IMPACT OF REVIEW ON THE PERFORMANCE OF GRADUATES IN THE LICENSURE EXAMINATION FOR TEACHERS, 2012-2014

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ABSTRACT

This study aims to determine the impact of review on the performance of graduates in the Licensure Examination for Teachers in 2012 to 2014. Majority of those who attended the review were Bachelor of Secondary Education graduates and most of them were female. The data reveal that graduates of Bachelor of Secondary Education performed better than the national LET performance. In 2012, the reviewees posted 66.67% which is higher than 43.5% in the national level. The same is true with 2013 performance where they obtained 47.06% which is higher than the national passing rate of 39.67% for that period. In 2014, the reviewees got a rating of 46.51% which is also higher than 34.41% of the national LET rating. The same holds true for the LET performance in elementary teacher education. The reviewees incurred positive differences of 13.21%, 31.32%, and 35.69% for the same periods which further strengthen the findings that the review contributed a lot in their LET performance. Their LET performance as compared with the national passing rate showed a positive difference which means that the graduates performed better. It is concluded that the LET review conducted by the CTE of LSPU Los Banos Campus has a great impact on the passing performance of those who attended the review. It is therefore suggested to continue conducting the LET review as an intervention program of the College in order to improve the graduates’ performance. There is also a need to unify the different review materials of Lecturers in conjunction with the Table of Specifications as stipulated in the respective areas of disciplines and clusters.

Field of Research: Impact of review, performance, examination
regarding graduates’ performance in the LET. The Philippine Business for Education (PBEd) has recently released a list of top and worst performing TEIs in the 2014 Licensure Examination for Teachers. Worse performers are those that registered only 20 percent passing rate in teachers’ board from 2009 to 2014 for both elementary and secondary education. (http://www.sunstar.com.ph/) In an article published in PBEd’s website, it said that though the performance of TEIs in LET "generally improved" in 2014, there are still about more than half of the 1,200 TEIs in the country that "have more than 50 percent of their graduates" failing the teachers board. PBEd also said that "the performance of TEIs with less than 20 percent test-taker passing rate in the Secondary LET continues to deteriorate." In an article published on Rappler.com, it was reported that the organization had already presented its 2014 study to the Professional Regulation Commission (PRC) and CHED, and included in their recommendation for the "closure of programs that have consistently performed poorly for 5 years." An official of the regional office of the Commission on Higher Education (Ched)-Davao said they are still awaiting order from its central office before they can close programs of "worst performing" teacher education institutions (TEIs) in the 2014 Licensure Examination for Teachers (LET).

This study was done at Laguna State Polytechnic University Los Baños Campus. It has been one of the strong recommendations of the Accrediting Agency of State University and College (AACCUP) as stated in the Level II results of Bachelor of Secondary Education (BSEd) in 2011 to wit: “The self-survey recommendation on conducting a research on the impact of the LET review on the passing performance of BSEd graduates is hereby recommended.”

2. Effects of Review Theoretical Framework

This study is anchored on the fading theory which contends that the trace or mark a memory etches into the brain is like a path made in the woods when one continually walks along the same route. If one does not take that same path, it eventually becomes overgrown until it disappears. In the same way, facts that are learned are forgotten when one does not review them. A famous study on forgetting textbook materials compared the percentage of material remembered after different intervals of time. The results were as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Percentage Remembered</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 1 day</td>
<td>54%</td>
</tr>
<tr>
<td>After 7 days</td>
<td>35%</td>
</tr>
<tr>
<td>After 14 days</td>
<td>21%</td>
</tr>
<tr>
<td>After 21 days</td>
<td>18%</td>
</tr>
<tr>
<td>After 28 days</td>
<td>19%</td>
</tr>
<tr>
<td>After 63 days</td>
<td>17%</td>
</tr>
</tbody>
</table>

Remembering what one heard in lectures is even more difficult to recall because he/she is not able to slow down, pause, reflect, or to reread unless he/she takes excellent notes! In a study on recall after listening to a seminar, students forgot more than 90% of the points from the lecture after 14 days! (http://faculty.bucks.edu/specpop/memory.htm) According to retrieval theory, a forgotten fact hasn't faded, it has been misplaced in the "file cabinet" of the mind. Whether the information has disappeared completely, or has been lost, the result is the same—it has been forgotten. The interference theory is based on the principle of limited space. As one keeps adding new information, a conflict develops between the old and new information over the space
available. The key to avoiding this problem is to look for connections and relationships between ideas so that they can be "filed together" or combined. With these presented, a review is significant if one wants to recall learned information and establish a system of retention which can be done during review classes. Passing the LET is crucial for new graduates because it determines their employability to a certain extent if they would like to land in more stable and productive jobs in the future.

Merely started as an extension program of the college, the conduct of LET review classes has been going on for about 5 years already. So far, no study has been made yet on its impact on the graduates’ LET performance hence, this investigation.

3. **Theoretical Framework**

   Impact of Review ➔ LET Performance Higher than the National Passing Rate

   Figure 1. Theoretical Framework of the study

   Based on the objective of this study, the review conducted by the College of Teacher Education has a great impact on the LET performance of graduates who attended it as depicted on their performance higher than the national passing rate.

4. **Methodology**

   4.1 Sample and data collection method

   Graduates of BSEd and BEEd who attended the review from 2012 to 2014 were the samples used in the study. The data came from the results of examination from Philippine Regulation Commission from 2012 to 2014. Attendance of those who attended the review was traced back and names who passed the LET were identified.

5. **Finding and Discussion**

   5.1 Descriptive statistics and analysis

   The profile of reviewees in 2012 is shown in the succeeding figures. An average of fourteen graduates availed of the LET Review classes conducted by the College of Teacher Education. Seven or 50% of the reviewees were graduates of BSEd and the other half were BEEd.

   ![Figure 2. Course Distribution of 2012 Reviewees](chart.png)
A great majority, 13 or 93% were female and the rest was male. (Figure 3)

![Gender Distribution of 2012 Reviewees](image)

**Figure 3. Gender Distribution of 2012 Reviewees**

For the BSEd specializations, Figure 4 depicts that 4 or 57% were TLE majors; 2 or 29% were Mathematics majors and 1 or 14, Social Studies major.

![Specialization of 2012 BSEd Reviewees](image)

**Figure 4. Specialization of 2012 BSEd Reviewees**

On the average there were 25 graduates who attended the review in 2013. The profile of LET reviewees in 2013 is illustrated in the succeeding figures. Figure 5 indicates that there were 17 or 68% who were BSEd graduates; 8 or 32% were BEEd.

![Course Distribution of Reviewees](image)

**Figure 5. Course Distribution of Reviewees**

As depicted in Figure 6, a great majority (20 or 80%) of the reviewees were female, the rest were male.
Figure 6. Gender Distribution of 2013 Reviewees

Figure 7 shows the BSEd reviewees’ specialization. Filipino majors comprise 35% of the reviewees; 4 or 23% were English majors; 3 or 18% were Mathematics and 1 each or 6% for Biological Science and Social Studies.

Figure 7. Specialization Distribution of 2013 Reviewees

On the average, there were 33 graduates who reviewed in the LET for 2014. As shown in Figure 8, majority (26 or 79%) were BSEd and 7 or 21% were BEEd.

Figure 8. Course Distribution of 2014 LET Reviewees

Gender distribution of 2014 LET reviewees is reflected in Figure 9. It shows that majority were female accounting for 73% and 27% were male.
The graduates’ specialization as illustrated in Figure 10 shows that there were 11 or 42% Mathematics major; 5 or 19% Social Studies; 4 or 15% Biological Science and 3 or 12% were TLE and English majors.

The LET performance of reviewees is reflected in the following charts. Figure 11 shows that 5 out of 7 or 66.67% who attended the review passed the LET for secondary teacher education in 2012 while 4 out of 7 or 62.5% for the elementary teacher education.
Figure 11. LET Performance of 2012 Reviewees

The data in Figure 12 show that in 2013, eight out of 17 or 47.06 % BSEd reviewees passed the examination and 5 out 8 or 62.5 % BEEd reviewees passed it.

Figure 12. LET Performance of 2013 Reviewees

The LET performance in 2014 is reflected in Figure 13. It depicts that out of 26 BSEd graduates who reviewed, 12 or 46.15 % passed the LET while 5 out of 7 or 71.43 % of the BEEd reviewees passed it.
Figure 13. LET Performance of 2014 Reviewees

The comparison between LET performance of BSEd reviewees for 3 consecutive years, 2012-2014 and the National Passing Rate for the said periods is illustrated in Figure 14.

Figure 14. LET Performance of BSEd Reviewees and National Passing Rate

The data reveal that graduates of Bachelor of Secondary Education performed better than the national LET performance. In 2012, the reviewees posted 66.67% which is higher than 43.5% in the national level. The same is true with 2013 performance where they obtained 47.06% which is higher than the national passing rate of 39.67% for that period. In 2014, the reviewees got a rating of 46.51% which is also higher than 34.41% of the national LET rating. For the elementary teacher education, Figure 15 illustrates the reviewees’ passing rate as compared with the national passing performance. In 2012, the BEEd reviewees got a rating of 62.5% which is higher than the national passing rate of 49.29%. In 2013, they performed much better with 62.5%, again higher than the national performance of 31.18%. For 2014, the reviewees also posted very good performance of 71.43% much higher than the national rate of 35.74%.
A difference of +36.83%, +7.31% and +12.1% were incurred in LET secondary teacher education performance for 2012, 2013 and 2014 respectively (Table 1). This clearly proves that the conduct of review by CTE has a big impact on the reviewees chance of passing the LET. It can be inferred from the result that among the 3 years of evaluation, 2014 positive difference of 35.69 was the highest and that a trend of improvement in the passing rates is observed.

Table 1. Percentage of Difference between LET National and Reviewees Passing Rates in Secondary Teacher Education

<table>
<thead>
<tr>
<th>Year</th>
<th>National Passing Rate(%)</th>
<th>Reviewees Passing Rate (%)</th>
<th>Difference(+/−)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>43.5</td>
<td>66.67</td>
<td>+36.83</td>
</tr>
<tr>
<td>2013</td>
<td>39.75</td>
<td>47.06</td>
<td>+7.31</td>
</tr>
<tr>
<td>2014</td>
<td>34.41</td>
<td>46.51</td>
<td>+12.1</td>
</tr>
</tbody>
</table>

The same holds true for the LET performance in elementary teacher education. Table 2 indicates that the reviewees incurred positive differences of 13.21%, 31.32%, and 35.69% for the same periods which further strengthen the findings that the review contributed a lot in their LET performance. However, these findings contradict the study of Cheng (2008) who averred that a 40-hour board review course has no positive effect on improving a resident’s in-training examination score. But it is also worthy to mention that even today students live in a test-conscious, test-giving culture in which the lives of people are in part determined by their test performance. (Sarason et al., 1960, p.26). This also finds its relevance in the teaching profession where a graduate who is not a LET passer is not given the opportunity to hold a permanent teaching position in public schools. Therefore, he/she needs to pass it to be awarded the license to teach issued by the Professional Regulation Commission.
Table 2. Percentage of Difference between LET National and Reviewees Passing Rates in Elementary Teacher Education

<table>
<thead>
<tr>
<th>Year</th>
<th>National Passing Rate (%)</th>
<th>Reviewees Passing Rate (%)</th>
<th>Difference (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>49.29</td>
<td>62.50</td>
<td>13.21</td>
</tr>
<tr>
<td>2013</td>
<td>31.18</td>
<td>62.50</td>
<td>31.32</td>
</tr>
<tr>
<td>2014</td>
<td>35.74</td>
<td>71.43</td>
<td>35.69</td>
</tr>
</tbody>
</table>

6. Conclusion and Future Recommendation

From the salient findings of the study, it is concluded that the LET review conducted by the CTE of LSPU Los Banos Campus has a great impact on the passing performance of those who attended the review. There was an increasing passing rate difference between the reviewees performance and the national passing rate for 3 consecutive years when the review was conducted. It is therefore suggested to continue conducting the LET review as an intervention program of the College in order to improve the graduates’ performance. There is also a need to unify the different review materials of Lecturers in conjunction with the Table of Specifications as stipulated in the respective areas of disciplines and clusters.

Acknowledgement

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References

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http://www.sunstar.com.ph