
Performance of Teacher Education Graduates in the Licensure Examination

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ABSTRACT

The major objective of the study was to determine performance of Eastern Visayas State University- Ormoc City Campus graduates in the Teachers Licensure Examinations from 2005-2009 as perceived by the graduates in terms of general education, professional education and specialization. This study utilized descriptive-correlational approach with a questionnaire to gather information. There were 145 respondents of this study covering the five-year period with identified specialization. The desired numbers of respondents were selected by way of the purposive or deliberate sampling method. Unlike some other similar studies where data were solely obtained from the school's registrar and from PRC, in this particular paper the researcher requested the respondents a photocopy of their transcript of records and PRC results along with the questionnaire. The accumulation of these pertinent documents was made easy for the researcher since almost all of the respondents had been his former students; thus they showed no hesitation in surrendering their academic papers. It is where the credibility of the study lies. The desired numbers of respondents were selected by way of the purposive or deliberate sampling method. The findings showed that the overall rating in LET gleaned 65(44.8%) of the respondents had an overall rating of 75 – 79, 15(10.3%) had an overall rating of 80 -84 and only 2(1.4%) reached the overall rating of 85 – 89. A total of 82(56.5%) of the respondents obtained a passing mark in the national licensure examination.

Keywords: performance; graduates; licensure examination for teachers

INTRODUCTION

LET is a national testing instrument that assesses the effectiveness of teachers and evaluates the beginning teachers' standard of learning. It assesses a prospective teacher's professional knowledge and skills in general education, professional education, and his/her field of specialization.

Like all other institutions of higher education committed to the attainment of educational goals and objectives of education and of the state, Eastern Visayas State University – Ormoc City Campus (EVSU-OCC) has struggled to prepare its students in teacher education for a successful undertaking of the LET.

The most alarming results that give a great impact on the present educational standards of EVSU-OCC was the low passing percentages in the Licensure Examination for Teachers (LET) from 2005-2009. In October 2005, only 4 examinees out of 21 passed the LET, a 19.05% passing rate. In October 2006, only 9 or 25.71% out of 35 examinees passed the LET. In October 2007, only 6 or 17.65% out of 34 examinees passed the LET. In October 2008, only 26 or 36.62% out of 71 examinees passed the LET and only 20 or 24.39% out of 82 examinees passed the LET in the last LET on April 5, 2009. For a five-year period, an average of 24.68% examinees passed the LET.

Compared to other professional programs offered by EVSU-OCC the performance of its graduates in the LET is considerably low, often with less than a third of the examinees passing the examination. It is also worth noting that an average of more than a third of EVSU-OCC graduates in teacher education each academic year do not take the LET, specifically 19.23% in 2005, 37.5% in 2006, 60.47% in 2007, 26.04% in 2008, and 31.67% in 2009.

The researcher deemed the findings of this study to be necessary in providing information on the present status of the teacher education program of EVSU-OCC and in generating appropriate measure that will make the university's curricular programs relevant and responsive to the present time and trends.

The study aimed to determine the performance of Eastern Visayas State University- Ormoc City Campus (EVSU-OCC) graduates in the LET for the years 2005-2009 in the following areas: general education, professional education, and specialization.

METHODS

To attain the objectives of this study, the descriptive–correlational approach was used to estimate the extent to which different variables are related to one another. There were 145 respondents of this study covering the

five-year period with identified specialization. The desired numbers of respondents were selected by way of the purposive or deliberate sampling method. The tool was composed of questions to elicit respondents obtained grades during licensure exam.

RESULTS

Table 1. Respondents grade point average

Subjects	Frequency	Percent
General education		
1.1 – 1.5 (very satisfactory)	5	3.4
1.6 – 2.0 (satisfactory)	85	58.6
2.1 – 2.5 (fair)	53	36.6
2.6 – below (poor)	2	1.4
Total	145	100.0
Mean	2.0 (Satisfactory)	
Professional education		
1.1 – 1.5 (very satisfactory)	26	17.9
1.6 – 2.0 (satisfactory)	98	67.6
2.1 – 2.5 (fair)	19	13.1
2.6 – below (poor)	2	1.4
Total	145	100.0
Mean	1.8 (Satisfactory)	
Specialization		
1.1 – 1.5 (Very Satisfactory)	5	3.4
1.6 – 2.0 (Satisfactory)	80	55.2
2.1 – 2.5 (Fair)	58	40.0
2.6 – below (Poor)	2	1.4
Total	145	100.0
Mean	2.0 (Satisfactory)	

DISCUSSION

This showed the grade point average of EVSU-OCC graduates in the teacher licensure examination from 2005-2009 as perceived by the graduates in terms of general education, professional education and specialization.

General Education

Showed that 85 (58.6%) of the respondents had satisfactory grade, while 53(36.6%) of the respondents had a fair rating and only 2(1.4%) percent of the respondents recorded poor rating. None of the respondents obtained an excellent rating. The student obtained a general weighted mean of satisfactory (2.0). This implies that more than half of the respondents did a satisfactory performance in general subjects. One reasons for this could be that teacher education graduates have lesser preparation in Licensure Examination. The success of the graduates in LET also depends on the level of preparation. This was supported by the findings revealed that to attained high level of confidence in academics, the need to enhance academic preparations in general education and major subjects started during pre-service years⁽¹⁾. The administration may be advised to give priority on conducting review session and integrate review in regular classes, increase consultation hours, upgrading instructional materials and acquiring updated textbooks for references purposes. Inefficient academic program and review activities declined the level of interest of teacher education graduates to perceived a better academic performance and high rating in the licensure examination⁽²⁾.

Professional Education

Revealed that almost all of the respondents had a satisfactory rating in the professional education courses. They obtained a general weighted mean of 1.8. Out of 145 respondents involved in the study, 98(67.6%) had satisfactory rating or a grade ranging from 1.6 – 2.0. It was followed by 26(17.9%) with very satisfactory rating,

19(13.1%) had fair rating while 2 (1.4%) of the respondents had poor rating. The average rating was 1.8 described as satisfactory which means that the student performed well in the professional education subject compared to his/her other education subjects. Graduates focused more on professional education since it is more difficult comparing to general education. A study asserted that LET takers find difficulties in the areas of professional education and major subjects⁽³⁾. In connections, professional subjects should be delivered by teachers with appropriate expertise. The qualification and mastery of the teachers are essential towards the success of learners in their education program. A study revealed that teaching quality in best practices accompanied with best set of actions improve student outcomes⁽⁴⁾.

Specialization

Regarding with the major subjects, it showed that 80(55.2%) of the respondents received satisfactory rating. Fifty-eight (40%) of the respondents had fair rating, 5(3.4%) percent had very satisfactory rating and only 2(1.4%) had poor rating performance. All respondents had a general weighted mean interpreted as satisfactory. The average grade was 2.0 and it is very evident from the results that majority of the respondents had performed well in their major subjects. Similar implication as stated above can also be applied to explain the board exam rating for teachers' education graduates. A significant relationship was observed between teacher's performance in LET and their education program (general education, specialization and professional subjects).⁽⁵⁾

CONCLUSION

The Education graduates in LET exhibited satisfactory result. The LET takers got the highest rating was in professional education and followed by the general education. While the lowest rating was in specialization or major subjects. It is recommended that the school administration should strictly implement review session, extended long period of time and linkages among other schools for the preparation of the graduates for LET and updating instructional materials.

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