

LET Performance and Employment of the Bachelor of Elementary Education Graduates, University of Northern Philippines

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Abstract— This study looked into the Licensure Examination for Teachers (LET) performance and employment of teacher education graduates. It also analyzed the relationship between the employment of these graduates and their performance in board examination. The respondents were the BEED graduates of University of Northern Philippines (UNP) for the Periods 2008-2012. This study utilized the descriptive method of research which is a combination of documentary analysis and correlational design. Findings revealed that the graduate respondents achieved the passing rate in the board examination for teachers. There was a higher percentage of LET-passers than non-LET passers. Institutional passing rates of the teacher education LET takers were consistently higher than the national passing rates. Majority of the graduates were employed as teachers. There was a significant relationship existed between LET performance and employment of the graduate respondents. More tracer studies should be undertaken to further look into the employment of the CTE graduates. Other variables, like academic achievement should also be correlated to LET.

Index Terms— Early Childhood Education, Elementary Education, Educational Institutions, Employment, General Education, Performance in Board Examination.

1 INTRODUCTION

THE concern of educational institutions is employing competent, capable educators who can provide quality output.

This need is addressed within the portals of Teacher Education Institutions which produce educators who could cope up with the changing needs and challenges. These educational institutions are keeping themselves well-informed with changes in order that their planned programs would answer the need and concern throughout the country.

Sta. Maria (1995), as cited by Navarro et al. (2003) said that the inadequate preparation of the candidates caused massive low-rated results in government examinations. On the other hand, the increasing unemployment problem may be attributed to the relevance factor- that the propensity of the students going to overcrowded courses and other “soft” disciplines. Many degree holders either find employment outside their field of specialization or are forced to accept menial jobs. Thus, the so-called mismatch between the product of the universities and the need of the Philippines as a developing country can reasonably be regarded a failure in quality.

Aman (1999), as cited by Bañez (2002) said that the success and achievement of the UNP College of Teacher Education, depends in its ability to produce quality graduates who are board passers. This case is the reflection of the quality of the education rendered to the graduates, although intellectual ability is a factor in the performance of the examinee in passing the board.

This study may enrich the curriculum and programs of the college for the professional preparation to attain quality output in LET performance leading to better employment.

2 OBJECTIVES OF THE STUDY

This study was conducted to look into the employment of the Bachelor of Elementary Education graduates major in Early Childhood Education and General Education of the University of

Northern Philippines for the Periods 2008 to 2012. It also analyzed the relationship between the employment of these graduates and their performance in board examination.

Specifically, it sought to answer the following:

1. What is the LET performance of the graduate respondents for examination periods 2008-2012 along with the following components:
 - a. General Education courses, and
 - b. Professional Education courses?
2. What is the percentage of the LET passers and non-LET passers?
3. What is the University of Northern Philippines passing rates for the periods 2008 to 2012 for the Licensure Examination for Teachers (LET) - Elementary level and the national passing rates?
4. What is the employment of the graduate respondents for the periods 2008-2012?
5. Is there a significant relationship between the employment of the BEED graduates and their LET performance?

3 THEORETICAL FRAMEWORK

Presented in this section are relevant studies and related literatures significant to the trust of the study.

3.1 On Performance in the LET

Bañez (2002) CTE-LET examinees overall performance and in all the components of the LET garnered “Below Passing Mark”. This according to her could be due to the low scores of non-passers that pulled down the overall performance of all the LET examinees. The institutional passing rate for five years from 1996-2000 was higher than the national rate of passing. This result evinced that the university was not behind (nation-wide).

The same results were found in the conducted study of Rabanal (2011) that the graduates of 2001 to 2005 did not achieve the passing rate of the LET. However, the institutional rates of passing were consistently higher than the national passing rates.

The conducted study of Figuerres (2011) found out that the institutional passing rates of both elementary and secondary levels were consistently higher than the national passing rates.

Visco (2015) found that the level of performance in the LET of the BSEd and BEEd graduates of higher education institutions in Abra are below the national passing percentage. Furthermore, the College Admission Test result and attendance in LET review significantly influenced LET performance. He recommended for the intensification of the admission and retention policies and the provision of review classes to the graduates.

Bañez and Pardo (2016) analyzed the 2015 LET performance of the Bachelor of Secondary Education (BSEd) major in Biological and Physical Sciences graduates of the University of Northern Philippines. The overall LET of the respondents is above the national passing percentage in general education, professional education and major subjects. The respondents with high CAT rating and who attended LET review have better LET performance along the general education and professional education components.

3.2 On Employment

The study of Navarro, et.al. (2003) revealed that seventy percent (70%) of the UNP graduates employed in Region I from School Year 1993-1994 to School Year 1997-1998 claimed that their courses were relevant to their jobs. The remaining 30 % revealed that their respective courses were not relevant to their jobs. The percentage of employability of the entire graduates of the UNP within Region I., outside Region I, and abroad was "Very Low".

The overall percentage of employability was 50, at a "Moderate" level. BS Physics obtained the highest (93%) while one-year Refrigeration and Air-Conditioning/ Radio Technology, the lowest (29%) overall percentage of employability among the course offerings of the UNP. The waiting time of the graduates of UNP before landing in their First and Present jobs were 16.22 and 20.01 months respectively which were far above the mean waiting time incurred by unemployed individuals looking for work in Region I per NSO Labor Force Survey from October 1999 to October 2001 (0.95, 1.25, and 1.68 months, respectively). The basic monthly salary income of the UNP graduates upon employment was Php 4,983.87. Their average present basic monthly salary/income on the other hand was Php 5,827.37. The deflated values of the present basic monthly salary/income were Php3,821.23 which fall below the poverty threshold of Php 7,400/ month, for an average family size in Region I. The employability in terms of fringe benefits of the UNP graduates (SY 1993-1994 to SY 1997-1998) who were employed in Region I yielded 49.55 percent as the highest and 11.20 percent as the lowest, with the exception of the item "others". This means that as high as 50.45 percent to 88.80 percent of the entire graduates of the UNP employed in Region I did not enjoy the fringe benefits listed in the study. The majority of said graduates did not enjoy said fringe benefits.

Rabanal (2011) in her study found that most of the respondents were employed as teachers and the rest landed non-teaching jobs.

On the other hand, the study of Salinas (2011) found that the employment rate of the LET passers was higher than that of the non-LET passers. Employability of MISAMIS Oriental State College of Agriculture and Technology (MOSCAT) graduates is significantly related to the degree they finished.

The present study has similarities with the studies reviewed because it also looked into the performance of the teacher education graduates in the licensure examination and their employment.

4 CONCEPTUAL FRAMEWORK

Below is the paradigm of the study.

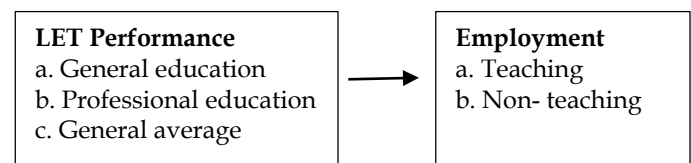


Fig. 1. The Research Paradigm

The paradigm shows the relationship of the variables considered in the study.

5 METHODOLOGY

This endeavour utilized the descriptive method of research which is a combination of documentary analysis and correlational design.

The population consisted of the total enumeration (N= 204) of the BEEd graduates specialized Early Childhood Education and General Education for the Examination Periods 2008 – 2012. These graduates are called as first timers, they took the LET after graduation.

This study utilized the official results of the LET ratings coming from Philippine Regulation Commission. Employment of the graduates was gathered using survey through the use of questionnaire and interview method. Frequency counts, percentage, mean, and the simple correlation analysis are the statistical tools used in the study.

6 FINDINGS OF THE STUDY

6.1 On LET Performance of the Graduates

The UNP-BEED graduate respondents' LET performance for Examination Periods 2008 to 2012 is presented in Figure 2.

Respondents' performance by year indicates that BEED examinees for the respective periods passed the general education for the period 2008 (\bar{x} =76.69) and 2012(\bar{x} =78.60) but failed to reach the passing mean rate (\bar{x} =75) for the examination years 2009 to 2011(\bar{x} =72.48, \bar{x} =71.56, \bar{x} =70.56). As a whole, the examinees achieved the mean passing rate (\bar{x} =75).

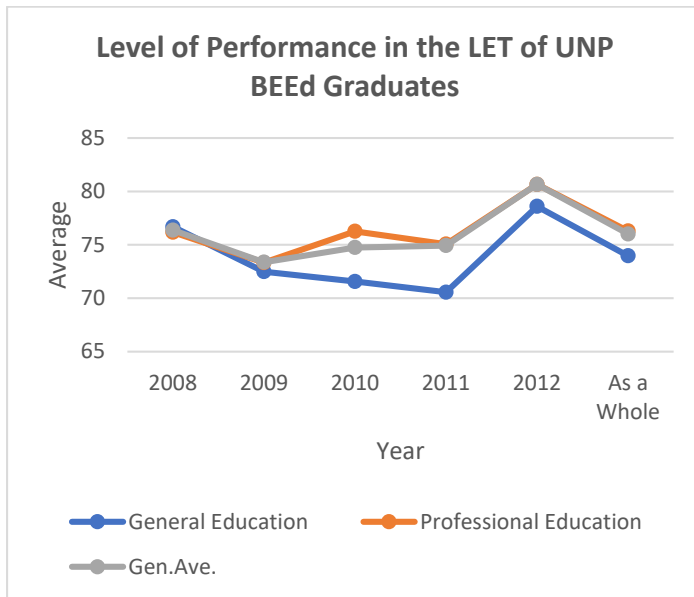


Fig. 2. Level of LET of UNP BEEd Graduates

For the professional education, only year 2009 ($\bar{x}=73.33$) fall short of passing. All the other examination periods and the overall achieved the mean passing rate ($\bar{x}=75$).

As a whole, the batch of examinees for 2012 ($\bar{x}=80.66$) got the highest mean rating. According to those interviewed, what they have learned in their academic courses specially their exposure to situational analysis, and attending LET reviews conducted in the college, and in review centers helped them passed the LET. On the other hand, only the batch of examinees for 2009 ($\bar{x}=73.37$) failed to reach the passing mean rate ($\bar{x}=75$). Based from the interviewed examinees, this could be due to the fact that in 2009, this was the start of the new LET when the exams were competency based on the new teacher education curriculum.

6.2 LET Percentage of Passers and Non-passers

The graduate respondents' percentage of passer and non-passer for Examination Periods 2008 to 2012 is shown in Figure 3.

Result showed that of the 204 examinees for the periods 2008-2012, 72% were LET passers while 24% were non-passers, and 4% did not take the exam after graduation. There are more LET passers than non-passers. This good result is an indication that BEEd graduates during these periods, they did their very best to pass the LET. As mentioned earlier, those that they have learned in their academic courses specially their exposure to situational analysis, and attending LET reviews helped them passed the LET.

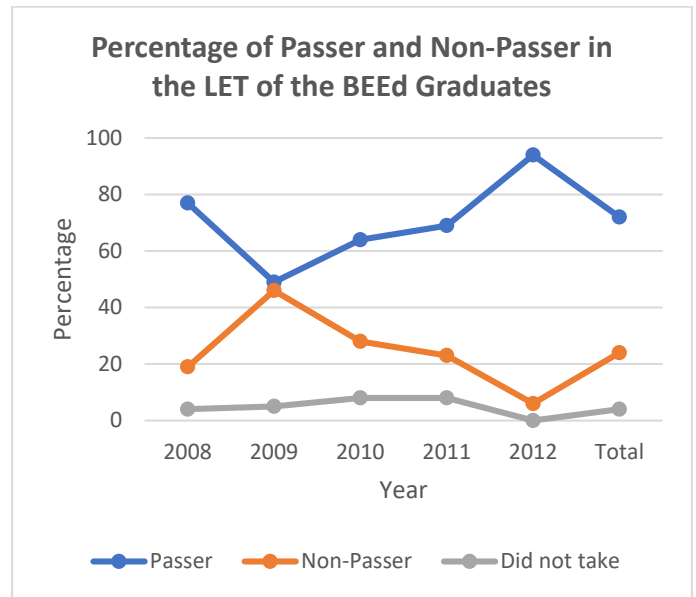


Fig. 3. Percentage of Passer and Non-Passer in the LET of BEEd Graduates

6.3 UNP and National Percentage of Passing in the LET

UNP and national percentage of passing in the LET is shown in Figure 4.

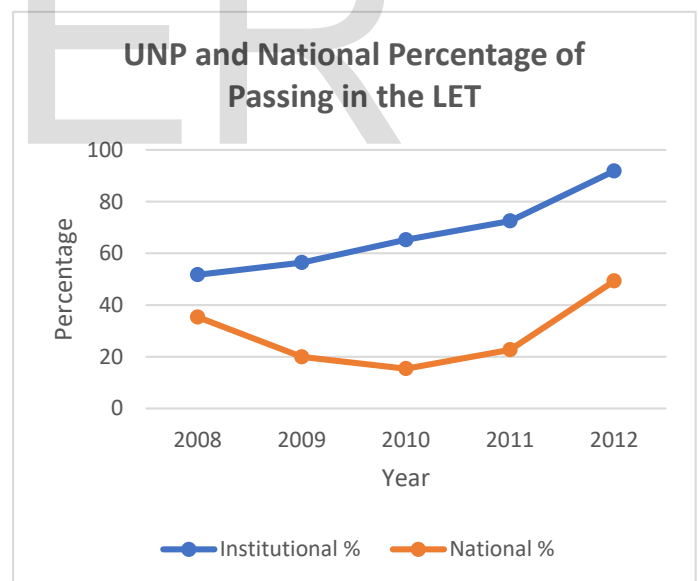


Fig. 4. Institutional and National Percentage of Passing in the LET

The figure reveals that the institutional rates of passing were higher than the national rates of passing. This finding supported Bañez (2002) where the institutional percentage of passing for five years from 1996-2000 was higher than the national percentage of passing. The same findings can also be noted in the studies of Figuerres (2011), Rabanal (2011), Bañez and Pardo (2016) who found out that the institutional passing rates of the teacher education LET takers were consistently higher than the

national passing rates. On the other hand, the finding of the study contradicts the finding of Visco (2015) that the level of performance in the LET of the BSEd and BEEd graduates of higher education institutions in Abra are below the national passing percentage.

6.4 Employment of the Graduates

The employment of the BEED graduate respondents for Examination Periods 2008 to 2012 is shown in Figure 5.

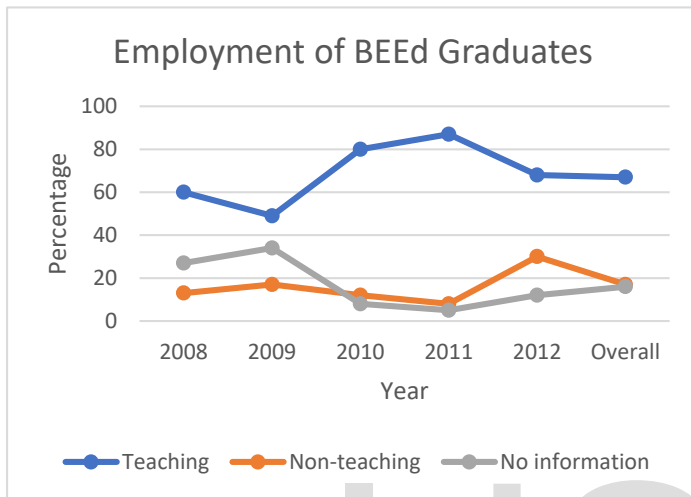


Fig. 5. Employment of BEEd Graduates

Among the 204 respondents, 67 % were employed in teaching, 17% employed in non-teaching jobs and 16% of the respondents were not able to reach out during the conduct of the study. This finding is in congruence with the finding of Rabanal (2011) wherein most respondents are teachers and the rest landed non-teaching jobs.

6.5 Coefficient between LET and Employment

The correlation coefficient between LET and employment is shown in Table 1.

TABLE 1
CORRELATION COEFFICIENT BETWEEN LET AND EMPLOYMENT
OF THE BEED GRADUATES

LET Components	Correlation Coefficient (r)	Probability
General Education	-0.28	p < .05
Professional Education	-0.311**	p < .05

Performance in the LET and their employment are significantly related. LET passers have a higher percentage of employment than non-LET passers. This finding is parallel to that of Salinas (2011) where LET passers have also a higher percentage of employment than the non-LET passers. Furthermore, there is a significant inverse result along professional education ($r = -0.311^{**}$). This significant inverse result is specifically true to

those who landed on non-teaching job where these subjects were not necessary to their works.

7 CONCLUSIONS

The BEED graduates of both the Early Childhood Education and General Education achieved the passing rate in the Licensure Examination for Teachers. There is a higher rate of LET passers than non- passers. The institutional passing rates were consistently higher than the national passing rates. Majority of the respondents were employed as teachers. The LET performance is significantly related to the employment of the BEED graduates.

8 RECOMMENDATIONS

The study recommends the following: The College should continue to search for avenues in the achievement of a higher performance in board examination. More tracer studies should be undertaken to further look into the employment of the CTE graduates. Other variables like UNP-CAT, TAT, academic achievement, and attendance in LET review, should also be analyzed.

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