

Trends in the Teachers' Licensure Examination Performance of the Graduates of a State University: A Comparison by Examination Schedules and Examinee Classification

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Abstract

Trend analysis is a common assessment procedure in determining the temporal change in an educational institution's performance in licensure examinations, such as the Licensure Examinations for Teachers (LET). This study used archival research methods to describe the LET elementary and LET secondary performance of a State University in the regular and special schedules. The institutional results of the LET from 2015 to 2019 were the focus of the study. The LET results from the Philippine Professional Regulations Commission and its website, graduation papers, and yearbooks, the study established that, in both elementary and secondary LET, the five-year average passing rates (performance) are higher in the Regular than in the Special schedules, and the first-time takers have consistently outperformed the repeaters. The trend in results is inconsistent across examinee type and examination schedules, although the trend lines generally reflect the national trend. The study established that most of the graduates in the case institution are taking the Regular schedule, but a more significant proportion of repeaters are taking the Special schedule. These factors explain the lower institutional LET performance in the Special schedule. Stakeholders and policymakers may consider these results when interpreting a teacher-education institution's performance in the LET.

Introduction

In the Philippines, aspiring teachers must pass a licensure examination (Diamante, 2022; Salundaguit, 2018). This mandate is an offshoot of Republic Act No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 (Aberin et al., 2019; Roman, 2018; Sayson et al., 2024). This act was promulgated to strengthen the regulation and supervision of teaching in the Philippines, providing greater credibility among teachers (Baylan, 2018; Guzman, 2020). The Licensure Examination for Teachers (LET) is considered the achievement test for all finishers of teacher education and related degrees (Abao et al., 2023; Alayon et al., 2017). The LET is regarded as an indirect measure of the quality of teacher education and training provided by a teacher education institution (TEI). Furthermore, the LET is administered by the country's Professional Regulations Commission (PRC). The PRC is responsible for most of the licensure examinations

given to programs requiring board examinations in the Philippines.

Two LET examinations are administered each year. One schedule is given in either August or September, while the other is given in March. The former schedule caters to education graduates who were able to follow the regular curriculum. A relatively higher number of education graduates are taking the LET in this schedule. Thus, the August/September schedule is designated the regular schedule in this study. The March schedule, meanwhile, is designated the special schedule. The LET elementary and secondary schools have different area coverages. The former consists of general education (40%) and professional education (60%) components, while the latter is composed of general education (20%), professional education (40%), and specialization (40%). It is therefore logical to employ separate analysis methods for the two levels of the LET.

The case institution is the capital town campus of a state-run university in a Northern Philippine province. The campus offers baccalaureate degrees in nine colleges and three institutes. It presently enjoys a SUC (State Universities and Colleges) Level IV status. It harbors a center of excellence (Teacher Education) and a center of development (Nutrition and Dietetics) from the Philippine Commission on Higher Education (CHED). One of PRC's practices is reporting the LET performance of every institution. This provides the public and stakeholders with information on how the graduates of a certain TEI have fared in the LET. This makes the scenario unique in the case institution, as the PRC report reflects the results of the graduates from the three colleges that produce teachers.

The case college has conducted an earlier analysis on the LET performance of its graduates from 2011 to 2015 (Botengan et al., 2018). In this study, only the performance of the graduates from the college was considered. The results from the Bachelor of Science Home Economics (BSHE) graduates and those who took the special class program were excluded from the analysis. It is quite worthwhile to study the LET performance of this group to assess how the college has molded them in the professional education components and to determine how these groups performed, especially in the specialization area. Moreover, it is important that a continuation study is done in order to find out whether or not the previous trends in LET performance have changed over the years. This way, the college can modify or improve its programs to adjust to the changing trends. Finally, it is also important to profile the LET takers in each examination to account for and explain why the institutional performance is such. It is for these reasons that this follow-up study is proposed.

Several studies in the Philippines described the trends in the performance of a particular group of TEIs in the LET. Institutional performance in three or more consecutive examination years was reported in these studies. Some of these studies involved only elementary education graduates (Ferrer, 2024), while others separately analyzed the trend of performance among elementary and secondary education graduates (Andacao & Lugo, 2022; Balino & Baniaga, 2019; Guzman, 2020; Macalinao et al., 2024; Navida, 2022; Palma et al., 2022; Rudio, 2016). One study looked particularly at the performance trend among Technology and Livelihood Education graduates (Aberin et al., 2019). All of these studies prove that there are fluctuations and irregularities in their reported institutional passing rates.

While many of the studies presented the institutional trends in several examinations, they failed to critically analyze and compare performance in the regular and special schedules of the LET. Likewise, there was no attempt to see the performance trend among first-time takers and repeaters. Thus, information pertaining to these important issues is still scarce. These are the gaps this study aims to fill in. It is important to provide a separate trend analysis per examination schedules and examinee type to present a more accurate and specific result to stakeholders and policymakers. This scheme could lead to more focused intervention procedures and policy recommendations.

Moreover, all but one of the above studies did not identify the actual trend of the performance. The institutional passing rates were presented as they were without the attempt to compare the performances in the regular and special schedules. This study could contribute to the literature on LET performance analysis by explaining the trends of analysis. These explanations may be factors, such as examining classification as either first-time takers or repeaters. Moreover, this study is unique as it compared institutional trends of performance with the national data. This study is a five-year trend analysis of the performance of the graduates in the case institution in the LET elementary and LET secondary. It specifically describes the performance and trends according to the LET schedule (regular versus special) and examinee classification (first-time takers versus repeaters). Variations of results were explained in terms of examinee classification and the national trend of results.

Method

Research Design

This study employed the archival method of quantitative research. According to Ventresca and Mohr (2017), the archival method involves using originally generated data, which can be used for information and research. These archival data are often safeguarded (due to legal requirements) but made available for policymakers, stakeholders, and researchers to evaluate the effectiveness and improve programs.

Data Source and Procedure

The LET results of the case institution in 10 examinations from March 2015 to September 2019 were requested from the country's Professional Regulations Commission (PRC). The three most recent results were excluded because the examinees were part of the new teacher education curriculum. The other results were from the repeater cohorts who were given the chance to take the examination.

The copy indicated the name of the examinees, the scores in the three LET areas, the general ratings, the year graduated, and the examinee classification. The examinee classification coded the first-time takers (FTTs) and the repeaters as 1 and 2, respectively. The code 2 was given regardless of the number of times an examinee retakes the LET. Because of the differences in the scope of the LET elementary and secondary, the results of the elementary and secondary teacher education graduates were analyzed separately; therefore, comparing the two results is irrelevant.

Ethical Considerations

The identities of the graduates were concealed in the analysis, using proper coding techniques. This procedure was employed to comply with the Data Privacy Act. After ensuring that the individual data regarding examinee classification had been correctly identified, their names were deleted and substituted with codes. These coded data were subjected to analysis. All data were safeguarded in locked cabinets that only the researchers could access. The coded data were then destroyed 14 months after the termination of the study.

Treatment of Data

The passing rates (expressed as percentages) were used to indicate LET performance. Trends were identified, and the regression trend lines were indicated in the results. The regression line is shown as follows:

$$Y = mx + b$$

where Y is the dependent variable, x is the independent variable, m is the slope, and b is the intercept of the line. A positive m value indicates an increasing trend, while a negative value indicates a decreasing trend. An m value close to zero is described to be a steady trend.

In this study, performance was gauged in terms of passing rates. This performance was then interpreted as follows:

81 – 100% passing rate – Very high

61 - 80% passing rate – High

41 – 60% passing rate – Average

21 – 40% passing rate – Low

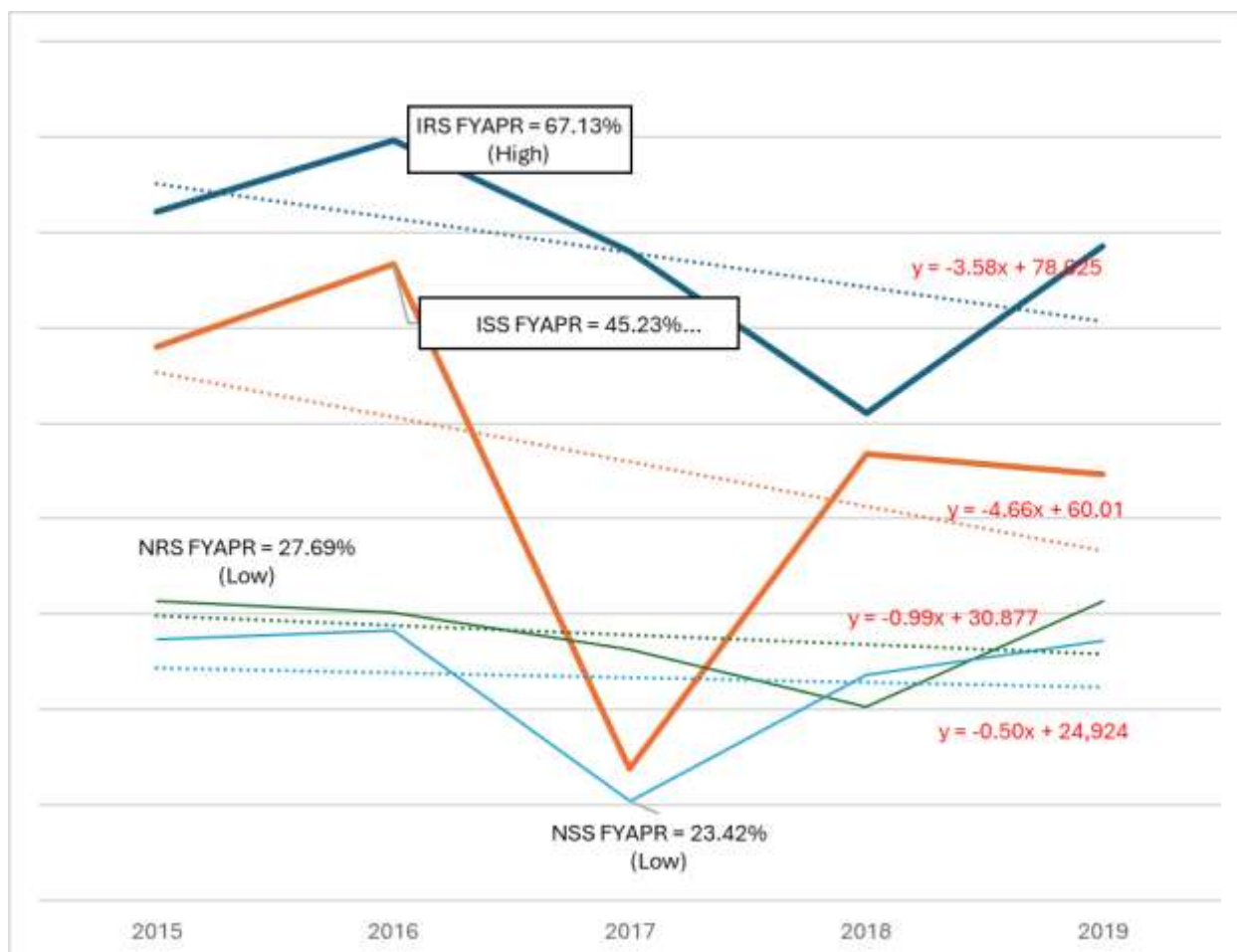
0 – 20% passing rate – Very low

Results

Institutional and National LET Elementary Performance in the Regular and Special Schedules

Figure 1 shows that institutional passing rates are higher in both schedules than national passing rates. The institutional five-year average passing rates (FYAPRs) are high and average during the special and regular schedules, respectively. Also, the FYAPR during the regular schedule is higher than the 60% passing standard set by the PRC (Baylan, 2018). The national FYAPRs, meanwhile, are low in both schedules. This result could imply that the graduates from the case institution were properly prepared to hurdle the LET unlike many of their counterparts from other TEIs. Added to the takers' preparation is the dedicated mentoring and commitment of the faculty members throughout the four-year training in the specified program. Furthermore, the curriculum enhancement, increasing the required units from 152 (CMO No. 04, s. 2018) to 179 units, appears to have a positive effect on performance. This augmentation of the Elementary Education curriculum is likely a significant contributor to the observed higher passing rates. These results also imply that many of the graduates have mastered the content of the LET, indicating their readiness for the teaching profession.

Such results on higher institutional passing rates than the national passing rates are similar to those of Andacao & Lugo (2022), Ferrer (2024), Guzman (2020), Kalaw (2017), and Navida (2022). Sadly, many TEIs in the country have passing rates lower than the national data (Abao et al., 2023; Baylan, 2018; PBED, 2023).



*FYAPR – Five-year average passing rates, IRS – Institutional regular schedule, IS – Institutional special schedule, NRS – National regular schedule, NSS – National special schedule

Figure 1. Five-year Institutional (thick) and National (thin) Performance of LET Elementary Takers in the Regular and Special Schedules

Figure 1 also shows that in both the institutional and national FYAPR in the LET elementary, the examinees in the regular schedule outperformed those in the special schedule. The above result on the inferior performance of elementary education graduates during the special schedule conforms with the findings of Andacao and Lugo (2022), Balino & Baniaga (2019), Palma et al. (2022) and Rudio (2016). However, it contradicts Macalinao et al. (2024) and Navida (2022), and Aberin et al. (2019) found an almost even performance in the two schedules among technology and livelihood education majors. These contrasting results indicate the variation in the trends of results across teacher-education institutions.

It is also notable in Figure 1 that there is generally a downward trend in the institutional FYAPR of the graduates in both schedules. The obtained negative slope values are indicative of this trend. Such a decreasing trend is quite alarming as it implies a decline in the performance of the TEI. However, the downward trend may

not be attributed to the graduates' and TEI's performance alone. Rather, it may be explained partly by the instability of the LET itself. After all, there is likewise a downward trend in the national data, indicating that the examination could have gradually become difficult.

Comparing the specific trend lines, both the institutional and national results demonstrate more fluctuations during the special schedules. The institutional result shows three rise-fall cycles (RFC) in the regular schedule, while four RFCs are in the special schedule. According to the national data, two and three RFCs are in the regular and special schedules. The sunk in the institutional passing rates (PR) of the special LET examinees in 2017, and of the regular examinees PR in 2018, are both consistent with the national results. Such results indicate some similarities in the institutional and national trends of results based on yearly performance and the presence of fluctuations. These fluctuations are indicative of the instability of LET in the five-year scope of this study.

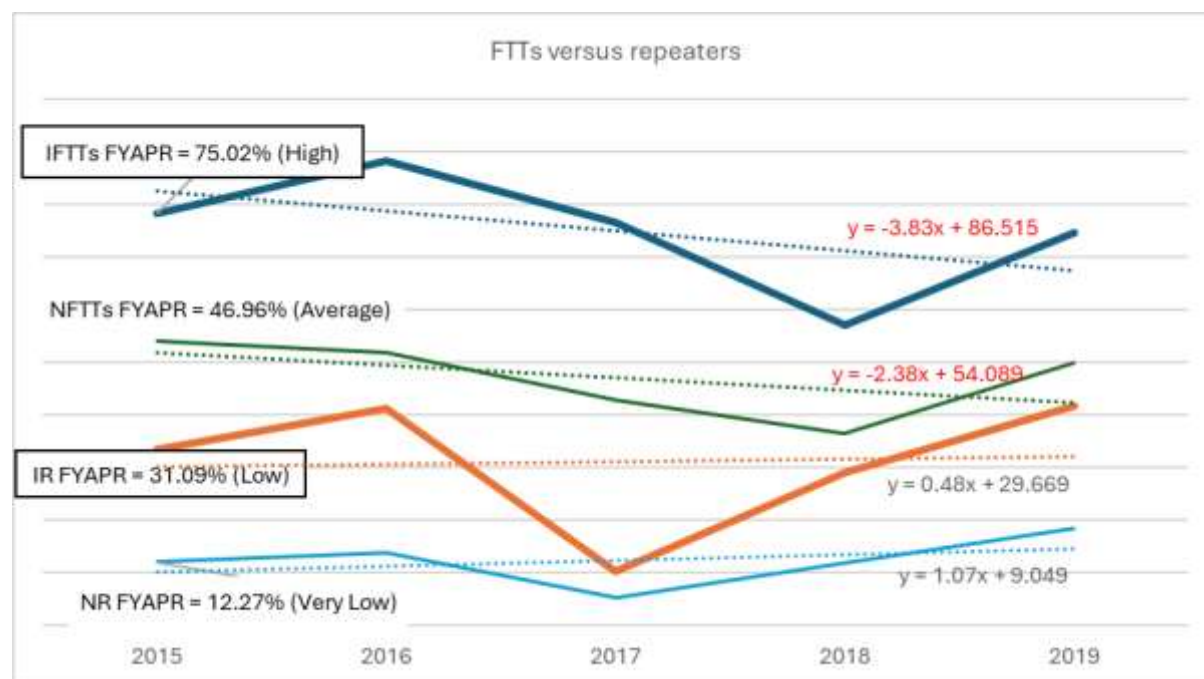
Some studies also suggest a potential instability of the LET, based on the trend analysis of results. In studies attempting to understand the trend in the national LET results, researchers find irregularities and fluctuations (Baylan, 2018; Calingacion, 2015; Kalaw, 2018; Macalinao et al., 2024; Palma et al., 2022; Roman, 2018; Salendab et al., 2024). Such findings imply that this instability makes it difficult to predict LET results. Therefore, the performance of graduates in the LET should be understood in light of such instability. In other words, this year's LET performance should not be compared with previous years' results without considering the national results. An objective way of gauging the LET performance of a TEI is by externally benchmarking it with national results. Thus, stakeholders may consider using such terms as surpassing rates and under similar indices.

Institutional and National LET Elementary Performance of First-time Takers (FTT) and Repeaters

The FTTs from the case institution registered a high five-year average passing rate, outperforming the repeaters (low). There is a difference of 41.53% between the two groups. The FTTs reached the 60% passing threshold set by the PRC in all years except 2018. Incidentally, such an institutional result is similar to the national data, with FTTs outscoring the repeaters by 34.69%. Among the FTTs, the FYAPR of those from the case institution was high, while it is average in the national results. Among repeaters, the FYAPR was low in the institutional results and very low in the national data. Despite the seemingly close results in the institutional and national performance of repeaters, there is actually a difference of 20.38% in favor of the former. Both results show that repeater examinees in the case institution can better recover from failing the LET than those from other TEIs.

Clearly, the repeaters are the ones lowering the overall LET performance of teacher-education institutions. Such result is similar to the findings in many analyses studies on licensure results, but specifically in the LET (Andacao & Lugo, 2022; Balino & Baniaga, 2019; Botengan et al., 2018; Ferrer, 2024; Philippine Business for Education [PBEd], 2023). Thus, TEIs must devise some schemes for repeaters, such as inviting these repeaters for free crash courses, review sessions, or even lending them some free reviewers or reference materials. Further, researchers may also conduct root cause analysis on the performance of these repeaters, identifying the

LET areas they are weak at. Then interventions may be concentrated on these problematic areas.



*FYAPR – Five-year average passing rates, IFFT – Institutional first time takers, IR – Institutional repeaters, NFTT – National first time takers, NR – National repeaters

Figure 2. Five-year Institutional (thick) and National (thin) Performance of LET Elementary FTTs and Repeaters

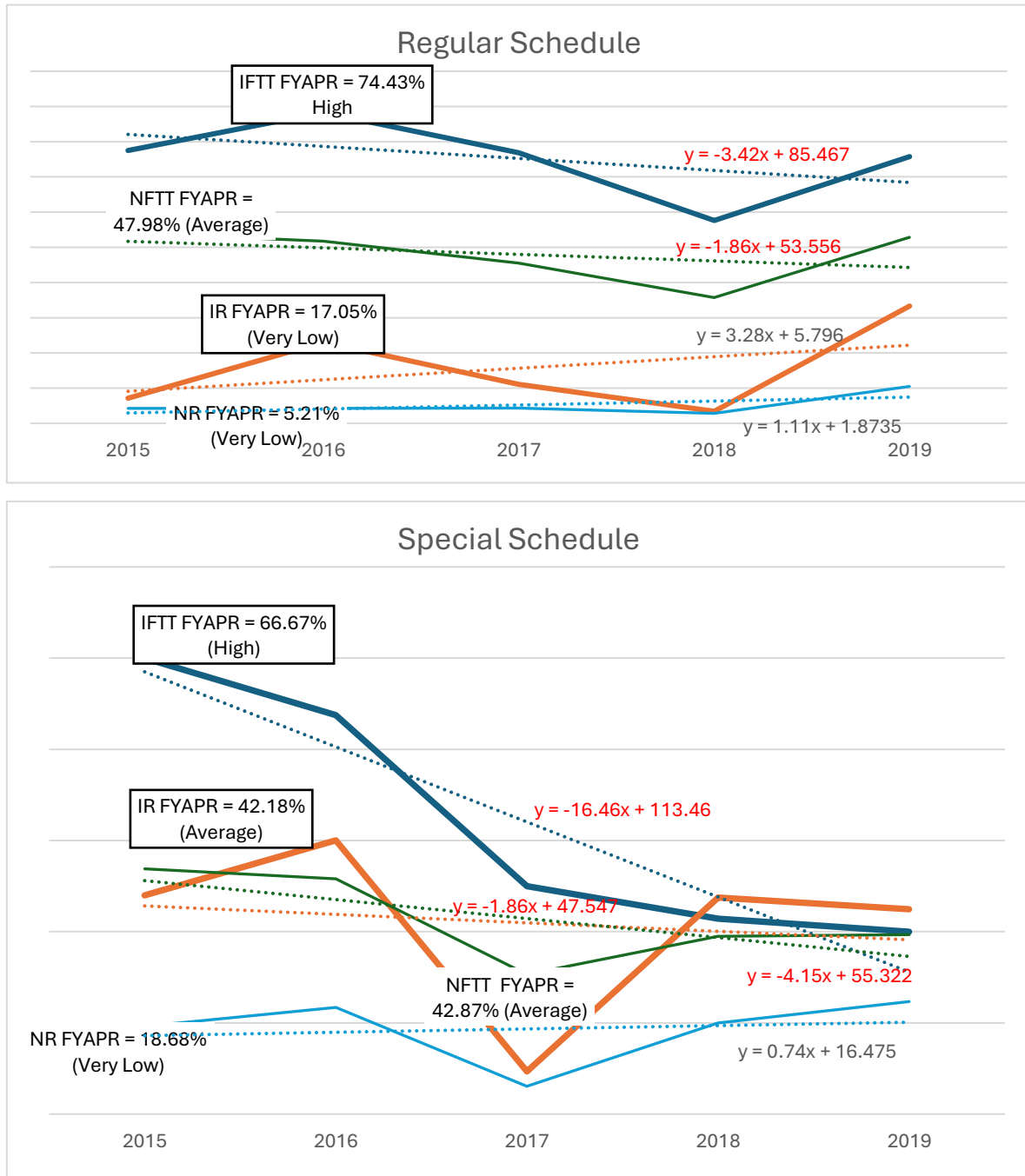
The five-year trend in the institutional LET elementary performance of FTTs and repeaters is the same as the national benchmark. The general trends of performance among FTTs in the two groups are downward, while they are upward among repeaters. However, the upward trend among the repeaters from the case institution is not as steep, while the downward trend among their FTT counterparts was more steep than the national data.

The downward trend among FTTs in both the institutional and national data is the same as the overall trend shown in Figure 1. This result implies that there are more first-time examinees, as they represent the general trend in the overall result. Meanwhile, the upward trend among repeaters was contrary to the described overall trend. There were obvious fluctuations in the LET results of both FTTs and repeaters from 2015 to 2019. The trend among the institutional FTTs better reflects the overall institutional performance in the regular schedule. Some similarities in the performance of repeaters with that of the special schedule are also evident, except in 2019. The same pattern of observation can be said with that of the national data. Such fluctuations indicate that the potential instability of the LET might affect both the FTTs and the repeaters.

Comparing the institutional and national graphs, there were more fluctuations in the five-year performance of the first-time examinees from the case institution. Such a difference in variation could be explained by the greater number of examinees in the national data. The fluctuations among repeaters, meanwhile, are similar in the groups, although these are more pronounced among the institutional examinees.

Institutional and National LET Elementary Performance of First-time takers (FTT) and Repeaters in the Regular and Special Schedules

Figure 3 shows the institutional and national performance of the elementary education graduates in the regular and special schedules.



*FYAPR – Five-year average passing rates, IFFT – Institutional first time takers, IR – Institutional repeaters, NFTT – National first time takers, NR – National repeaters

Figure 3. Trends in the Institutional (thick solid lines) and National (thin solid lines) LET Elementary Performance Regular (upper graphs) and Special (lower graph) Schedules

The FYAPRs were also compared between FTTs and repeaters. As described in the previous sections, the graduates' performance in the regular schedule is higher than in the special schedule, and the FTTs outperformed the repeaters in both schedules. Likewise, the results from all sub-groups are higher in the institutional outcomes than in the national results.

In terms of the general trends in the FYAPRs, the institutional pattern matches that of the national results, except among the repeaters from the case institution in the special class. While the national data reflected an upward trend, the institution showed the opposite. Such findings reflect how the general performance (national) influences the performance of the parts (institutional). With these results, the examinees' performance may partly be attributed to the nature of the test and not in terms of their abilities and traits. Such is a major tenet in item analysis, where item characteristics are a function of test takers' ability and item difficulty (McCowan & McCowan, 1999).

Some specific results among FTTs and repeaters are worth describing. For instance, the FTTs have consistently outperformed the repeaters in both the national and institutional results. The institutional performance among FTTs in the regular schedule is high but shallow among repeaters. Such are also the results in the study of Andacao and Lugo (2022). However, among the special schedule examinees, the repeaters registered an average performance and slightly edged the FTTs during the last two examination years. There were years in both the institutional and national data and in the two schedules when the passing rates significantly dipped. Finally, there is a relatively sharp downward trend of performance among the FTTs from the case institution in the special schedule. This result must be further studied to ensure this downward trend does not escalate further.

Comparing the graphs of passing rates per year among the institutional examinees, the pattern appears steadier in the regular schedule. Meanwhile, the graph of the special schedule seems to sway away from the pattern. Moreover, the difference in the performance of the FTTs and repeaters in the two schedules varies. The difference in the regular schedule is 57.38%, almost twice as much as the difference between the FTTs and repeaters in the special schedule. In the special schedule, the difference in the five-year average performance is 24.49%.

Considering the performance trends, a downward pattern is common among the FTTs. This result is particularly evident during the special schedule. The only group that showed an uphill climb was the repeaters during the regular schedule.

Profile of the Examinees that May Explain the Variation of Results in the LET Elementary across Examination Schedules and Examinee Classification

More elementary education graduates from the case institution are taking the regular schedule (80.78%) than the special schedule (19.22%). This discrepancy is explained by the fact that many more students graduate in the regular schedule than in the special schedule. Only students who did not follow the block schedule graduate in the latter. Incidentally, the same pattern is true for the national LET elementary participants. There are more

takers in the regular schedule (60.17%) than in the special schedule (39.83%).

Further analysis of the results shows that there are many more FTTs than repeaters in the regular schedule, with a ratio very close to 9:1. In the special schedule. However, there are about two FTTs for every eight repeaters. In the national data, there are likewise more repeaters than FTTs in the special schedule, with an approximate ratio of 4:1. The regular schedule examinees' composition is pretty equal.

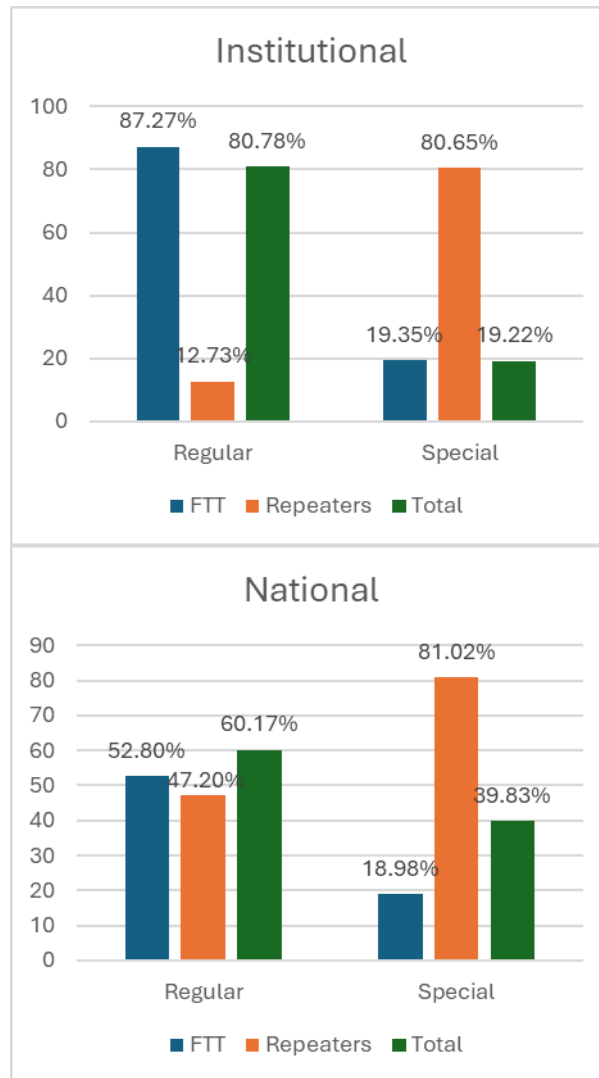


Figure 4. Profile of the LET Elementary Examinees in terms of their Classifications (FTT vs repeaters)

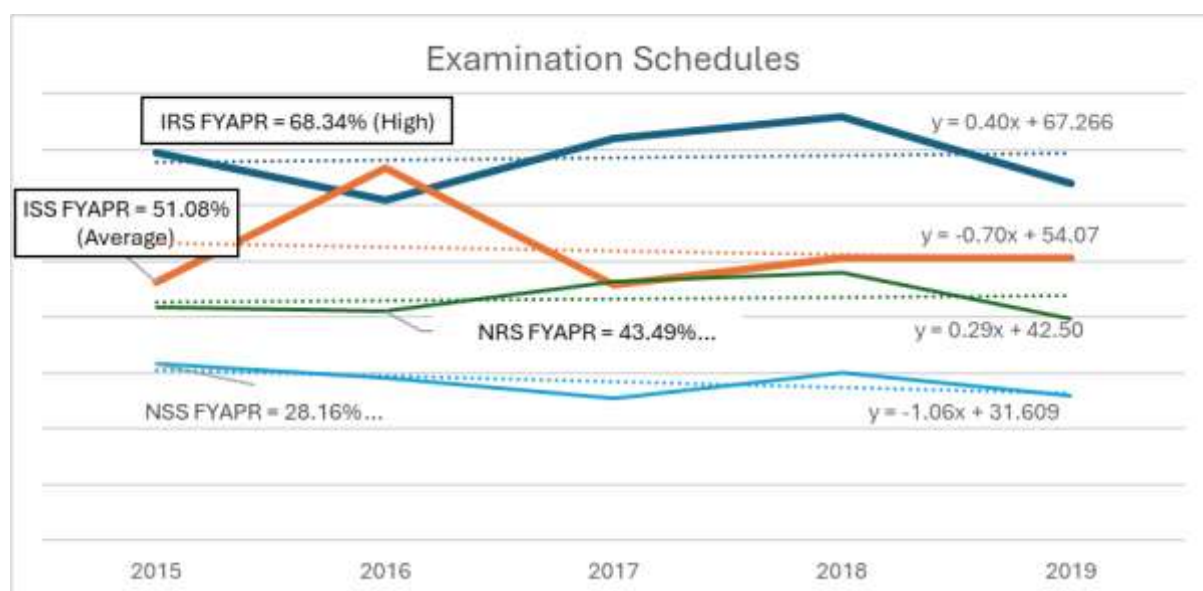
The greater number of repeaters in the special schedule may explain the lower overall passing rates in this schedule, both at the institutional and national levels. As was described in previous studies, the repeater examinees are the ones who lower the performance of graduates in licensure examinations, particularly in the LET (Botengan et al., 2018; PBED, 2023). Based on the 12-year analysis of LET performance of graduates of TEIs in the Philippines from 2010 to 2022, PBED (2023) has proven that “repeaters have a higher likelihood of failing again.” The organization then recommends that repeater examinees should be given a grace period of three takers to pass the LET. This scheme will allow the repeaters to be more serious in their preparation for the licensure examination. Also, such a scheme may be used to properly screen those who are not qualified to teach

in the future.

The influence of repeaters on the overall institutional performance in the LET is a headache to many TEIs. As such, many TEIs employ mechanisms to prevent such scenarios. Many TEIs even go to the extent of prohibiting some repeaters from taking the LET. However, since the PRC sets no limits on the number of times one should take the LET, many repeaters take the examination as long as they desire (Botengan et al., 2018).

Institutional and National LET Secondary Performance in the Regular and Special Schedules

Figure 5 shows that the five-year institutional average passing rate (FYAPR) in the LET-Secondary in the regular schedule is higher (High) than that of the special schedule (Average). This observation of higher overall performance in the regular schedule is similar to the national data. This trend, however, is not consistent in the case institution in the five-year duration of the study, as the performance during the special schedule has edged that in the regular schedule. The FYAPR is higher in the regular schedule by 17.26% in the institutional data, and 26.23% in the national data. Such a difference could be due to the characteristics of the examinees. As shown among the LET Elementary examinees, there might be a difference in the number of first-time takers and repeaters in the two schedules of the examination.



*FYAPR – Five-year average passing rates, IRS – Institutional regular schedule, ISS – Institutional special schedule, NRS – National regular schedule, NSS – National special schedule

Figure 5. The Overall Trend in the Performance of LET Secondary Takers in the Regular and Special Schedules

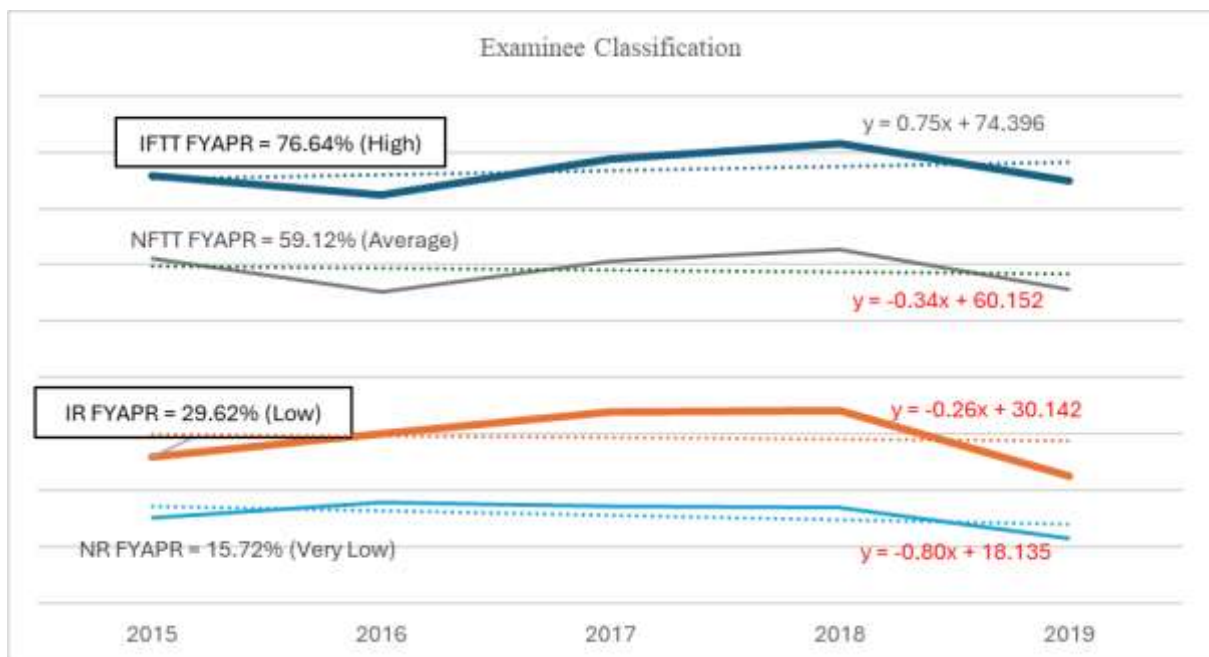
Some studies (e.g., Andacao & Lugo, 2022; Navida, 2022; Palma et al., 2022) support the above result on higher average passing rates of LET secondary examinees in the regular schedule. However, the results in the analysis of Rudio (2016) and Macalinao et al. (2024) were exact opposites. The inconsistencies in the results of these studies could be attributed to the composition of the examinees, i.e., there could be more repeaters constituting one analysis, while there are more FTTs in others. However, these previous studies did not provide information on the profile of the takers based on examinee classification. There were no attempts in the previous

studies to attribute the results based on the attributes of the examinees. Such is one research gap this study addressed.

Comparing the institutional and national data, the general trend of performance in the regular and special schedules are similar. There was an upward trend among the LET secondary examinees in the regular schedule and a downward pattern in the special schedule. This finding deviates from the results among the LET elementary examinees, where there is a downward trend in both schedules. The different LET elementary and LET secondary contents may contribute to such contrasting results. The latter has an additional area (Specialization) that could influence overall performance. Also, there might be some differences in the composition of examinees in the two groups. It is possible that the number of repeaters is proportionally higher in the elementary, or that the addition of non-education graduates taking the LET Secondary. This is the variable that this study failed to include. Other interested researchers may consider investigating the contribution of these non-education graduates on the performance of the case institution. The decreasing trend of performance among repeaters in the case institution is a cause for alarm. While one may explain that the national result influences such a trend, it is still important to determine the root cause of the issue and that stakeholders and policymakers devise mechanisms to raise the passing rates among repeaters.

Institutional and National LET Secondary Performance of First-Time Takers (FTT) and Repeaters

In both the institutional and national performance in the LET secondary, the FTTs have dominated over the repeaters (see Figure 6).



* FYAPR – Five-year average passing rates, IFFT – Institutional first time takers, IR – Institutional repeaters, NFFT – National first time takers, NR – National repeaters

Figure 6. The Overall Trend in the Institutional and National Performance of FTTs and Repeaters in the LET Secondary

The institutional performance of the FTTS is high, while that of the repeaters is low. There is a whopping difference of 47.02% between the two groups. In the national results, the FTTs registered an average performance, while the repeaters manifested a very low performance. Between the FTTs and repeaters is a difference of 43.40%. Such differences in the performance of FTTs and repeaters echo those of other studies (e.g., Andacao & Lugo, 2022; Botengan et al., 2018; Kalaw, 2017; Palma et al., 2022; PBE, 2023). Likewise, the pattern is similar in the result among the LET elementary takers as described above.

Regarding the overall performance trend in the LET secondary, the results among the FTTs from the case institution are upward, albeit gradually. The positive slope indicates such a result. This increasing trend among the FTTs from the case institution contradicts the downward trend in the national cohort. Such findings show that the FTTs from the case institution performed better in the five-year period than the examinees from other TEIs in the country.

However, the downward institutional trend among the repeaters reflects that of the national result. Such findings imply that the LET is getting more and more difficult for the case institution repeaters and their counterparts from other TEIs. All TEIs must then exert efforts to reverse the trend among repeaters. As for the case institution, the upward trend among FTTs must be sustained. Root-cause and other in-depth analysis studies must be conducted to identify the areas to improve or sustain.

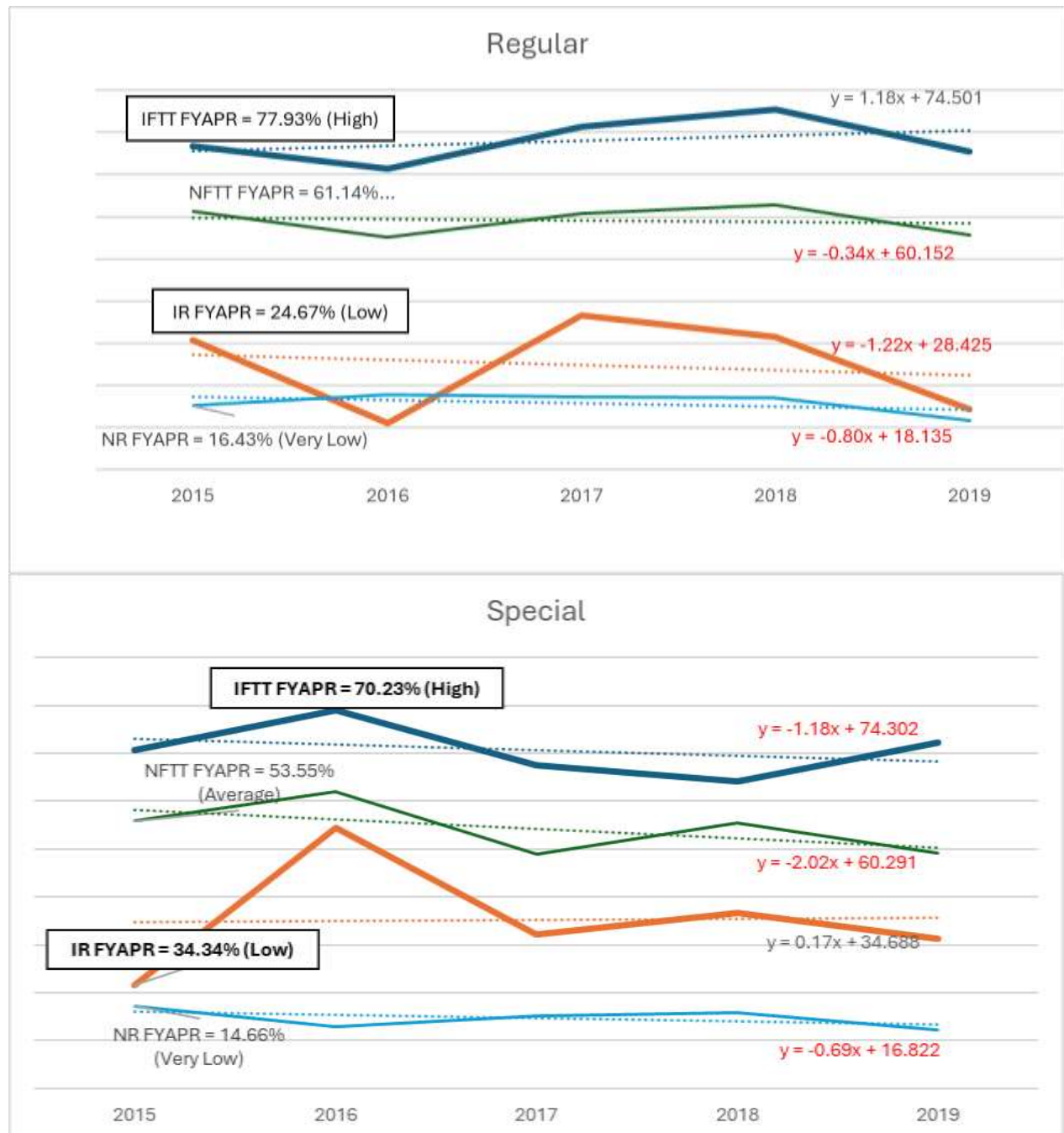
Despite the differences in the overall trend, the line graph of the yearly passing rates among FTTs in the case institution is almost parallel with that of the national performance. The fluctuations are similar in terms of the number of rise-fall cycles. These findings indicate some evidence of consistency in the two performances. A similar shape in the graph of the performance among repeaters in the institutional and national results can be observed. The two graphs started with a rise, then levels, and fell again. However, the national performance graph is more flattened (platykurtic).

Institutional and National LET Elementary Performance of First-time Takers (FTT) and Repeaters in the Regular and Special Schedules

Across both the regular and special schedules at both the institutional and national levels, the FTTs have outperformed the repeaters (Figure 7). The gap in performance, though, is bigger in the regular schedule, especially at the institutional level. Such a result conforms to that of Andacao and Lugo. (2022) In this schedule, the FTTs from both the institution and the nation registered high performance, while the repeaters showed low (institution) and very low (nation) performance. Such performance holds true in the special schedule, except that the FTTs in the national results were average.

In terms of institutional performance, the general trends among FTTs and repeaters in the regular and special schedules are inconsistent. There is an upward trend of performance among the FTTs in the regular schedule and the repeaters in the special schedule. Their respective counterparts registered a downward trend in

performance. The institutional performance trend in the regular schedule of the two examinee classifications is similar to that in the national results. Incidentally, this is also the trend in the overall performance of both the institutional and the national data. These findings imply that the overall performance in the LET can be better gauged through the performance in the regular schedule than in the special schedule. Such an explanation is logical since there are many more examinees regularly, and they better represent the overall performance.



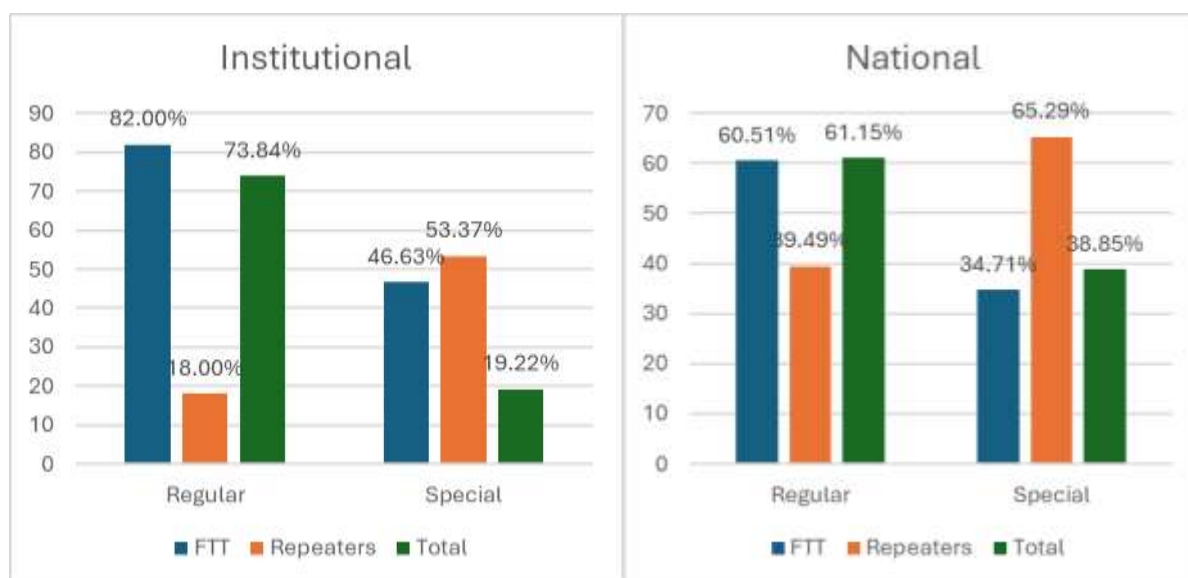
* FYAPR – Five-year average passing rates, IFFT – Institutional first time takers, IR – Institutional repeaters, NFTT – National first time takers, NR – National repeaters

Figure 7. Trends in the Institutional (left graphs) and National (right graphs) LET Secondary Performance of FTTs (upper graphs) and Repeaters (lower graphs) in the Regular and Special Schedules

Profile of the Examinees that May Explain the Variation of Results in the LET Secondary across Examination Schedules and Examinee Classification

Similar to the result of LET elementary, more secondary education graduates from the case institution are taking the regular schedule than the special schedule, with a ratio that is close to 7:3. (Figure 8) This pattern could be explained by the fact that there are many more graduates in March or April (second semester) than in October (first semester). Hence, there is a considerable discrepancy between the takers in the two schedules. Such a pattern of results is also true at the national level, i.e., more examinees on the regular schedule than on the special schedule. For every two examinees who take the special schedule, three take the regular schedule. These are the reasons why the performance in the regular schedule better reflects that of the overall results than the special schedule.

As to the composition of examinees in the case institution, eight out of ten examinees in the regular schedule are FTTs. The remaining cohorts are repeaters. In the special schedule, however, the number of FTTs and repeaters is pretty even, with the repeaters slightly having the advantage. Considering the national data, more FTTs than repeaters take the regular schedule, while the opposite is true in the special schedule. These compositional differences in the examinees explain the variation in the overall performances at the institutional and national levels. The greater number of repeaters in the special schedules results in lower overall LET performances in these schedules.



*FTT – First-time takers

Figure 8. Profile of the LET Secondary Examinees in terms of their Classifications (FTT vs repeaters)

This study established some important facts: More elementary and secondary education graduates are taking the regular schedule, and more repeaters are taking the special schedule. The case institution's elementary and secondary education graduates have registered passing rates higher than the national passing rate in all the years covered, examination schedule, and examinee classification. Among the elementary education graduates, the

FTTs in the regular schedule of the LET were able to meet the 60% passing standard set by PRC. As for the secondary education graduates, the FTTs in both the regular and special schedules made it to the set passing standard. The performance of the graduates in each schedule in the LET is dependent on the number of repeaters in that group. As established in this study, the number of repeaters lowers the group's overall performance. Finally, institutional performance generally reflects the national trend, particularly in the regular schedule. Fluctuations in performance are quite common in some examination years, and these fluctuations seem to depend on the number of repeaters included in that group.

Conclusion

It is important for TEIs to analyze the LET performance of their graduates as a way of performance evaluation and quality process. This study used trend analysis procedures to ascertain the LET performance of the case institution, taking into account the two examination schedules and examination classification. From the analysis, this study established that the case institutions' LET performances in elementary and secondary schools varied by year, examination schedules, and examinee classification. Also, the institutional performance, especially in the LET secondary, generally reflected the national data in terms of both general trends and fluctuations. Thus, it is recommended that institutional performance be objectively described and understood in consideration of the national benchmarks. Moreover, the study established that the number of repeaters in a given examination year and schedule determine the institutional LET performances of TEIs. Finally, LET performances in the regular schedules provide a better picture of how the TEIs effectively prepared their graduates for the licensure examination.

Recommendations

The low LET passing rates among repeaters is a serious threat TEIs must address. Thus, a thorough root-cause analysis must be done by researchers in TEI to identify and suggest a focused intervention procedure on the areas the repeaters are problematic about. The Board for Professional Teachers of the PRC must likewise amend their policies and set a limit on the number of examinations an education graduate can take. Consistent non-passers must be required to undergo refresher courses before they will be allowed to retake the examination.

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