practices that the college offers to improve the test results.

Assessments would limit the supply of teachers to only those who are eligible. This is similar to what the Department of Education was doing when they began accepting applications and rating applicants (Brown, 2001). The test aims at distinguishing between the abilities measured by the test and those not eligible to enter the classroom.

According to Castro (2006), for the last three years since 2010, the national average passing rate is 28.71 percent. The national passing rate is 41.08 percent in the 2012 BLEPT. There are clear signs that teacher education institutions are not producing qualified teachers, it says. Many schools have developed and implemented comprehensive school improvement plans, but they are short of achieving their success.

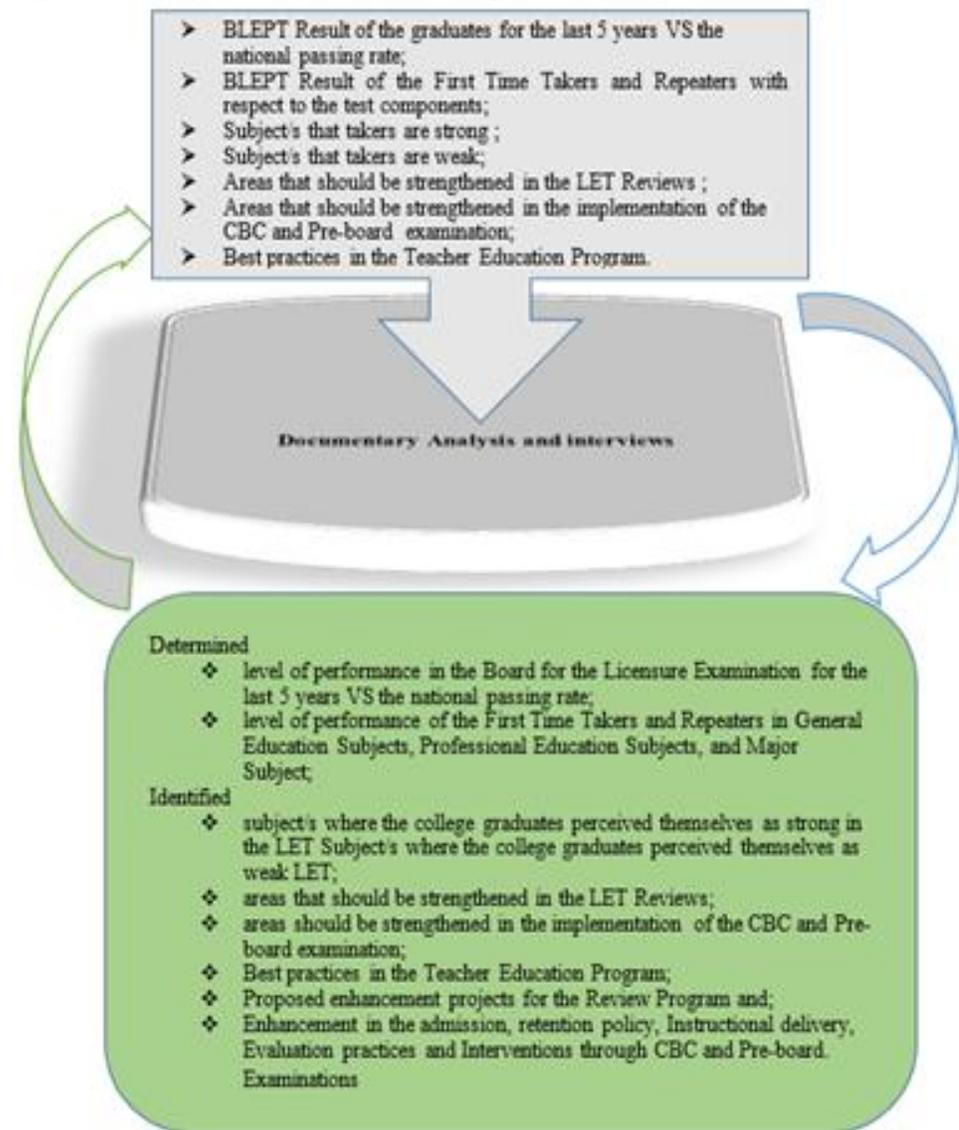
In the speech of former President Fidel Ramos, as he was signing R.A. 7836, he believed that 'the legislation requiring the professionalization of teaching is important not only because it transfers teachers' licenses to the Professional Regulations Board, but mainly because it recognizes the need to improve teachers' competences in clear and unambiguous terms (Montil, 2001). According to research from Espino et al. (2011), their academic performance during their training years and the licensing test outcome may also have a very strong connection to the results of the work.

In his study, Diosnisio (2015) revealed that BLEPT performance could be improved by modifying the curriculum. Administrators should ensure that the syllabi and review materials of teachers are updated under the CHED memorandum order. The competencies set out in the national competencies are complied with. Marpa (2014) disclosed that in the Licensing Examination, the Philippine Standard University Admission Test and College Grade Point Average significantly predicted graduates' success. Changes in facilities, procedures, employee results, teaching abilities, academic achievements, entry, and retention policies will soon be viewed about the licensing test (Antiojo, 2017).

The researcher assumes that, whatever the status of the programs they have completed, the graduates can pass or fail in the licensing test. First, identifying participants' initial stage should be addressed to assist the repeaters, primarily reflecting on the atmosphere they found intimidating and possible weakness. This may be a small aspect to look at, but the influence of addressing individual needs may lead to improving results.

CONCEPTUAL FRAMEWORK

The framework demonstrates the procedure that begins for five consecutive years with the collected data as feedback covering the graduates' licensure test outcomes. Documents from which relevant data were collected were requested to classify the output by major area and test components. This is to assess the components the exam graduates found difficult. To supplement the findings of the study, interviews were initiated face-to-face and via social media. As to the possible reasons behind the reflected results, this provided considerable support. The last box also contains the performance, which aims to improve the status of the licensure review. The arrow from the last box that goes to the first figure containing the input data indicates that the question responses have been fulfilled.

Figure 1: Conceptual Framework of the study

METHODOLOGY

This study used the comprehensive approach of documentary review of the licensure exam results and a face-to-face interview, centered community discussion, and online interview. The evaluation test components were analyzed in which the results discussed the need for changes in some areas, leading to a better performance of the licensing examination.

RESULTS AND DISCUSSION

What is the level of Performance in the Board for the Licensure Examination for Teachers of the teacher education graduates in Pililla Campus for the last five (5) years as compared with the national passing rate in terms of First-Time Takers, Repeaters, and Overall performance?

Table 1: The Level of Performance in the Licensure Examination of the Bachelor in Elementary Education Graduates in Pililla Campus for the last Five Years as compared with the National Passing Rate

Examination Schedule	First Time Takers	VI	Repeaters	VI	Over All	VI	National Passing Rate
September 2018	47.37%	APR	5.88%	BPR	27.78%	APR	20.29%
March 2018	100.00%	APR	18.52%	BPR	21.53%	BPR	23.62%
Sept. 2017	41.67%	APR	13.33%	BPR	25.93%	BPR	26.33%
March 2017	33.33%	APR	11.11%	APR	14.29%	APR	10.30%
Sept. 2016	30.00%	BPR	7.14%	BPR	16.67%	BPR	30.18%
March 2016	50.00%	APR	6.25%	BPR	11.11%	BPR	28.30%
Sept. 2015	40.00%	APR	5.88%	BPR	18.52%	BPR	31.36
March 2015	76.47%	APR	30.00%	APR	51.35%	APR	27.42%
January 14	0.00%	BPR	15.00%	BPR	14.29%	BPR	28.98%
August 2014	70.00%	APR	5.88%	BPR	29.63%	BPR	35.74%

Table 1 reveals that first-time takers did not make it in January 2014, and the outcome of the repeaters' performance in August 2014 was also poor. Out of ten test schedules, repeaters only exceeded the national passing mark three times. The number is so tiny, but the effect on the overall outcome is immense, that the need to assist these retakers is of great importance along with this study. Most of them graduated from the old program when CBC and pre-board were not available yet. Some believed that they had a memory gap as they were pre-occupied with so many items as they had graduated for so long. The principle that the examination for elementary teachers is more complicated than the examination for secondary teachers is considered valid by the participants who testified that it could lead to their failure. The data showed that most teacher education institutions did not meet the national test-taker passing rates.

As shown in Table 2, graduates received the aforementioned passing rate in the overall result against the national passing rate in six out of ten examination schedules. Competency Building Course, formally included in the URS teacher education curriculum, comprises teachers who promote the study. Students will be subjected to test courses, mock-up exams, and pre-board assessments that most possibly led to the board examination outcome. In 2008, a research study investigating the factors associated with academic success was published by McGann and Thompson. Their findings from the study showed that mentoring of faculty could lead to NCLEX-RN success. This observation relates to Building on Evidence: Strategies promoting the success of NCLEX.

This study aims to guide them to the review's essence covering the new curriculum that was not present at college during their days. These students tend to be unwilling to take the exams after they have failed because of the standard of professional education, backed up by their interview remarks. First-time takers tend to have a higher percentage to move on the first take from the result.

Table 2: The Level of Performance in the Licensure Examination of the Bachelor Secondary Education Graduates in Pililla Campus for the last Five Years as compared with the National Passing Rate

Examination Schedule	First Time Takers	VI	Repeaters	VI	Over-all	VI	National Passing Rate
September 2018	69.07%	APR	25.93%	BPR	53.64%	APR	48.03%
March 2018	46.43%	APR	24.71%	BPR	30.09	APR	29.91%
September 2017	52.07%	APR	23.53%	BPR	43.60%	BPR	46.37%
March 2017	51.72%	APR	3.77%	BPR	20.73%	BPR	25.46%
September 2016	47.06%	APR	3.45%	BPR	31.25%	BPR	33.78%
March 2016	50.00%	APR	6.25%	BPR	11.11%	BPR	28.39%
September 2015	64.44%	APR	16.22%	BPR	42.68%	APR	41.75%
March 2015	61.54%	APR	17.39%	BPR	33.33%	APR	31.64%
January 2014	76.92%	APR	20.00%	BPR	33.96%	APR	28.41%
August 2014	63.16%	APR	9.30%	BPR	34.57%	APR	34.41%

What is the level of performance of the First Time Takers in the following test components like General Education Subjects, Professional Education Subjects, and Major Subject?

Table 3: The Level of Performance of the BEED First Time Takers with respect to Test components

Year	Month	Subj. 1		Subj. 2		Gen. Ave.	
		Mean	VI	Mean	VI	Mean	VI
2014	January	74.00	F	75.00	P	77.10	P
	August	78.63	P	77.13	P	77.73	P
2015	March	76.58	P	77.32	P	77.02	P
	Sept	77.60	P	76.00	P	76.64	P
2016	March	76.50	P	76.50	P	76.50	P
	Sept	73.50	F	72.75		73.05	F
2017	March	76.43	P	79.00	P	77.97	P
	Sept	75.50	P	78.50	P	77.30	P
2018	March	75.17	P	78.67	P	77.33	P
	Sept	76.60	P	80.90	P	79.18	P
		76.04		77.14			

For the first time in January 2014, no-one had passed the takers. According to a university study, subject 1 seemed to encounter trouble with the 2014 takers (Antiojo, 2014). The passing rate below indicates the difficulty of the test components on the said test scheduled for September. This is particularly true for the BEED since they are expected to study all areas in general education components for which they seem to have difficulty. Interviewees claim they have concerns about general education because the

content is too broad (Rabanal, 2016). After all, even though they rely on their stored knowledge, they could not predict what will happen in the examination. The overall average rating was 73.56 percent for the time under study, suggesting that their takers and current research takers have almost identical performance in subject one (1).

Table 4: The Level of Performance of the BSE First Time Takers with respect to Test Components

Year	Month	Subject	Subj. 1		Subj. 2		Subj. 3		Gen. Ave.	
			Mean	VI	Mean	VI	Mean	VI	Mean	VI
2014	Jan	Social Studies	72.50	F					72.50	F
		MAPEH	69.00	F					69.00	F
		Supplemental	73.00	F			74.00	F	73.50	F
		English	74.00	F			72.50	F	72.58	F
	Aug	Filipino	71.00	F	69.50	F			69.75	F
		MAPEH			72.00	F	70.00	F	71.00	F
		Supplemental	71.00	F			71.50	F	71.25	F
		English	73.00	F	72.33	F	71.00	F	71.67	F
2015	March	MAPEH	71.33	F	73.00	F			72.17	F
		Supplemental	77.50	P	72.00	F			75.00	P
	Sept	Filipino					74.00	F	74.00	F
		Social Studies	73.00	F	73.00	F	71.50	F	72.17	F
		MAPEH					72.00	F	72.00	F
		Supplemental	73.00	F	73.00	F	69.67	F	70.72	F
		English	56.00	F			70.67	F	68.17	F
2016	March	Filipino			70.00	F		F	70.00	F
		Social Studies			72.00	F	78.00	P	75.00	P
		MAPEH			70.00	F		F	70.00	F
		Supplemental	69.00	F					69.00	F
		Mathematics			71.00	F			71.00	F
		English			72.00	F			72.00	F
	Sept.	Filipino	80.00	P					80.00	P
		Social Studies			72.00	F			72.00	F
		Supplemental	68.00	F	66.25	F	69.00		69.17	F
2017	March	Filipino			73.00	F			73.00	F
		Social Studies			73.00	F			73.00	F
		Supplemental					71.50	F	71.50	F
		English					71.50	F	71.50	F
	Sept	Filipino			72.40	F			72.40	F
		Social Studies			74.00	F	70.00	F	72.00	F
		MAPEH			73.00	F			73.00	F
		Supplemental					74.00	F	74.00	F
		Science			69.00	F			69.00	F
		English					69.20	F	69.20	F
2018	March	Filipino	72.00	F	72.00	F			72.38	F
		Social Studies			72.25	F			72.25	F
		Supplemental			71.00	F			71.00	F
		English					71.50		71.50	F
	Sept	Filipino			71.50	F			71.50	F
		Social Studies					72.75	F	72.75	F
		MAPEH			74.00	F	71.60	F	71.60	F
		Supplemental					72.67	F	72.67	F
				72.00	F F	70.83	F	70.75	F	

The table shows that First-time takers' performance at the College of Education Pililla Campus was consistent with being above passive levels. To measure educational programs' academic standards, the Higher Education Institutions (HEIs) board test results are used both private and public. First-takers in their major was given the lowest rating in General Education and Professional Education, resulting in a low passage rate. In 2017 and 2018, according to the 2016 evaluation schedules, the first time takers notice difficulties in both Technological and Key Themes. The findings are comparable to a study conducted by Botengan, Bansiong, and Kudan (2018) at Benguet State University. The first-time taker and new graduates had consistently outperformed the repeaters and the old graduate takers.

It can also be deduced that graduates with a major in social sciences, Philippines, Chemistry, Math, MAPEH, and supplementary or graduates who earned units with a low level of professional education sorted by field of specialization. Graduates Majoring in English and supplementary completers had trouble getting to grips with the main topic while MAPEH and Filipino had a problem with general education.

What is the level of performance of the First Time Takers and Repeaters in the following test components like General Education Subjects, Professional Education Subjects, and Major Subject?

Table 5: The Level of Performance of the BEED Repeaters with respect to Test Components

Year	Month	Subj. 1		Subj. 2		Gen. Ave.	
		Mean	VI	Mean	VI	Mean	VI
2014	Jan	66.33	F	66.21	F	66.36	F
	Aug	66.50	F	61.30	F	63.78	F
2015	Mar	63.08	F	64.79	F	64.96	F
	Sept	61.17	F	61.52	F	62.23	F
2016	Mar	62.58	F	60.80	F	63.36	F
	Sept	63.95	F	65.33	F	65.66	F
2017	Mar	61.00	F	64.93	F	65.11	F
	Sept	62.14	F	61.19	F	62.36	F
2018	Mar	65.33	F	63.44	F	66.32	F
	Sept.	59.00	F	60.25	F	62.35	F
		63.10	F	62.97	F	64.24	F

Table 5 shows that out of ten (10) exam schedules, seven (7) were below the passing rate. Repeaters found that dealing with the curriculum change was difficult, covering changing trends, strategies, teaching structure, set-up, and technique. Students who would have chosen not to take assessments must unexpectedly make adjustments to the exams' standard, and they tend to become repeaters. The quality of BEED exams appears to be more challenging than examinations for secondary teacher education. Due to the exam content's difficulty, the National Council on Teacher Quality (2019), most elementary teachers fail in the United States. Most elementary teachers fail the Practice Licensing Exam, especially in Washington. The data and observation are similar to the licensing examination in the United States Practice Licensing specifically in Washington.

Table 6: The Level of Performance of BSE Repeaters with respect to Test Components

Year	Month		Major																
			Filipino		Social Studies		MAPEH		Science		Mathematics		Supplemental		English				
			Mean	V I	Mean	VI	Mean	V I	Mean	V I	Mean	VI	Mean	VI	Mean	VI			
2014	Jan	Subject 1	60.33	F	62.00	F	69.00	F	65.00	F							63.74		
		Subject 2	57.33	F	61.33	F	68.00	F	62.00	F							61.16		
		Subject 3	56.00	F	62.67	F			59.00	F							59.22		
		Gen. Ava.	57.56	F	62.00	F	68.50	F	62.00	F							62.51		
	Aug	Subject 1	60.33	F	61.67	F	63.00	F					72.00	F	66.75	F	64.75		
		Subject 2	48.67	F	57.33	F	60.00	F					68.00	F	56.50	F	58.1		
		Subject 3	56.00	F	61.00	F							71.00	F	61.15	F	62.28		
	Gen. Ava.	54.22	F	60.00	F	61.50	F					70.33	F	61.47	F	61.05			
2015	March	Subject 1	59.00	F													59.00		
		Subject 2	50.67	F	64.50	F										62.00	F	59.05	
		Subject 3	72.00	F	56.00	F										66.00	F	64.66	
		Gen. Ava.	53.94	F	61.25	F										64.00	F	59.73	
	Sept	Subject 1	56.00	F														56.00	
		Subject 2	56.00	F	58.00	F										51.00	F	55.00	
		Subject 3	72.00	F	49.00	F										71.00	F	64.00	
		Gen. Ava.	58.78	F	53.50	F										61.00	F	57.76	
	2016	March	Subject 1					69.00	F					72.00	F			70.3	
			Subject 2	66.00	F			59.50	F					56.00	F			57.75	
Subject 3							47.00	F					54.00	F			60.3		
Gen. Ava.			66.00	F			60.17	F					60.67	F			62.28		
Sept.		Subject 1					74.00	F										73.00	
		Subject 2	60.00	F			59.50	F										63.05	
		Subject 3					69.00											69.00	
		Gen. Ava.	60.00	F			65.33	F										65.33	
2017	March	Subject 1	41.00	F			69.50	F					67.40	F	79.00	F	64.22		
		Subject 2	56.50	F	63.08	F	63.08	F					66.14	F	68.50	F	63.46		
		Subject 3	57.00	F	58.00	F	59.08	F					58.45	F	66.00	F	59.70		
		Gen. Ava.	53.17	F	59.85	F	62.39	F					61.30	F	69.42	F	50.59		
	Sept	Subject 1	60.00	F										67.40	F			67.3	
		Subject 2	65.50	F	63.08		69.50	F						66.14	F	71.00	F	67.07	
		Subject 3	42.00	F	58.00	F	63.08	F						58.45	F	57.00	F	67.04	
		Gen. Ava.	57.83	F	59.85	F	59.54	F						61.30	F	64.00	F	60.50	
2018	March	Subject 1	63.00	F										66.00	F			64.50	
		Subject 2	70.00	F										62.00	F			66.0	
		Subject 3	66.00	F											58.33	F			62.16
		Gen. Ava.	68.50	F											56.78	F			62.6
	Sept.	Subject 1					74.00	F							62.00	F			68.00
		Subject 2					67.33	F							62.00	F			64.66
		Subject 3					64.50	F							59.00	F			64.66
		Gen. Ava.					67.61	F							57.44	F			62.52

Based on the table, BSE Filipino repeaters are more BSE-Filipino takers, followed by BSE MAPEH, Social Studies, and English repeaters. The overall average of BSED students in basic education was 31.48 percent. 26.60 percent in the main course was 25.74 percent in technical education (Aljo and Tancingo, 2016). There has been a low passing rate for the repeaters in the three subjects, as shown in their overall mean of 11.10. The same result highlights that BSA-takers found the two test components (professional and key subjects) challenging.

Table 6.a: The Level of Performance of BSE Repeaters with respect Test Components

Subject 1	FIL	Social Studies	MAPEH	Science	Math	Supplemental	English	
March 2014	60.33	62	69	63.63				63.74
Aug 2014	60.33	61.67	63			72	66.75	64.75
March 2015	59							59
Sept 2015	56							56
March 2016			69		72			70.5
Sept. 2016			74		72			73
Mar 2017	41		69.5			67.4	79	64.22
Sept 2017	60					67.4		67.3
March 2018	63					66		64.5
Sept 2018			74			62		68
								65.1
Subjects 2	FIL	Social Studies	MAPEH	Science	Math	Supplemental	English	
March 2014	57.33	61.33	68	62				61.16
Aug 2014	48.67	57.33	60			68	56.5	58.1
March 2015	50.67	64.5					62	59.05
Sept 2015	56	58					51	55
March 2016	66		59.5		56			57.75
Sept. 2016	60		59.5		71			63.05
Mar 2017	56.5	63.08	63.08			66.14	68.5	63.46
Sept 2017	65.5	63.08	69.5			66.14	71	67.04
March 2018	70					62		65
Sept 2018			67.33			62		64.66
								61.42
Subject 3	FIL	Social Studies	MAPEH	Science	Math	Supplemental	English	
March 2014	56	62.67		59				59.22
Aug 2014	56	61				71	61.15	62.28
March 2015	72	56					66	64.66
Sept 2015	72	49					71	64
March 2016			47		54			60.5
Sept. 2016			69		69			69
Mar 2017	57	58	59.08			58.45	66	59.7
Sept 2017	42	58	63.08			58.45	57	67.04
March 2018	66					58.33		62.16
Sept 2018			64.5			59		64.66
								63.32

Table 6.a was taken from the table on the previous page with summarizing scores per test components.

BSE Filipino and Social Studies, BSE MAPEH, Supplementary Completers are the most repeaters when ranked. The admission and retention policy is one of the predictors of performance in the teacher education programme's Licensure examination. It may mean that the major choices may not primarily be the choices of the graduates. Everything they said about major and professional education has been challenging from the interview,

says Faltado (2014). The code used to submit belongs to HEI, where, he says, they have completed their undergraduate program. It is necessary to demonstrate the principle that the admission and. The retention strategy might have a relationship at this institution with the LET production of graduates.

Face-to-face and online interviews with graduates were conducted to collect answers. They collected and summarized common responses and listed them according to the answers.

Which subjects do takers perceive themselves as strong in the Licensure examination? Why?

- Ranked 1 from the answers gathered considered subject 1 (General Education) area for the reasons summarized;

There is not much memorization required. Most of the questions are ordinary. Critics are everywhere, like books in primary and secondary schools. Many queries are common. Only this part is famous. This is stock information only. During our school days, we answered the questions and those we got regularly.

- Some referred to Title 2 (Professional Education) and said:

Books by NCBTS on FS helped a lot. A big help in responding is pre-service and in-service preparation.

- Topic 3 (Main area) has been claimed by few students for the following reasons:

During the undergraduate time, hard learning in the main subjects helped a lot in understanding Reading.

Which subjects do takers perceive themselves as weak in the Licensure examination? Why?

- Subject 2 (Professional Education)

It requires careful consideration of the given circumstances. The time allocation seemed so short to finish the study.

- Subject 3 (Major area)

Some questions were unfamiliar, and during college days, some were not taken up.

- Subject 1 (General Education)

The topics were too general and randomly selected.

Which areas should be strengthened in the LET Reviews?

- For Subject 2 (Professional Education)

For analysis, more situational questions should be given. Experience in assessing the choices and choosing the correct answers should be given.

- For Subject 3 (Major area)

Review centers concentrate only in the fields of general education and professional education. In major subjects, up-to-date words need to be included.

- For Subject 1 (General Education)

Current events should be highlighted.

Which areas should be strengthened in the implementation of the CBC and Pre-board examination?

- For Subject 2 (Professional Education)

There should be more practice test for the situational analysis. Techniques analyze the choices that should be taught. Reviewers should be in line with the PRC standard.

- For Subject 3 (Major area)

Provide learners with more vocabulary or teach vocabulary enrichment strategies in English. For the analysis materials, find more references. Time-pressured tests for familiarity should be realistic.

- For Subject 1 (General Education)

Updated reviewers should be provided

What are the best practices which you think contributed to your success in passing the LET?

To do the self-examination, use CBC materials and photocopied reviewers and inexpensive review books from shops. Responding to online testing practices; responding to a list.

What were the problems encountered by the Non-passers?

Hectic timetable due to work. Lack of self-confidence knowing that the contents of the exams could vary from what they were learning. Too much pressure, the next attempt could turn out to have failed.

What can you share as the best practices of the College that help the students to pass the board examination?

Providing LET style assessments such as coloring the sheets of responses. Through review centers providing free reviews, students are subject to mock-up exams.

SUMMARY AND CONCLUSIONS

BSE Filipino, MAPEH, Social Studies, English, Supplemental Completers, Science, and Math graduates are repeaters. First-time takers and repeaters indicated that the General Education region appears to be their asset, despite having deficits in Professional Education and major areas. Most of them were then interested in self-review and peer review and enrolment in review centers. Since they were no longer familiar with the new LET material as they were products of the old curriculum, repeaters who are unemployed lack faith and lack confidence.

To do the self-review, Takers used the assets used in the CBC. They've photocopied reviewers from stores and cheap reviewer books. They replied to online sample events, reacted every day to a selection of target items. To ensure they passed the LET, they participated in review centers. Everyone agrees that the CBC and Pre-board Assessment were conducted through the college activities, which led to their success in passing the LET, providing LET style tests such as shading the answer sheets.

IMPLICATIONS AND RECOMMENDATIONS

The administration is challenged to improve further the graduates' LET results and those still at the undergraduate stage. Establish linkages or benchmarks with other universities regarding the practices of their LET preparation graduates. Offer the repeaters they would use in research classes and the retooling/refreshers program a possible discount. Offer an improvement program to overcome the major and general education challenges. Evaluate the supplementary programme offer, such as subjecting additional takers to entry and retention policies. Build a seminar-workshop on LET-type test-building exams specifically for general education and major subjects. Incorporate LET style tests into term assessments to familiarize students with the assessment format and improve their Math and English skills. The findings show that repeaters have affected the licensing exam outcome, of which most of these students are graduates.

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