



BISU-Clarín 2018 BLEPT Passers' Rating

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Abstract—Passing the Licensure Examination for Teachers (LET) is the barometer of quality education offered by Teacher Education Institutions (TEI's) in the country. In response to the call for academic excellence, this study analyzed the results of the 2018 performance in the Board Licensure Examination for Professional Teachers (BLEPT) of Bachelor of Secondary Education (BSEd) both in Mathematics and Technology and Livelihood Education (TLE) and Bachelor of Elementary Education (BEEd) graduates of Bohol Island State University Clarín Campus. With this, the study determines the difference among the three courses in the BLEPT examination that could serve as basis for enhancing program strategies for better BLEPT results. Descriptive statistics and correlational tests were employed in the study. Results showed that BSED Math performed better among the other two curricular programs, followed by BSED TLE while BEED lagged behind. However, findings showed that the secondary level found the general education easy than the professional education but BSED TLE has to improve their performance in their field of specialization. Furthermore, BEED found general education and professional education difficult since none of these components got the passing rating. Hence, to increase LET or BLEPT performance, there's a need to consider curriculum review and reform of the program for the development of intervention programs most especially focusing in the Elementary level.

Keywords—College of Teacher Education, Gen Ed, Prof Ed, Field of Specialization.

I. INTRODUCTION

The Board Licensure Examination for Professional Teachers (BLEPT) is a board examination conducted by the Professional Regulation Commission (PRC) to all teacher aspirants. This is usually conducted twice a year and is commonly known as Licensure Examination for Teachers (LET). The scope for secondary level includes three subject areas namely professional education- 40%, major subjects- 40% and general education-20%. Likewise, for the elementary level, the scope only include two subject areas namely, professional education- 60%, and general education- 40% (Puertos, 2015).

The recent results were out last December 7, 2018 for elementary and secondary levels in 52 working days after the examination last September 30, 2018. The PRC announced that 18,409 elementary teachers out of 90,750 examinees (20.29%) and 60,803 secondary teachers out of 126,582 examinees (48.03%) successfully passed the

examinations in at least 25 testing centers in the country. Further, it was announced that 18,409 elementary teachers, 17,200 are first timers and 1,290 are repeaters. For the secondary teachers, 52,453 passers are first timers and 8,350 are repeaters.

The high percentage gap of 79.71% for elementary teachers and 51.97% for secondary teachers pose a scenario that the said examination is difficult to the examinees. Aside from that, this questioned to what areas in the examination the examinees found it very challenging.

With the problem cited above, the researchers wanted to determine what areas in the BLEPT examination of the three courses, namely: BSED Mathematics, BSED-TLE, and BEED were the most challenging among the examinees who are also graduates of BISU Clarín. The results will surely imply to what curriculum improvement

the campus has to undertake especially for its future BLEPT takers.

Objectives

This study generally aims to determine the difference among the three courses (BSED- Mathematics, BSED-TLE, and BEED) in the 2018 BLEPT Examination. This study specifically aims to:

1. Know the significant difference among the three areas
 - 1.1 General Education,
 - 1.2 Professional Education,
 - 1.3 TLE and Math major (field of specialization).
2. Determine the difference among the three courses in the BLEPT examination.

II. METHODOLOGY

The study used descriptive survey to gather needed information. This was conducted at Bohol Island State University Clarín Campus particularly the College of Teacher Education BSED-Mathematics, BSED – Technology and Livelihood Education and BEED. BLEPT passers from TLE are 17, Math is 22, and BEED is 20. A total of fifty-nine BLEPT passers were the respondents of the study. Data mining of the scores or rating were utilized by asking personally the respondents. Some other means like chat, text, message, or calls is plausible in order to get the desired data. The data are analyzed using Microsoft excel.

III. RESULTS AND DISCUSSION

The tables below showed the difference among the three areas (General Education, Prof. Education, and major field of specialization) in the BLEPT examination of the BSED Math and TLE examinees.

Table 1.1 Difference of Gen Ed, Prof Ed, and Major in TLE Examinees (n=17)

VARIABLES	MEAN	STATISTICS	DF	TV	CV	RESULTS	DECISION
GEN. ED.	87.47	ANOVA	(2, 42)	5.15	27.66	Significant	Reject Null
PROF. ED.	80.87						
MAJOR FIELD	77.87						

LET examinees in TLE (Table 1.1) revealed that the examinees performed better in the General Education than their field of specialization with a mean scores of 87.47 in the General Education, 80.87 in the Professional Education and 77.87 on their field or major. This contradicts in the findings that was found in the study of Antiojo (2017) in the Licensure Exam for Teachers which revealed that LET takers in BSED TLE recorded highest in the general education, followed by professional subjects while lowest

in the major subject area. It can be gleaned that TLE BLEPT takers found the test items are very easy in the general education, average on professional education yet difficult items are in their major subjects.

Table 1.2 Difference of Gen Ed, Prof Ed, and Major in Math Examinees (n=17)

VARIABLES	MEAN	STATISTICS	DF	TV	CV	RESULTS	DECISION
GEN. ED.	84.90	ANOVA	(2, 57)	3.14	14.37	Significant	Reject Null
PROF. ED.	80.20						
MAJOR FIELD	87.65						

Examinees in the BSED-Math (Table 1.2) perform better on their field of specialization than the other fields wherein the examinees got 87.65 weighted mean in the Field of Specialization, 84.90 in the General Education, and 80.20 in Professional Education. This result is contrary to the findings in the study of Laganao (2017) on College of Teacher Education Graduates Licensure Examination for Teachers Performance which revealed that BSED Math performed well in general education subjects than compared to professional education and field of specialization. This finding indicates that Math LET takers found the test items very easy in their field of specialization, moderate in general education and fair in professional education.

Table 1.3 Difference of Gen Ed, Prof Ed, and Major in BEED Examinees (n=20)

VARIABLES	MEAN	STATISTICS	DF	TV	CV	RESULTS	DECISION
GEN. ED.	72.83	t-test	84	2.210	1.671	Not significant	Accept Null
PROF. ED.	78.48						

Examinees in the BEED (Table 1.3) during the LET examination performed equally low in both fields, the General Education and the Professional Education with a mean score of 72.83 and 78.48 respectively. Divergent to this result is the study of Pascua and Navalta, 2011 with a better performance of their graduates in both components compared to other courses combined in the Secondary level counterparts. In this result, it can be gleaned that BISU Clarín BEED takers found it difficult in the two components of the examination.

Table 2. Difference among the three courses (BSED-math, BSED TLE, BEED)

VARIABLES	DF	TV	CV	RESULT	DECISION
PROF. ED, GEN. ED, & MAJOR	30	43.773	81.684	Significant	Reject Null

Table 2 revealed that there is significant difference among different fields of examinations such as Prof. Ed, Gen. Ed, and major field of the TLE and Mathematics major examinees and the BEED group of which the mathematics group excel on their field of specializations with a cumulative value 81.684 greater than the tabular value of 43.773. Hence, the decision is to reject the null hypothesis. This result is contradicting to the study of Puertos (2015) on Performance on the Licensure Examination for Teachers among Liceo de Cagayan University Graduates

which revealed that LDCU graduates (BEED and BSED Math/TLE), in the last four years was low in general education, moderate in major subjects and high in professional education. It becomes unparalleled because this study showed that BISU Clarín LET takers in BSED performed better in general education but not in professional education and field of specialization while BSED Math major got an excellent performance amongst the three curricular programs. This means that BSED Math performs better followed by BSED TLE then least performing is BEED.

IV. CONCLUSION AND RECOMMENDATION

Among the three programs, BSED-Mathematics showed best performance in all areas with high percentage rating. Whereas, BEED and BSED-TLE examiners showed difficulty in both general education and professional education categories of the exam. Indeed, College of Teacher Education excels more in the Math curricular program and needs to further enhance performance of BEED and BSED-TLE.

The results of the study can be good inputs for curriculum review and reform of the program and for the development of intervention programs to improve the performance of the graduates in the LET especially in the Elementary level. The College of Teacher Education in this campus should also continue to seek professional development ventures like benchmarking from LET performing institutions, choose the right faculty to teach a course, secure the validity and/or reliability of instructional materials and assessment tools with LET competencies, strictly implement the admission and retention policy, and assess regularly the efficacy of the course audit in all areas for the improvement of teaching competence and professional preparations. It is likewise recommended to study the predictors of LET Performance in the future researches.

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