

Teacher Education Institutions and the Performance of their Graduates in the BSED-Let in the Province of Nueva Ecija

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Abstract: *This study sought to evaluate the Teacher Education Institutions (TEIs) in Nueva Ecija that offer Bachelor of Secondary Education (BSED) and correlate their policies and practices to their performance in the Licensure Examination for Teachers (LET). Through descriptive (quantitative and qualitative) research design, survey questionnaire, interview, and focus group discussion data were gathered from TEIs, teachers, graduates, and LET passers as respondents of the study. Hence, the results of the study showed that: TEIs are cognizant that admission, retention, and LET preparation policies are important academic guidelines or procedures in every institution. Equally, TEIs are mindful that academic policies are vital means to establish and maintain quality instruction; Most TEIs failed to address their academic problems. Also, the Commission on Higher Education failed to observe or impose its policies concerning below national passing rate performance of TEIs in BSED-LET; TEIs' admission, retention, and LET preparation policies are big contributory factors towards a healthier LET performance; and TEIs recognize the importance of achieving BSED-LET result that is above the national passing rate. Lastly, TEIs are mindful that LET performance of their graduates is a measure or indicator of quality academic practices and processes.*

Keywords: Education/Teacher Education Institution/Licensure Examination for Teachers/Education Policies and Practices/Secondary Education

1. Introduction

Education is a universal necessity; it is man's weapon towards brighter future and surely a potent shield against ignorance through the significant direction and assistance of professional teachers. In one of the speeches of the incumbent Philippine President, Rodrigo Roa Duterte, he stressed that, "Education is the single most important legacy that we can bestow upon our youth" (Presidential Communications Office, June 2018). Also, Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world" (Speech, Madison Park High School, Boston, 23 June 1990).

To achieve the aforesaid perspective, the endowment of education in the country (Philippines), as well as the teaching profession, should be standardized but progressive and responsive in order to meet the challenges of the present and the future. Hence, the Commission on Higher Education (CHED) issued CHED Memorandum Order (CMO) No. 30 series of 2004 entitled "Revised Policies and Standards for Undergraduate Teacher Education Curriculum." The Order particularly sets among others, the following: program specification, competency standards, curriculum and course specifications.

The quality of education by schools in the country is being gauged based on the performance of graduates in the licensure examination for board courses like the Bachelor of Secondary Education (BSED) which is known as the Licensure Examination for Teachers (LET). The LET is a written assessment required to all professional teacher applicants as mandated by Republic Act (RA) 7836 also known as the Teacher Professionalization Act of 1994. Hence, to become a qualified, professional and licensed teacher, one should pass the LET administered by

the Professional Regulation Commission (PRC) governed by Republic Act 8981 also known as PRC Modernization Act of 2000.

Admission and retention policies of TEIs are means to control and standardize the delivery of quality education to students. Kuh (2007) mentioned that the quality of university education is determined to a considerable extent by the abilities of those it admits and retains, and there is widespread agreement that success in university education is strongly related to pre-university academic preparation and achievement of students. The study of Hilario (2000) found out that admission has a significant positive influence on board examination performance. The study of Faltado (2013) showed that Teacher Education Institutions perform better in LET due to selective admission of students to a teacher education curriculum. Also, Antiojo (2017) recommended that a serious retention policy/strict measure must be institutionalized.

Teachers and TEIs are gauged by their stakeholders and clienteles based on their performance in the licensure examination for board courses. According to Aquino and Balilla (2015), most countries worldwide require teachers to pass the mandated licensure examination before they are considered "highly qualified" and eligible for employment as teachers, and be conferred the title of being a professional teacher. In the study of Acosta and Acosta (2016), they concluded that teacher licensure matters in the implementation of the basic education reform in the Philippine Education system. Also, the study of Tan, Almeraz, Pardillo, Batulan, Gonzales, Cal, and Labang (2015) argued that graduates' performance in the licensure examination reflects the quality of education and training provided by their schools. Relative thereto, the CHED *en Banc* Resolution No. 168-2012 dated July 16, 2012 states

that all universities and colleges offering teacher education program are ordered not just to pass but to maintain a standard, and that the obtained mean score in the LET must be higher than the national passing percentage rate or else they have to abide by the Teacher Educational Institution (TEI) recommendation to close down programs of TEI that consistently performed poorly for five years.

Hence, in connection thereto, the researcher conducted the study in order to examine the policies, practices of selected TEIs in Nueva Ecija and the BSED-LET performance of their graduates to ascertain the present situation of colleges and universities in the Province of Nueva Ecija and somehow suggest improvements for the benefit of TEIs and future professional teachers.

The output of the study could somehow provide significant findings and conclusions that would be helpful to TEIs specifically on revisiting, developing, and improving their policies and practices for BSED students or graduates. For this reason, LET rating of TEIs in the Province of Nueva Ecija could turn into satisfactory performance through consideration of this study. The study, then, presented the following specific problems, to wit:

- a) What policies do the respondent schools offering teacher-education courses have on admission and retention?
- b) What is the performance of the teacher education graduates from respondent schools in the BSED LET?
- c) How do the policies and practices of the TEIs relate to the performance of their graduates?
- d) Is there a significant relationship on the schools' policies in terms of admission and retention in the performance of education graduates in their BSED LET?

Hypothesis

There is no significant relationship on the schools' policies (admission and retention) and the performance of education graduates in the LET.

2. Conceptual/Theoretical Framework

The concept of this study is anchored on the belief that quality in education is an evaluation process of education, which enhances the need to achieve and develop the talents of the customers and, at the same time, meet the accountability standards set by the clients who pay for the process (Hoy, Bayne-Jardine, and Wood, 2000). Also, it is grounded on the Theory of Social Functions in the Institutions of Higher Education. That, the service provided by the colleges and universities to the society is to cultivate high-level expertise, to develop science, and to serve the community. Also, "Wisconsin Idea" states that the service provided by the institutions of higher education for the society and economic development becomes the main function of colleges and universities. This research theoretically considers that TEIs has to advance their teacher education programs as society develops. School policies (admission and retention), curriculum development, and school practices have to be congruent to the development of the society as well as needs of the stakeholders and clientele. Inso doing, together with the employment of quality teachers, TEIs could perform better in the BSED-LET.

Figure 1 presents the Paradigm of the Study. Using the Systems Model framework of research, the Input contains the specific problems of the study that were processed to determine the performance TEIs in BSED-LET. Also, the output is recommendations beneficial for the improvement of TEIs in Nueva Ecija.

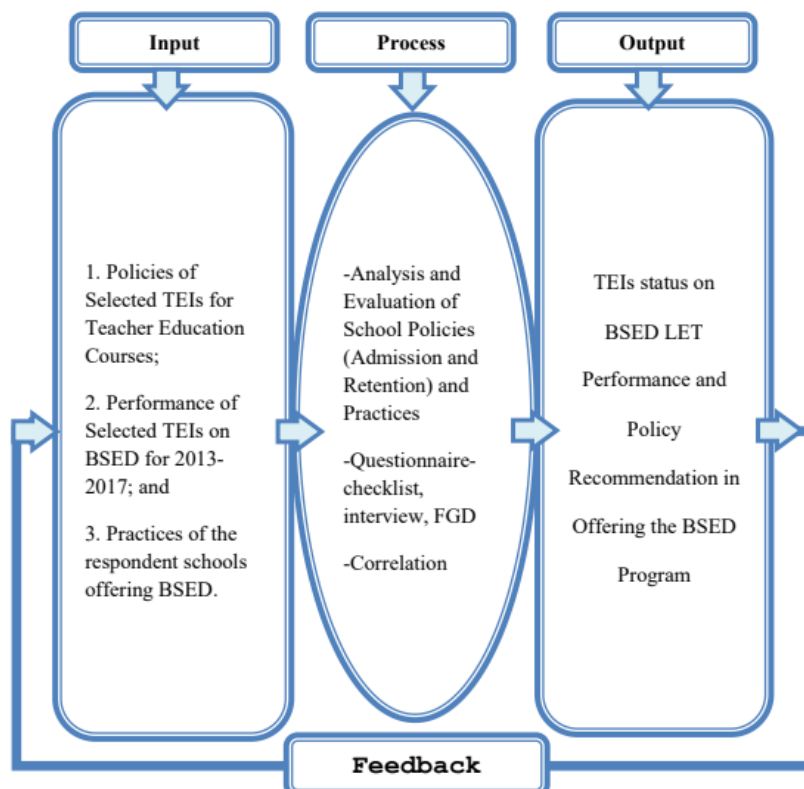


Figure 1: Research Paradigm
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3. Methodology

The descriptive (quantitative and qualitative) research design was used in the study. As cited by Eduardo (2018), said that descriptive method is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause-effect relationships and then making adequate and accurate interpretation about such data with or without the aid of the statistical methods.

The 12 respondent TEIs were identified through purposive sampling technique. Teachers, LET passers or education graduates as respondents were identified through simple random sampling. A survey was made to each TEI using a questionnaire prepared by the researcher and validated by the statistician. Focus group discussion was also conducted to teacher education faculty members and graduates. The policies of respondent TEIs were described using admission and retention policies as descriptors; performance level of teacher education graduates was described using the descriptors shown in Table 1; relationship of the TEIs policies on admission, retention, and board examination preparation to the teacher-graduates' performance in the LET was determined using chi-square test; and practices of the respondent schools implemented in ensuring the success of their graduates in the LET were enumerated and explained.

The study was conducted in the four congressional districts of Nueva Ecija where the respondent TEIs were located. There were twelve respondent schools in the study comprising eight (66.67%) colleges and four (33.33%) universities. Also, three (25%) of the respondent TEIs are public schools and nine (75%) are private institutions.

Table 1: Descriptors on the LET Performance of BSED

Performance Level	Verbal Description
Below NPR	-Total percentage from first takers and repeaters fall below the National Passing Percentage.
Within NPR	-Total percentage result from first takers and repeaters are within the National Passing Percentage.
Above NPR	-Total percentage from first takers and repeaters are above the National Passing Percentage.

4. Results and Discussions

4.1 Policies of Teacher Education Institutions on Students' Admission and Retention

4.1.1 On Students' Admission

The 12 TEIs have admission policy in admitting teacher education applicants in the elementary and secondary education programs. The policy is selective or non-selective.

- a) *First Year Students*: Four TEIs observe the "selective admission policy." They conduct entrance examination for incoming first year teacher education students, and only those who passed the entrance examination are

qualified for admission. In public TEIs, the maximum number of students to be admitted is based on the quota. Application forms are provided with a minimal fee and should be accomplished/filled out honestly and completely before allowing the applicant to take the entrance examination.

- Eight TEIs implement a "non-selective" admission policy or otherwise known as "open admission policy" to first year teacher education students. In other words, no entrance examination is required among the first-year students seeking admission in their teacher-education programs.
 - The 12 TEIs (public or private) require all incoming teacher education students to present the following documents before admission: a) High School Report Card (Form 138), b) Certificate of good moral character, c) Photocopy of birth certificate, and d) Permanent Record (Form 137) and copies of picture.
- b) *For Transferee - teacher Education Students*: All the 12 TEIs have an admission policy applicable for transferees. In common, the documents essential to TEIs are: a) Official Transcript of Records or Certification of Grades to be evaluated by the registration adviser, b) Honorable Dismissal, c) Photocopy of Birth Certificate, and d) copies of ID picture.
- c) *For Married First Year Students*: Married students are being required by the 12 TEIs to submit the following: a) Certified copy of authenticated Marriage Certificate or photocopy from Philippine Statistics Office (PSO), and b) those requirements attached for incoming freshmen (if incoming 1st year) or transferees (if a student is a transferee).
- d) *For Foreign Students*: In this aspect, only six of the TEIs were found to have admission policy for foreign students based on the TEIs' manuals. Documents required by TEIs are the following: a) Permit to study and placement from Commission on Higher Education (CHED), b) Photocopy of the Alien Certification of Registration (ACR), c) Photocopy of Birth Certificate, and d) copies of ID picture.
- e) *Grade Point Average*: Students seeking admission in public TEIs must suffice the grade point average (GPA) of 85 or higher. One private TEI requires 84 or higher GPA.

The other TEIs do not strictly implement GPA as a requirement for admission, but close monitoring of the students' academic performance is being done every semester to make sure that the students may achieve the university academic requirement. A personal interview for the applicant is set for a possible admission. Enrollees are required to take standardized test and passed it within the prescribed percentage score or rating. Passing the examination serve as a leeway for the applicant as an entrance passage in the program. Other requirements will follow before formally enrolling upon admission of the applicant.

The findings imply that TEIs know the vital role of admission policy to teacher education students. Further, it reinforced various researches which revealed that admission policy is important and must be practiced by TEIs as formal

and regular academic process for the benefit of the students. To name a few, Kuh (2007) mentioned that the quality of university education is determined to a considerable extent by the abilities of those it admits and retains, and there is widespread agreement that success in university education is strongly related to pre-university academic preparation and achievement of students. In the same fashion, Faltado (2013) stated that LET performance is predicted by three aspects: the admission and retention policy, curriculum and instruction, and faculty competence. Also, better performance in the LET must begin with the selective admission of students.

4.1.2 On Students' Retention

The 12 TEIs have a retention policy (either selective or non-selective) but differ as some point and extent of implementation.

a. For Public and Private TEIs: Public and Private TEIs have the "3 subjects' rule" policy on retention which is called as "selective retention." The Rule states that, should a student failed three (3) of his/her professional subjects in one semester, he/she would be "dismissed" or kicked-out in the college. Similarly, both group of TEIs reduce the enrolled subjects of student for the subsequent semester in case he/she failed two of his/her professional subjects. For one failed professional subject, a warning is given by the head of the program to the student.

b. Implementation of Retention Policy: The 12 TEIs differ in their implementation of their respective retention policy. In the case of public TEIs, interview with heads and teachers showed that they are strict in implementing their retention policy. Also, for private TEIs, implementation of retention policy is not firm. Interview with the deans and teachers admitted that they cannot just easily kick their students out practically because they magnified that without or limited students would result to retrenchment or no employment on their part.

c. Goal of Retention: All TEIs in terms of the intention of having a retention policy, though not expressed in the manual, is to impose or observe the delivery of quality education. Likewise, retention would improve the performance of teacher education in the LET. Consistently, all deans and teachers agreed that proper implementation of academic policies such as retention is significant to the attainment of excellent LET performance. Antiojo (2017) recommended in her study that a serious retention policy/strict measure on who can continue in the BSED program must be institutionalized.

4.1.3 Performance of Teacher Education Graduates from Respondent Teacher Education Institutions in the BSED-LET

Table 2 presents the national passing percentage in the BSED-LET in Five Years and Performance Level of the TEI Graduates.

a. For March and September 2013. The table showed clearly that four (33.33%) out of 12 TEIs performed in the NPP which is 39.61% while eight (66.67%) performed below. TEI 12 got the highest with 100% (1/1) passing percentage

followed by TEI 6 with 75% (18/24), TEI 7 with 50% (4/8), and TEI 2 with 42% (84/200) all described as above performance. However, TEI 5 got the lowest with 15% (3/20) described as below performance. In September, only three (27%) TEIs performed beyond the NPP of 39.75% while nine (75%) performed below. TEI 6 was the highest with 59.02% (36/61), followed by TEI 7 with 44% (11/25), and TEI 3 with 42% (27/64) all described as above performance. However, TEI 12 had the lowest result with 0.00% (0/12) described as below performance.

b. For January and August 2014. In January, five (41.66%) out of 12 TEIs performed in the above against 29.57 NPP while seven (58.33%) had a below performance. TEI 6 garnered the highest with 51.72% (15/29), followed by TEI 7 with 47% (7/15), TEI 10 with 37.50% (3/8), TEI 2 with 35.82% (72/201), and TEI 11 with (29.79%) all described as above performance. Though, TEI 12 got the lowest percentage which is 10% (1/10) describe as below performance. In August, only three TEIs (25%) performed beyond the NPP of 34.41% while nine TEIs (75%) performed below. TEI 7 being the highest had a 55% (12/22), TEI 6 had a 52.85% (65/123), TEI 2 with 37.33% (165/442) all described as above performance. Also, TEI 12 being the lowest had a 0.00% (0/25) described as below performance.

c. For March and September 2015. Both months of examination had three (25%) out of 12 TEIs who performed in the above level while nine TEIs (75%) performed below against 31.64% and 41.75% for March and September, respectively. TEI 6 had the highest performance in March with 52.08% (25/48) followed by TEI 7 with 42.86% (3/7), and TEI 11 with 34.45% (41/119) all with performance as above the NPP. However, the lowest was TEI 12 with 0.00% (0/12) described as below performance. In September, TEI 6 was the highest with 61.45% (51.83) followed by TEI 2 with 51.76%, and TEI 7 with 50.00% (13/26) all with above performance description. Again, TEI 12 got the lowest with 0.00% (0/15) with below performance description.

d. For March and September 2016. The table showed an increase as the number of TEIs with above NPP performance. There were seven (58.33%) and six (50.00%) out of 12 TEIs for the month of March and September, respectively against 35.42% and 33.78% NPP, in order. In March, TEI 10 got the highest above NPP performance with 54.55% (6/11) followed by TEI 7 with 46.67% (7/15), TEI 3 with 46.15% (18/39). TEI 5 was the lowest with 14.29% (2/14) described as below performance. In September, TEI 6 was the highest with 46.74% (43/92) followed by TEI 7 with 42.86%, and TEI 3 with 42.50% all described as above NPP performance. TEI 10 had the lowest percentage with 6.25% (1/16) described as below NPP performance.

e. For March and September 2017. The table showed that five (5) TEIs (41.67%) and eight (8) TEIs (66.67%) out of 12 TEIs were described as above NPP performance in March and September, respectively against 25.46% NPP and 46.37% NPP, in order. In March, TEI 6 got was the highest with 55.56% (25/45) followed by TEI 2 with 37.46% (127/339), and TEI 12 with 36.36% (4/11) all described as above NPP performance. TEI 10 being the lowest, had a

10.00% (1/10) described as below NPP performance.. In September, TEI 6 was the highest among the 12 TEIs with 80.68% (71/88) passing rate followed by TEI 7 with 80.00% (20/25), and TEI 2 with 64.99% (388/597) all with above NPP performance description. The lowest was TEI 10 got the lowest with 6.67% (1/15) described as below NPP performance.

f. On the Overall Performance. TEI 6 is the only consistent school with above NPP performance. It means that TEI 6, during 10 examinations from years 2013 to 2017, had all its LET results above the NPP followed by TEI 7 with 80.00% (8/10), TEI 2 with 70.00% (7/10), TEI 11 with 50.00% (5/10), TEI 3 with 40.00% (4/10), TEIs 8 and 10 with 30.00% (3/10), TEIs 1 and 10 with 20.00% (2/10), and TEIs 4, 5, and 9 had a 10.00% (1/10) LET result. Clearly, none among the TEIs had a 0.00%

Notably, the performance of BSED is alarming considering that only 1 TEI (8.33%) out of 12 TEIs got 100% (10/10) above NPP percentage. In total, three (25%) performed above the NPP while nine TEIs (75%) performed below the

NPP. However, it is worth to note that none of the TEIs got a zero-total based on the 10 times LET above NPP performance. It is notable that the school who got the highest total of above NPP percentage is TEI 6 followed by TEIs 7 and 2. Moreover, TEIs 6 and 2 are both public schools while TEI 7 is a private institution.

4.1.4 Policies and Practices of TEIs and their Relationship to the Performance of their Graduates in the BSED-LET

a) Performance Level of TEIs in BSED-LET with Selective and Non-Selective Admission Policy

Table 3 presents that four TEIs (2, 6, 7, & 9) implement selective admission policy in their BSED program. Graduates of TEI six performed above the LET NPR in ten examinations; TEIs 2 and 7 performed, mostly, above the national passing rate but not for TEI 9 in the 10 licensure examinations for teachers. However, TEIs with non-selective policy mostly performed below the NPR. Evidently, TEIs 4 and 5 had a zero performance during the 10 LETs.

Table 3: BSED-LET Performance of TEIs with Selective and Non-Selective Admission Policy from 2013 to 2017

TEI Code	LET Performance Level									
	2013		2014		2015		2016		2017	
	Mar	Sept	Jan	Aug	Mar	Sept	Mar	Sept	Mar	Sept
NPR (%)	39.61	39.75	29.57	34.41	31.64	41.75	35.43	33.78	25.46	46.37
1-NS	B	B	B	B	B	B	B	A	B	B
2-S	A	B	A	A	B	A	B	A	A	A
3-NS	B	A	B	B	B	W	A	A	B	B
4-NS	B	B	B	B	B	B	B	B	B	B
5-NS	B	B	B	B	B	B	B	B	B	B
6-S	A	A	A	A	A	A	A	A	A	A
7-S	A	A	B	B	A	A	A	A	A	A
8-NS	B	B	A	A	B	B	A	A	B	A
9-S	B	B	B	A	B	B	A	B	A	A
10-NS	B	B	A	B	B	B	A	B	B	B
11-NS	B	B	W	B	A	B	A	A	B	B
12-NS	A	B	B	B	B	B	B	B	B	B
TEI BNPR	8	9	7	8	9	8	5	5	8	7
TEIWNPR	0	0	1	0	0	1	0	0	0	0
TEI ANPR	4	3	4	4	3	3	7	7	4	5

Legend: NPR–National Passing Rate; A–Above NPR; W–Within NPR; B–Below NPR

In connection thereto, the remaining TEIs (1, 3, 8, 10, 11, and 12) with non-selective admission policy mostly performed below the NPR. It means that being selective in the admission of BSED teacher education students also contributes to the attainment of better performance in the LET.

b) Performance Level of TEIs in BSED-LET with Selective and Non-Selective Retention Policy

Table 4 shows that five TEIs implement selective retention policy. Four of these TEIs have admission and retention

policy, but only TEI 6 and 7 have been consistent in their above NPR performance. TEI 11 has no selective admission policy, but adopts the policy of selective retention. In the ten examinations given in five years, its performance level in six examinations was below the NPR. One LET result was within the NPR, and the other three was above the NPR. Other TEIs with no retention policy performed below the NPR.

Table 4: BSED-LET Performance of TEIs with Selective and Non-Selective Retention Policy from 2013 to 2017

TEI Code	LET Performance Level									
	2013		2014		2015		2016		2017	
	Mar	Sept	Jan	Aug	Mar	Sept	Mar	Sept	Mar	Sept
NPR (%)	39.61	39.75	29.57	34.41	31.64	41.75	35.43	33.78	25.46	46.37
1-NS	B	B	B	B	B	B	B	A	B	B
2-S	A	B	A	A	B	A	B	A	A	A
3-NS	B	A	B	B	B	W	A	A	B	B
4-NS	B	B	B	B	B	B	B	B	B	B
5-NS	B	B	B	B	B	B	B	B	B	B
6-S	A	A	A	A	A	A	A	A	A	A
7-S	A	A	B	B	A	A	A	A	A	A
8-NS	B	B	A	A	B	B	A	A	B	A
9-S	B	B	B	A	B	B	A	B	A	A
10-NS	B	B	A	B	B	B	A	B	B	B
11-S	B	B	W	B	A	B	A	A	B	B
12-NS	A	B	B	B	B	B	B	B	B	B
TEI BNPR	8	9	7	8	9	8	5	5	8	7
TEIWNPR	0	0	1	0	0	1	0	0	0	0
TEI ANPR	4	3	4	4	3	3	7	7	4	5

Legend: *Legend:* NPR–National Passing Rate; A–Above NPR; W–Within NPR; B–Below NPR

The result of the study implies that retention policy is important in maintaining academic quality. TEIs that observe selective retention policy has greater chances of attaining above NPR in the LET. On the other hand, teacher education graduates of TEIs who have a non-selective retention policy have lesser chances of passing the licensure examination for teachers.

The result of the study further supports series of previous studies. Labastilla (2017) said that students’ mean cumulative college grade point average (GPA) on admission must be evaluated on the ability to demonstrate competencies measure on the LET. Likewise, Ferrer, Buted, and Ferrer (2015) revealed that gender, high school average grade, college entrance score, attendance to review class and academic performance were significant predictors in passing the board exam of BSED Science graduates.

c) Performance Level of TEIs in BSED-LET With or Without Board Preparation for their Graduates

Table 5 shows that five TEIs (6, 2, 3, 7, and 9) have policy on board examination preparation for their graduates (informal). TEI 6 had 10 out 10 score in the LET result which means that it performed above the NPR during the 10 LET from years 2013 to 2017. TEIs 2 and 7 mostly had an above NPR. TEIs 3 and 9 had most of their results below the NPR despite of practicing LET preparations. Conversely, most of the TEIs with below NPR performance had no LET preparation policy which means that BSED teacher education graduates are not being prepared for passing the LET. It further implies that the only source of knowledge of BSED graduates before taking the LET is from their academic instructions during their 4 years of study.

Table 5: TEIs Performance Level in BSED LET With or Without Board Preparation for Their Graduates

TEI Code	LET Performance Level									
	2013		2014		2015		2016		2017	
	Mar	Sept	Jan	Aug	Mar	Sept	Mar	Sept	Mar	Sept
NPR (%)	39.61	39.75	29.57	34.41	31.64	41.75	35.43	33.78	25.46	46.37
1-WO	B	B	B	B	B	B	B	A	B	B
2-W	A	B	A	A	B	A	B	A	A	A
3-W	B	A	B	B	B	W	A	A	B	B
4-WO	B	B	B	B	B	B	B	B	B	B
5-WO	B	B	B	B	B	B	B	B	B	B
6-W	A	A	A	A	A	A	A	A	A	A
7-W	A	A	B	B	A	A	A	A	A	A
8-WO	B	B	A	A	B	B	A	A	B	A
9-W	B	B	B	A	B	B	A	B	A	A
10-WO	B	B	A	B	B	B	A	B	B	B
11-WO	B	B	W	B	A	B	A	A	B	B
12-WO	A	B	B	B	B	B	B	B	B	B
TEI BNPR	8	9	7	8	9	8	5	5	8	7
TEIWNPR	0	0	1	0	0	1	0	0	0	0
TEI ANPR	4	3	4	4	3	3	7	7	4	5

Legend: NPR–National Passing Rate; A–Above NPR; W–Within NPR; B–Below NPR

The results of the study point that BSED graduates of these TEIs with LET preparation policy had better chances in passing the LET than their fellow board takers with no board

examination preparation. The result of the study is congruent to earlier researches. Studies of Pecheone and Chung (2006) and Wenglinsky (2000) noticed that teaching factors and

implemented policies on in-house review conducted by universities and review centers are the factors that largely affect their LET performance. Also, research of Montemayor, Roxas, and Panayon (2009) uncovered that Mock Examination is one of the predictors that influenced the performance of education graduates. Similarly, Riney, Tomas, Williams, and Kelley (2006) recommended in their study that there should be a continuous conduct of comprehensive or mock examinations to education graduates before taking LET to increase their probability in passing the board examination.

4.1.5 Practices Implemented by the Respondent Schools to Improve their LET Performance

Table 6 presents that all the 12 TEI's implement the practices in ensuring the success of their graduates in the LET but, conducted/implemented in different degrees such as the following:

a) Inculcate to Students that their Course has a LET

All the 12 TEIs of Nueva Ecija believe and apply this practice. During the enrollment, registration adviser gives advice to the applicant that the program to be enrolled in is a "board" course. The importance and rudiments of the course is being highlighted during the interview of the applicant. Therefore, the course should be handled with deep seriousness in their studies, strong dedication or hard work, determination to finish the program until graduation and pass the LET.

b) Term Examinations and Answer Sheet Patterned from LET

In this practice, TEIs 2, 6, and 9 led in doing such. The aforesaid three TEIs develop examinations similar to that of the LET in relation to the concept of higher order thinking skills, type of examination, technical format. Further, examinations include questions gathered from series of LET through TEIs' graduates who already passed the LET. Also, term examinations were based from PRC based syllabi.

Table 6: Practices of Respondent TEIs

Practices	f	%
1. Inculcate to students that their course has a LET.	12	100
2. Term examinations and answer sheet patterned from the LET.	12	100
3. Counselling and monitoring of students.	6	50
4. Conduct of informal review or course audit.	5	41.67
5. Identification of review centers specialized in LET.	12	100

However, interview with deans/heads and teachers resounded that it is not only the type and content of exam that matters but even the manner of how the students take the examination. Term examinations are administered with prescribed time duration; teacher respondents are being trained to analyze questions as well as the techniques of shading their answers. Likewise, design of answer sheet is also patterned to LET. In so doing, it may reduce fear, anxiety, and stress of examinees associated in taking the LET.

4.2 Counselling and Monitoring of Students

The 12 TEIs conduct a periodic counseling and monitoring of students' behavior and performance to see the emotional and psychological readiness of students in connection to LET. However, during the examination of guidance offices' records of TEIs, only six TEIs do have a program calendar of evaluation and assessment of their students in relation to academic performances while the rest of the TEIs have no proof of records to show. Hence, it signifies that half of the TEIs understand the significance of guidance and counseling towards attainment of better academic and LET performance.

4.3 Conduct of Informal Review or Course Audit

Interview with teacher respondents revealed that only five TEIs practice the conduct of informal review or course audit. Also, during the interview with deans/heads and teachers of five TEIs, they totally admitted that they provided informal LET preparation measures for their graduates such as but not limited to the following: conducting series of mock board examinations while on OJT to those willing students only, conducting series of mock board examinations after graduation before the LET on a voluntary basis, inviting alumni fresh passers with excellent LET ratings to conduct lectures and share their LET experiences on a free basis, teachers voluntarily deliver free lectures, and monitor graduates on their performance in the review centers. Ironically, during the course of group discussion with six teacher education graduates who just passed the LET, they said that their school required them to pass assessment exams prepared by their college before they were allowed to graduate; failed students did not graduate until they waited for the next semester.

4.4 Identification of Review Centers Specialized in LET

All 12 TEIs practice the identification of accredited review centers in the province that is specialized in LET and entered into partnership. Said practice is of great help in guiding the students enroll in a quality review center. However, deans/heads and teachers of respondent TEIs observed that their graduates prefer to enroll in review centers mostly based in Manila and Baguio cities. The distance caused difficulty on the teachers to visit, monitor, and supervise their graduates. Notably, TEI 6, the only institution among the 12 TEIs in Nueva Ecija that performed consistently in terms of LET performance rating, adopted two sessions of review. Firstly, an informal in-house that is being done on the 1st semester of 4th year students; and secondly, one with review centers after graduation.

The finding of the study is consistent to the study of Visco (2015) who reiterated that education graduates prior to taking the licensure examination for teachers should be compelled to attend review classes in preparation for LET. Also, Youngs, Odden, and Porter (2003) found out from their study that teaching factors and implemented policies of in-house review conducted by universities and review centers are the factors that largely affect their board examination performance. Study of Tella (2008) recommended the conduct comprehensive or mock

examinations before taking LET. Lastly, Refugo (2017) recommended that an intensive review program must be adopted.

5. Relationship of the Schools' Policies in Terms of Admission, Retention and LET Preparation in the Performance of Education Graduates in their BSED-LET

Tables 7, 8, and 9 show the relationship of admission, retention, and LET preparation policies in the performance of TEIs in the BSED-LET.

5.1 Admission and Performance Level

Table 7 displays that most (6 out of 10) of the examinations demonstrated that admission policy is not significantly related to the performance of TEIs at .05 level of significance. It suggests that TEIs obtained an improved BSED-LET performance despite on the non-observance of admission policy.

Table 7: Admission and Performance Level of TEIs

Date of Exam	Person Chi-square value	p value	Remarks
2013 March	8.000	0.005	Significant
2013 Sept	7.500	0.386	Not Significant
2014 Jan	1.071	0.585	Not Significant
2014 Aug	4.768	0.092	Not Significant
2015 March	2.000	0.157	Not Significant
2015 Sept	8.062	0.018	Significant
2016 March	0.686	0.408	Not Significant
2016 Sept	0.188	0.665	Not Significant
2017 March	8.400	0.004	Significant
2017 Sept	12.000	0.001	Significant

$\alpha = .05$

However, data presents that 4 out of 10 BSED-LET displayed that admission policy is related significantly to the performance of TEIs at .05 level of significance. It indicates that TEIs performed well in the BSED-LET because of the implementation of admission policy.

5.2 Retention and Performance Level

Table 8 shows that 7 out of 10 BSED-LET showed that retention policy is not significantly related to performance of TEIs at .05 level of significance. It infers that TEIs BSED-LET performance is not, in any manner, affected by retention policy. Also, retention policy is not a contributory factor in the attainment of TEIs of better performance in the licensure examination for teachers. Yet, the same table exhibited that 3 out of 10 examinations sealed that retention policy is noticeably linked to the BSED-LET performance of TEIs.

Table 8: Retention and Performance Level of TEIs (BSED)

Date of Exam	Person Chi-square value	p value	Remarks
2013 March	3.086	0.079	Not Significant
2013 Sept	5.388	0.068	Not Significant
2014 Jan	2.743	0.098	Not Significant
2014 Aug	2.743	0.098	Not Significant
2015 March	2.743	0.098	Not Significant
2015 Sept	5.182	0.023	Significant
2016 March	8.473	0.014	Significant
2016 Sept	8.571	0.014	Significant
2017 March	5.417	0.067	Not Significant
2017 Sept	5.280	0.071	Not Significant

$\alpha = .05$

It means that, TEIs achieved a healthier performance in the licensure examination for teachers due to their implementation of retention policy.

5.3 LET Preparation and Performance Level

Table 9 shows that most (6 out of 10) of the examinations exhibited that LET preparation is not significantly related to the performance of TEIs in the BSED-LET at .05 level of significance. It infers that the TEIs accomplished a better performance in the licensure examination even without LET preparation activities or programs.

Table 9: LET Preparation and Performance Level of TEIs (BSED)

Date of Exam	Person Chi-square value	p value	Remarks
2013 March	5.600	0.018	Significant
2013 Sept	2.713	0.098	Not Significant
2014 Jan	5.600	0.018	Significant
2014 Aug	2.743	0.098	Not Significant
2015 March	1.029	0.310	Not Significant
2015 Sept	5.388	0.068	Not Significant
2016 March	5.388	0.068	Not Significant
2016 Sept	1.061	0.303	Not Significant
2017 March	8.400	0.004	Significant
2017 Sept	8.400	0.004	Significant

$\alpha = .05$

On the other hand, 4 out of 10 examinations were found significant at .05 level of significance. It means that LET preparation contributed to TEIs in their attainment of better performance in the LET. In sum, based on the outcomes, the findings on BSED-LET opposed the findings of various academic studies aforementioned. The results of the study infer that academic policies like admission, retention, and LET preparation do not absolutely cause better performance to TEIs in the licensure examination. It further suggests that implementation of academic policies has a little effect or contribution to the performance of TEIs in the BSED-LET.

6. Conclusion

Based on the findings of the study, the following conclusions were drawn, to wit: TEIs are cognizant that admission, retention, and LET preparation policies are important academic guidelines or procedures in every institution. Equally, TEIs are mindful that the aforesaid academic policies are vital means to establish and maintain quality instruction to BSED students; Most TEIs failed to address their academic problems considering that their

BSED-LET results were below the national passing rate performance during 10 consecutive examinations from years 2013-2017. Also, the Commission on Higher Education failed to observe or impose its policies concerning the persistent below national passing rate performance of TEIs in BSED-LET result; TEIs' admission, retention, and LET preparation policies are big contributory factors towards a healthier LET performance; and TEIs recognize the importance of achieving BSED-LET result that is above the national passing rate through the various practices they implement to improve the performance of their graduates in the LET. Similarly, TEIs are aware of the possible legal and business consequences in case they failed in every examination. Lastly, TEIs are mindful that LET performance of their graduates is a measure or indicator of quality academic practices and processes.

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