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RESEARCH ARTICLE

TREND ANALYSIS OF CTE PERFORMANCE IN THE LET

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ABSTRACT

The covid 19 pandemic drastically drives changes in the different field of work and it doesn't exempt the academe. Thriving is a necessity. To thrive means to stay relevant. Staying relevant is to remain useful, innovative, and responsive to trends. This study evaluates the performances of Bachelor of Elementary Education graduates (BEED) and the trend of the performances of BEED graduates in the LET over 11 years. This quantitative longitudinal study utilizes a descriptive-correlational approach and regression analysis. The results of the study show that the CTE performance in the LET is over and above the national passing percentage and has seemingly shown an increasing trend from April 2010 until March 2022. The findings of the study signify to strengthen the existing tutorial sessions and articulate more enhancement activities imperative to improve students' performance in the board examination.

INTRODUCTION

Education is one of the prime movers in building the nation's human capital. It develops holistic individuals capable of making informed choices beneficial for the improvement of the community. The government supports various educational reforms and mechanisms implemented in primary education and higher education institutions to ensure the quality of education offered to Filipino students. In addition, the Department of Education (DepEd) strictly monitors the adherence to standards set in hiring public school teachers since they consider the backbone of education. Licensure Examination for Teachers (LET) in the Philippines is one of the standards that ensure quality teachers and teaching. LET intends to distinguish those capable of entering the teaching profession in terms of skills and competencies measured by the examination from those who are not. Therefore, the study is ideal to limit the supply of teachers only to those who are competent. Many accrediting agencies' regulatory boards consider board examination results as one of the parameters of quality instruction. Performance in the LET is one of the measures of educational quality in Teacher Education Institutions in the Philippines. In this regard, Teacher Education Institutions (TEIs) in the Philippines establish their brand of educational quality through their graduates' performance in the Licensure Examination for Teachers (LET). It is, therefore, necessary for TEIs to prepare beginning teachers by Philippine Professional Standards for Teachers (PPST).

Seemingly, TEIs need to ensure that each graduate meets the minimum standard requirements for a professional teacher – that is, to pass the LET. This endeavor might increase the number of successful examinees in the board examination for teachers and will leap to the university's performance in the Philippine Licensure Examination for Teachers. With this, the researchers sought to determine the trend of the BEED graduate's performance in the LET.

OBJECTIVES

The study aimed to determine the trend of the BEED graduate's performance in the LET, the relationship between their passing percentage and the number of takers, and the relationship between their passing rate and the national passing percentage. Specifically, this study sought to answer the following: (1) evaluate the performance of UCLM CTE in the LET from 2010 to 2022 for (a) first takers and (b) re-takers, (2) assess the trend of the student's performance in LET for (a) first takers and (b) re-takers, (3) determine the relationship between the number of takers and the school passing percentage of UCLM-CTE in the LET from 2010 to 2022 for (a) first takers and (b) re-takers, and (4) propose recommendations to enhance LET performance.

REVIEW OF LITERATURE

The Philippine Business for Education (PBS) has repeatedly pointed out the deteriorating quality of teachers as reflected by declining LET passing rates and the proliferation of low-performing teacher education institutions (TEIs) over the years (Reyes, 2019). Indeed, from 2010 to 2019, only 28% and 35 % of elementary and secondary education LET takers passed the

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examination, respectively (Gatchalian 2021). LET is a strong indication that teacher education institutions are of low quality, as less than half perform above the national average. In comparison, more than half perform below the national average. The study also demonstrates the importance of scrutinizing the performance of teacher education institutions, as most are not producing quality graduates who will teach the country's youth. With these, TEIs challenge to raise the level of school's performance in the Licensure Examination for Teachers. TEIs' efforts and initiatives to raise the schools' level of performance in the licensure examinations are evident. Consistent with the vision of producing teachers responsive to the needs of the human resources in the country, as well as to provide quality instruction, innovations in the implementation of the Bachelor in Secondary Education (BSEd) and Bachelor in Elementary Education (BEEd) programs must be pursued by teachers. The need to determine areas where teacher education programs could improve the performance of the LET. Investigating the performance in the licensure examination will serve as baseline data for future studies, the framework for future policies to strengthen instructions in General Education, Professional Education, and Specialization courses, and determine the areas of concern to improve the LET performance of the graduates. The Licensure Examination for Teachers (LET) is one of the measures of educational quality in Teacher Education Institutions in the Philippines. The PRC's task is to strengthen the supervision and regulation of the teaching profession. These can obtain requirements only bypassing the LET. This mandate is embedded in RA 7836 or the "Professional Teachers Professional Act of 1994" (Bilbao, Llagas, & Corpuz, 2015). The LET in the Philippines was first administered in August 1996 by the Professional Regulation Commission (PRC) as an offshoot of the passing of Presidential Decree 1006, otherwise known as the Decree Professionalizing Teaching, in 1977 (Bilbao et al., 2015). The examination tested the elementary education graduates initially in the specialization area and general education (Gen. Ed.) And professional education (Prof. Ed.). However, starting September 2012, the specialization component was no longer included. As a result, Gen. Ed. Area constitutes 40% of their general rating, while 60% comes from their Prof. Ed. scores.

This study is anchored on the Theory of Trends says that history tends to repeat itself. This theory addresses the forces that cause system drift. Although they can be temporarily dislocated, it observes that the whole troops tend to reestablish themselves into historically similar patterns. This conclusion means that trends tend to repeat themselves. Most trends are a factor of degree and time. Putting the previous two sentences, the Theory of Trends says we can predict support and resistance points and future trends if we can document the history of the existing and prior trends. There is an old saying on Wall Street that "the trend is your friend." This is simply saying that established trends tend to persist. The best bet is a bet in the direction of an existing trend. A persistent trend is a sign of a stable system. Even when a trend changes as a system encounters an imbalance of forces, successive trends tend to be similar to prior trends when the system forces come back into balance. Thus, algorithms that describe the latest historical trends tend to be useful predictors of future trends. This study is also anchored on Edward L Thorndike's stimulus-response (S-R) theory which is centered on conditioning principles. The theory assumes that human behavior is learned. The Law of Effect stated that those behavioral responses (R) that were

most closely followed by a satisfactory result were most likely to become established patterns and to reoccur in response to the same stimulus (S). There is a wealth of literature on LET performance studies and articles. However, much of this literature suggests that their graduates did not perform well (Geronimo, 2014). Using data from the Professional Regulation Commission (PRC), the Philippine Business for Education (PBS) has repeatedly pointed out the deteriorating quality of teachers as reflected by declining LET passing rates and the proliferation of low-performing teacher education institutions (TEIs) over the years (Reyes 2019). Indeed, from 2010 to 2019, only 28% and 35 % of elementary and secondary education LET takers passed the examination, respectively (Gatchalian 2021). This is a strong indication that teacher education institutions are of low quality, as less than half perform above the national average. In comparison, more than half perform below the national average. This also demonstrates the importance of scrutinizing the performance of teacher education institutions, as most are not producing quality graduates who will teach the country's youth.

METHODOLOGY

This quantitative longitudinal study employed descriptive-correlational research design and trend analysis to determine the UCLM-CTE performance in the LET. Accessible documents about the LET rating of the teacher education graduates from 2010 to 2022 were used to investigate the performance of the BEED graduates. The LET ratings were secured from the College of Teacher Education Office upon request for the examination periods 2010-2022. The study's respondents were the Bachelor of Elementary Education graduates of the College of Teacher Education (CTE) who took the Licensure Examination for Teachers from SY 2010-2011 to 2021-2022. The research is being carried out at the University of Cebu Lapu-Lapu and Mandaue Campuses, notably the College of Teacher Education. The school is located at the foot of the old Mactan Bridge, which connects Cebu and Lapu-lapu. As a university, the institution is dedicated to providing a genuine education based on the values of humanism, nationalism, and academic excellence. The study used the official results of the national passing percentage and the school passing percentage in the LET from 2010 to 2022 as released by the Professional Regulation Commission. Thus, there is no survey instrument needed in this particular research.

The researchers performed the steps below before and throughout the data collection. First, the researchers obtained written authorization from the College of Teacher Education's dean before conducting the study. Second, the researchers requested from the CTE department office the registered results of the number of takers, the school passing percentage, and the national passing percentage in the LET from 2010 to 2022. Finally, the researchers examined and assessed the results after collecting the information.

The information is analyzed quantitatively. The following statistical tools are used to analyze the data statistically. The mean is computed in the first sub-problem to describe the performance of UCLM CTE in the LET from 2010 to 2022. The percentage of examinees who passed the LET is operationally defined as LET performance. The TEIs' LET performance was described using their passing percentage from 2010 to 2022.

The PRC categorization was used to inform the description of LET performance. The following categories were used to describe each TEI's performance.

- Top performing – 80%-100% passing rate
- Better performing – 75%-79.99% passing rate
- Good performing – at least 50% passing rate and higher than the national passing percentage (NPP)
- Poor performing – 20%-49.99% passing rate, including passing rate less than the national passing percentage (NPP)
- Worse performing – less than 20% passing rate

The Trend Analysis was used in the second sub-problem to examine the student's LET performance trend. Finally, the Spearman rho rank-order correlation and the Pearson product-moment correlation coefficient were utilized to determine the association between the number of takers and the UCLM-CTE school passing percentage in the LET from 2010 to 2022 in the third sub-problem.

RESULTS

This chapter provides the results, discussions, analyses, and interpretations of data based on the stated objectives. The performance in the licensure examination of the UCLM Bachelor of Elementary Education (BEEd) graduates from April 2010 to March 2022 is presented in the following tables.

Table 1. Performance of UCLM CTE in the LET from April 2010 to March 2022

	N	Minimum	Maximum	Mean	Std. Deviation
First takers passing percentage	22	50.0	100.0	74.3	12.8
Re-takers passing percentage	20	0.0	60.0	23.0	18.2
National passing percentage	22	10.4	56.9	31.3	12.6

Legend: N = number of batch of LET takers from April 2010-March 2022
 Minimum = Minimum passing percentage
 Maximum = Maximum Passing Percentage
 Mean = Average of the Passing Percentage
 Standard Deviation = Standard Deviation of the Passing Percentage

In terms of first-takers' performance, the UCLM Bachelor of Elementary Education (BEEd) recorded the highest performance of 100 percent in March 2022 and the lowest performance of 50 percent in April 2010. The table showed that from 2010 to 2011, takers had at least a 50% passing rate, indicating a high level of difficulty among the examinees. These were the times when the LET elementary level consisted of three areas with their corresponding weight, namely: General Education (GenEd, 20%), Professional Education (ProfEd, 40%) and Content Courses (40%, similar to Specialization in LET Secondary Level). However, when the Content Courses part of the LET was abolished in 2012, leaving just GenEd (40%) and ProfEd (60%), first-timers did well. In general, BEEd first-takers had a good performance from 2010 to 2022, as seen by their mean score of 74.3, which is closer to the better performance level. The repeaters, on the other hand, performed poorly in general. Similarly to first-timers, repeaters experienced significant difficulty throughout the first three consecutive test terms (April 2010, April 2011, and September 2011), with no more than a 19.23% passing rate.

It was highly concerning that none of the repeaters passed in September 2011. The table further showed that performance declined significantly between April 2010 and September 2011. The same with the first-time takers, these were the times when the LET elementary level consisted of three areas. The repeaters might not have prepared well since the previous examinations consisted of only two components. The highest passing rate of 60% was recorded in March 2012 because the content course component in the LET was removed. The repeaters' overall performance from 2010 to 2022 is generally poor, as seen by their mean score of 23.0, which is significantly lower than the national passing percentage mean of 31.3.

These findings appeared similarly to those observed in Nool and Ladia's (2012) study of the LET performance of state universities and colleges in Central Luzon from 2009 to 2012. According to their findings, the first-time pass rate was 49 percent, the repeat pass rate was 26 percent, and the total pass rate was 37 percent. Furthermore, among Centers of Excellence and Centers of Development in teacher education, first-timers perform significantly better than repeaters (Ladia, 2014; Nool *et al.*, 2012). It is clear that first-timers outperformed repeaters, whose poor performance had a negative impact on the total passing percentage. (Antiojo, 2017; Nool&Corpuz, 2017; Nool, Hilario& Santos, 2007; Balanquit *et al.*, 2017).

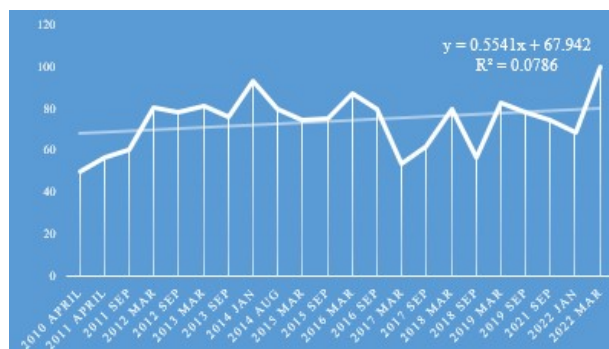


Figure 1. School passing percentage for first takers

The regression equation for predicting the passing percentage of first-time takers is shown in Figure 1: $y = .55x + 67.94$. The r-square for this equation is .0786, which means that 7.86 percent of the variance in the school passing percentage of the first takers is predictable from the LET examination schedule. In terms of first-timer performance, the University of Cebu Lapu Lapu and Mandaue achieved 100 percent in March 2022. In contrast, the lowest performance of 50% was recorded in April 2010. The table shows that since 2010, the performance of first-time takers has been improving, though a slight decrease can be seen, particularly in March 2017, when the university received 54.17%, a 26.05% decrease from September 2016 LET. This is also comparable to the national percentage, which has decreased to 10.39 percent, indicating that the examinees face a high difficulty level. The positive slope of the regression line indicates an increasing trend in the performance of first-time LET takers at the University of Cebu Lapu-Lapu and Mandaue. The regression equation for predicting the passing percentage of the first takers is $y = -.39x + 25.41$. The r-square for this equation is .0184; that is only 1.84% of the variance of the school passing percentage of the re-takers is predictable from the schedule of the LET examination.

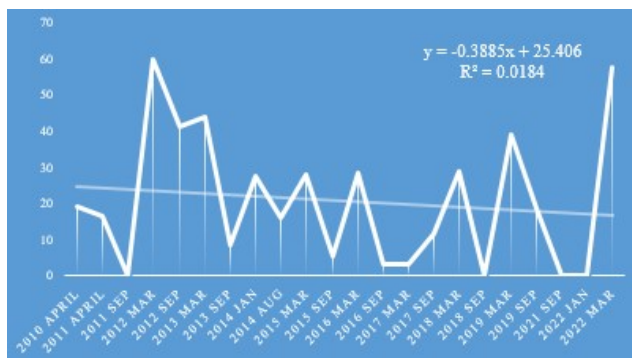


Figure 2. School passing percentage for re-takers

This implies that hardly any of the variations in the data is explained by the LET examination schedule and re-takers' passing percentage. When comparing the results of retakers across time, March 2012 has the highest number of passers, with 60% passing rate. On the other hand, the passing percentage was 0% for two nonconsecutive years, September 2011 and September 2018, implying that none of the retakers passed. The regression line's negative slope reveals a downward trend in re-takers' performance in LET at the University of Cebu Lapu-Lapu and Mandaue.

The data were examined for normality before selecting which statistical method would be best for addressing it. The Shapiro-Wilk test revealed normality for the passing percentage of re-takers (.170, $p > .05$) but not in the passing percentage of first-time takers (.040, $p < .05$). Based on the results, both parametric and non-parametric test statistics were adequate for data management. The Spearman rho rank-order correlation was employed to determine whether there is a significant relationship between the number of first-time takers and their passing percentage in the LET from 2010 to 2022. Finally, the Pearson product-moment correlation was utilized to see if there is a significant relationship between the number of re-takers and their passing percentage in the LET from 2010 to 2022.

Table 2 Correlation test between the number of first-time takers and their passing percentage

Variable	Spearman r	P-value	Interpretation
Number of First-time takers and their passing percentage	-.082	.716	Not Significant

The correlation coefficient (r) of -.082 between the number of first-time takers and their passing percentage in table no. 2, suggested a negligible negative correlation. The statistics showed (.716, $p > .05$), indicating that from 2010 to 2022, there is no significant correlation between the number of first-time takers and their passing percentage on the LET. This implies that the number of LET takers per batch has no bearing on whether the school's passing percentage rises or falls.

Table 3. Correlation test between the number of re-takers and their passing percentage

Variable	Pearson r	P-value	Interpretation
Number of re-takers and their passing percentage	.063	.793	Not Significant

In table no. 3, the correlation coefficient (r) between the number of re-takers and their passing percentage demonstrated a negligible correlation of .063. The statistics showed (.793, $p > .05$), showing that there is no significant relationship between the number of re-takers and their LET passing rate from 2010 to 2022.

This implies that the number of LET re-takers in each batch has no influence on their passing rate. The numbers of first-time takers and repeaters were shown to be unrelated to their passing rates. The findings contradicted those of Nool & Ladia (2017), which indicates that a greater number of first-timers who take the LET tend to result in a higher passing rate, and conversely, the fewer number of first-timers will likely result in a lower LET performance, and a greater number of repeaters who take the LET will likely result in a lower passing percentage. The discrepancies in the outcomes could be attributed to the study's scope.

CONCLUSION

Upon careful assessment on the findings of the study, it can be concluded the following:

- CTE performance in the LET has shown an increasing trend which means there is an increasing passing percentage from April 2010 until March 2022.
- In terms of first-timer performance, the University of Cebu LapuLapu and Mandaue achieved 100 percent in March 2022.
- In contrast, the lowest performance of 50% was recorded in April 2010. The repeaters, on the other hand, performed poorly in general. It is evident that first-timers outperformed repeaters, whose poor performance had a negative impact on the total passing percentage. The relationship between the number of takers and the school passing percentage of UCLM-CTE in the LET from 2010-2022 has no influence on their passing rate.

RECOMMENDATIONS

Based on the findings, and conclusion of the study, the following recommendations are proposed:

- Strengthen the LET Enhancement Program to improve the trend of LET performance.
- Establish a strong implementation on the LET Enhancement policies.
- Develop additional programs and activities to improve student performance.

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