

THE PERFORMANCE OF THE BSIE GRADUATES IN THE 2013 LICENSURE EXAMINATION FOR TEACHERS (LET)

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ABSTRACT

This study attempted to analyse the performance of the UNP BSIE graduates in the September 2013 Licensure Examination for Teachers and its relationship to their academic achievements in the general education, professional education and major field of specialization subjects in the college. The study employed the descriptive-correlational method of research using the scholastic records of the respondents from the UNP office of the registrar and record of their performance in the Licensure Examination for Teachers from the CTE Dean's office which was subsequently requested from the Professional Regulations Commission, Manila. Mean, and Pearson-product moment of correlation were used to analyse data.

Results revealed that most if not all of the BSIE graduates fared just well in their general education and professional education subjects while they have performed better in their major field of specialization. Most of them obtained Below Passing Mark in the LET and their level of performance of the respondents in their undergraduate studies does not guarantee their performance in the licensure examination.

In the light of the preceding findings of this study, and the conclusions drawn, the following recommendations are advanced: Enhancement seminars, trainings, workshops, reviews, and other activities related to their General Education, Professional Education and Major Field of Specialization subjects be given to the BSIE students in order to increase their chances of passing the Licensure Examination for Teachers. A research which aims to determine the factors affecting the level of performance of the BSIE graduates in their licensure examination be undertaken.

Introduction

Situation Analysis

The Bachelor of Science in Industrial Education is the oldest bachelor's degree in the University of Northern Philippines. It has been a producer of numerous mentors in the fields of Technology and Home Economics, Industrials Arts, and Practical Arts of the basic education sector and in the tertiary level. Some of its graduates ventured into the blue collar jobs sector or industries where their skills are aligned to, like becoming an electronics technician, electrician, or auto mechanic. Others have established their own business enterprises like putting one's own restaurant, dress shop, electronics repair shop or auto works shop. Finally, other graduates decided to go abroad for greener pasture as there is higher pay for skilled workers overseas.

The establishment of the BSIE program is rooted to the time when the University of Northern Philippines was still a part of the Vigan High School established in 1906 during the American period in the Philippines. Four years later, the Shop Department of the Vigan High School, now Ilocos Sur National High School, became the Vigan Trade School which opened its secondary level in 1927 and graduating its first batch in 1931. In 1941, the school was converted into a regional trade school and in 1951 it was called the Northern Luzon School of Arts and Trades by virtue of Republic Act 647. In 1960, the school went back to its former status as Provincial

School of Arts and Trades. In 1965, 59 years after its establishment, the trade school was finally converted into a university by virtue of Republic Act 4449 authored by then-Congressman Floro S. Crisologo of the first district of Ilocos Sur. During its first year as a university, UNP offered Bachelor of Industrial Education as a two-year technical course. However, engineering, nursing, education, business administration, fine arts, and a certificate in midwifery were added to the curricular offerings between 1967 and 1971. (UNP Primer, 2006).

The College of Teacher Education was established by virtue of Board Resolution No. 26, Series of 1966 on July 17, 1966. It was called then as the College of Industrial Education with Mr. Julian Corpuz as the first head of the college.

In 1968 by virtue of Board Resolution No. 120, Series of 1968 the College of Education was born. Because of the expanding growth of enrolment and to accommodate students' decisions to become teachers, the College of Teacher Education came into existence in 1978 and offered three (3) degree programs– Bachelor of Science in Industrial Education (BSIE), Bachelor of Science in Education (BSE) and Bachelor of Science in Elementary Education (BSEEd). (CTE Brochure, 2013)

The BSIE program has a two-pronged curriculum wherein a graduate is trained to become a teacher in the basic education sector or in the tertiary level, and on the other hand he may choose to venture into a blue collar job in the industrial sector as he has the skills needed for a specific trade or industry. The program used to offer Practical Arts, Electronics Technology, Home Making Arts, Furniture and Cabinet Making. Mathematics was also offered under the BSIE program though it was transferred under the Bachelor of Secondary Education Program.

The 1987 Philippine Constitution mandates that:

All educational institutions... shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. [Article XIV Sec. 3 (2)]

The Education Act of 1982 defines secondary education as the stage of formal education following the elementary level concerned primarily with continuing basic education and expanding it to include the learning of employable gainful skills, usually corresponding to four years of high school. [Chapter 1, Section 20 (2)]

The objectives of secondary education are as follows:

- *To continue to promote the objectives of elementary education which includes: To promote work experiences which develop the child's orientation to the world of work and creativity and prepare himself to engage in honest and gainful work. [Sec. 21 (4)]*
- *To discover and enhance the different aptitudes and interests of the student so as to equip him with skills for productive endeavor and / or prepare him for tertiary schooling. [Sec. 22 (1 and 2)]*

The aforementioned legal basis for developing vocational efficiency, employable gainful skills, preparation for honest and gainful work, equipping the learners with skills for productive endeavor are testimonies to the importance of

preparing students for gainful employment and enter the world of work.

In 1994, RA 7722 created the CHED; RA 7796 created the TESDA leaving basic education (elementary and secondary levels) then to DECS. In 1999, RA 9155 on the Governance of Basic Education was passed and labeled DECS as DepEd.

The aforementioned legislations are, likewise testimonies to the need to focus on each level of education as recommended by the EDCOM and in various educational surveys and studies.

The background of basic education curriculum in the 1960's and 1970's, was specifically in secondary level. The so-called 2 – 2 Plan streamed the students beginning the third year into College Preparatory and Vocational tracks. For almost a decade of its implementation (1962-1972), vocational education in the high school was underscored and focused on. Hands on training was given emphasis and students graduated with basic skills to work in shops, do building wiring, and repair home appliances. But it was also the time that stigma was attached to those “streamed” or “tracked” to the vocational group just because they were weak in English, Science, and Mathematics. Arbitrary groupings of those who should go to the College Preparatory and Vocational track resulted to the reaction of parents and community. The 2-2 Plan was replaced by the 1973 RSC. The National Board of Education approved the 1973 RSC on May 8, 1973 and was initially implemented during the SY 1973-1974. Among the objectives of the curriculum was “*to acquire the basic occupational skills, knowledge, and information essential for obtaining initial gainful employment, and for making intelligent choice of occupation or career*”. Practical Arts / Vocational Course was given a time allotment of 300 minutes a week plus

vocational electives in the third and fourth years. The course description of Practical Arts includes Homemaking Arts, Agricultural Arts, Industrial Arts, Business and Distributive Arts, and Fishery Arts. It is envisioned to expose the boys and girls to as many areas of Practical Arts as possible and to develop trainability through occupational orientation, occupational understandings, and to develop good work habits and ways of getting along with people in the occupations.

During the first and second years, the student will go through exploratory experiences in at least three areas depending on the resources and facilities of the high school and the economic needs of the community. At the end of the second year he / she shall have selected one area in which he/she is particularly interested and in which he will get further training during his third and fourth years to make him / her a useful member of his family and to gain initial employment after graduation. (Department Order No. 20, s. 1973)

The New Secondary Education Curriculum (NSEC) replaced the RSC in 1989. Industrial education was given focus with the trade areas offered as exploratory courses in the first and second years and specialization or further training in the third and fourth years. In 2002, the Basic Education Curriculum was conceptualized and implemented from Grade 1 to Fourth Year.

The K to 12 curriculum is designed to develop a learner who possesses a healthy mind and body; has a solid moral and spiritual grounding; has essential knowledge and skills for lifelong learning and self-actualization; engages in critical thinking and creative problem solving; contributes to the development of a progressive, just, and humane society; is proud to be a Filipino; and appreciates the beauty around him/her

and cares for the environment for a sustainable future.

The K to 12 Curriculum has as its overarching goal the holistic development of every Filipino learner with 21st century skills who is adequately prepared for work, entrepreneurship, middle level skills development and higher education. The overarching goal of the K to 12 curriculum, indicated that the teaching of Technology and Livelihood Education (TLE) plays a very important role in the realization of the overall goal of the curriculum. Whether or not the K to 12 graduate is skilled and ready for work, entrepreneurship and middle skills development depends to a great extent on how effectively you taught TLE.

The teaching of the TLE in general secondary schools is guided by this Conceptual Framework. It shows that the TLE encompasses the various sectors in Information and Communications Technology, Agri-fishery and other technological proficiency.

TLE is geared towards the development of technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values and life skills. The TLE that is functional is one that equips students with skills for lifelong learning; is focused on mastery of skills and is founded on the cognitive, behavioral or psychomotor and affective dimensions of human development. So teaching TLE, is teaching facts, concepts, skills and values as a whole.

Technology and Vocational Education (TVE) contributes for the development of a functionally literate, productive and holistically developed Filipino in the twelve (12) years of basic education as proposed in the K to 12 curriculum. The learners will be developed in different subjects like: humanities and the arts, Mathematics, Languages. They are also

given the opportunities to specialize in Agriculture, Fisheries, Arts and Trades, Home Management Technology, and Information and Communication Technology based on the results of the Aptitude Test. Additional trainings are given to technology students in Entrepreneurship, Technical Drawing and Internet Computing Fundamentals.

The gear represents the different regions of the Philippine Archipelago where the 282 implementing Tech-Voc schools are offering the four (4) specializations in Agriculture, three (3) specializations in Fisheries and fourteen (14) in Arts and Trades. The learners will be fully trained as an individual through Critical, Analytical and Problem-solving Skills, Creativity and Innovations, Ethical, Moral and Spiritual Values, Communication and Literacy, Development of Skills and Sense of Community, Life Skills Career Competencies. In the implementation of the TLE in the general secondary education, it is important to consider the basic policies agreed upon by the Department of Education and the Technical Education and Skills Development Authority or TESDA. One such policy is that the TLE must be aligned with the Training Regulations of TESDA.

On the other hand, education plays a vital role in the development of a nation. It is the vehicle through which development on the different aspects of society is carried out. The skills, attitudes, and values needed for the development are learned not only in schools but also in our day-to-day existence. Through education we can improve our quality of life, our status and, thus we can participate fully in the development of the nation. Hence education is needed by all. (Dove: 1992)

Pinol (2000:2) states that attaining quality education has been the obsession not only the officials of the Department of Education, Culture and Sports (DECS) or

the Commission on Higher Education (CHED) but also of school managers, teachers and parents. Since the 1980's numerous and various and various researches, seminar-workshops, and training programs for teachers have been conducted or instituted to improve the quality of instruction. The Program for Decentralized Educational Development (PRODED) and the Secondary Education Development Program (SEDP) were introduced to improve the instructional skills of teachers in the elementary and secondary levels, respectively. Two nationwide researches funded by the Japanese government through the World Bank were also conducted recently- one by the University of Northern Philippines (UNP) Graduate Schools and another by the University of the Philippines Education Research Program (UP-ERPD). The Study entitled "Curriculum and Processes of Teacher Education in the Philippines" which was conducted by the UNP Graduate School as mentioned by Eder (1998) revealed that there is a need to make some improvements to upgrade the pre-service preparations of students desiring to become teachers. There is a need to improve the curriculum by introducing more relevant subjects and discarding those that are already outmoded.

A person's educational accomplishment cannot be predicted by just finishing the course alone. The extent of knowledge acquired is measured by his performance in a given examination. Although there are lots of factors that affect the performance in a given examination, it cannot be denied that academic achievement contributes much to the outcome of examination. If a person has excelled academically in the past there is a greater chance for him to have a successful performance in an examination.

Examinations are essential not only in measuring the tangible results of past

instruction but also diagnosing the needs and difficulties of the students. It provides the students the opportunity to master the content of instruction and to learn the subject matter without so much waste of time and energy. It also provides a basis in preparing a better curricular program. It also leads to the appraisal of a teacher's work (Aman, 1999:1). It offers the teacher valuable means of determining future activity in the classroom. This means that the teacher will know what to emphasize less.

A teacher discovers that through the proper interpretation of test results, he can make constructive criticism of his own work. This criticism when followed up with remedial measures will result in effective instruction.

Excellence, as the target if educational institutions requires high educational standards which includes the outcomes expected of the learners. But to achieve quality and excellence, Higher Education Institutions (HEIs) must consider certain elements. Quality education is the fruit of quality teaching and quality supervision.

In the first place, the quality of education does not depend upon pedagogical systems, didactic methods, textbooks, and other learning materials though all these elements are very important. The most important and, indeed, indispensable condition for the implementation of solid quality education consists of well-trained and well-motivated teaching and administrative force. Education is much more than only teaching and instructing. It is primarily a continual sequence of deliberating combined efforts of teachers and administrators in pedagogical actions. The educative process, therefore, directly concerns the educators and the education, or plainly the teacher and the learner. Other

auxiliary forces and factors effect a perpetuation of the process.

Esguerra (1993:115) concluded in her study entitled, "Correlates in the Success of State Universities Graduates in the Professional Board Examination for Teachers in Regions I, II, and National Capital Regions (NCR)" that among the State Universities of Regions I, II and NCR graduates did not significantly differ for 1985 to 1987, though the significant prevailed for 1988 and 1989. It is possible that this difference for the years 1988 and 1989 was the result of a more rigid screening of the entrance for the course of teacher education by setting higher cut-off points in the NCEE.

Malinnag (1990), in his study entitled "The Board Examination Performance of the UNP College of Teacher Education Graduates: Its Relationship to Selected Variables" concluded that the UNP CTE graduates have "Average" NCEE ratings, "Good" and "Average" grades in GE and professional subject, respectively and an "Average" performance in PBET. This shows that there is still much to be desired in terms of the CTE graduates' standing in these factors.

Aman (1999: 75 & 76) conducted a research entitled "Trend Analysis of the Board Examination Performance of UNP Bachelor of Science in Architecture Graduates, 1987-1997". She come out with the following findings:

1. The group of 1987 board examinee-respondents were the highest achievers in Mathematics among the 11-year groups of examinee-respondents
2. The mean rating of the performance in the Architecture board examination of the 11-year group was below passing. This indicates that for the past 11

- years the performance was low and the same from year to year.
3. The achievements in mathematics and the professional subjects showed a substantial direct relationship. This was backed up by the computed t-value which was higher than the tabulated t-value. When the correlation between mathematics proficiency and the professional subjects was taken individually, it was found out that the relationship between mathematics proficiency and achievement in Structural Design and Utilities System yielded a very high significant relationship as backed up by the computed t-value of 10.84 compared with the tabulated t-value of 1.96 at .01 level of significance. This indicates that the BS Architecture graduates who got high grades in Mathematics were the same graduates who got high grades in their professional subjects.
 4. The grades of the BS Architecture graduates Mathematics had no significant relationship with their performance in the board examination except in the content area of Structural Design and Utilities System, which involves mathematical computations.
 5. There was a significant relationship between academic achievements and the BS Architecture Board Examination ratings.

Bañez (2002), in her research entitled "Analysis of the UNP CTE Graduates' Performance in the Licensure

Examination for Teachers (LET)" concluded that the CTE LET takers' overall mean rating in their LET performance in general education, professional education, and major subjects was "Below Passing Mark". This was obtained because those who did not pass garnered low scores that pulled down the general averages of all the LET passers. She then gave the following recommendations:

1. In order to produce quality graduates, there should be higher cut-off in the UNP College Admission Test for CTE students and their general averages in Senior High School must be 85%.
2. The CTE graduates who plan to take the LET should attend review classes in order to have additional information regarding the possible questions that will be given in the examination and to prepare themselves thoroughly before taking the LET.

With these in mind, the researchers decided to come up with the research work that would determine the factors affecting the performance of the BSIE graduates in the Licensure Examination for Teachers particularly the batch of the school year 2013-2014. It is further hoped that the findings would provide relevant recommendations in making the BSIE degree program more responsive to the students' needs.

Framework of the Study

To clearly illustrate the relationship between the Licensure Examination for Teachers (LET) Performance and some related factors, the paradigm is presented below.

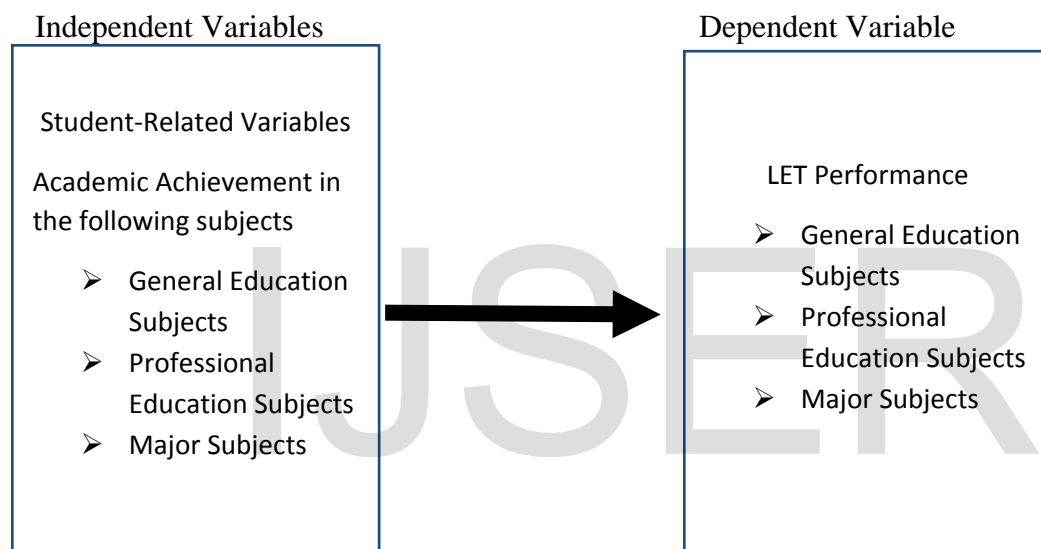


Figure 1 Research Paradigm

The independent variables are student-related variables which comprise the academic achievements of the subjects in their General Education subjects, Professional Education subjects and Major Field of Specialization subjects. The dependent variable is the LET performance in the general education, professional education and major subjects.

The figure also shows that the independent variables tend to affect the dependent variable.

Statement of the Problem

This study attempted to analyse the September 2013 Licensure examination performance of the UNP BSIE graduates and its relationship to the LET takers' academic achievement in the professional, general education and major subjects in college.

Specifically, it sought to answer the following questions:

1. What is the level of performance of the respondents in their undergraduate studies along:
 - a) General Education subjects
 - b) Professional Education subjects

- c) Major field of specialization subjects
- d) General average?
2. What is the level of performance of the respondents in their Licensure Examination for Teachers along:
 - a) General Education
 - b) Professional Education
 - c) Major field of specialization
 - d) General average in the Licensure Examination for Teachers?
3. Is there a significant relationship of the level of performance of the respondents in their LET to their level of performance in their undergraduate studies?

Assumptions

This study was backed up by the following assumptions:

1. The grades obtained by the subjects were reliable, fair and accurate measures of their performance in the general education, professional and major subjects
2. The Licensure Examination for Teachers (LET) rating taken from the Professional Regulations Commission were valid and reliable

Hypothesis

The hypothesis was formulated to guide the researchers in this study.

There is significant relationship between the performance in LET and the student-related factors.

Scope and Delimitation of the Study

This study was delimited to the analysis of the LET ratings of the CTE-UNP BSIE graduates of the school year 2012-2013 considering the student-related variables. The student-related variables are their academic achievements in three subject components: general education (GE),

professional and major subjects. This study employed the descriptive-correlational method which utilized documents as its main source of data. Records of the Professional Regulations Commission (PRC) in Manila served a reference for the subjects' LET ratings. On the other hand, records of grades filed at the UNP Registrar's Office were utilized for the subjects' academic achievement in their GE, Professional and Major subjects.

Definition of Terms

For the purpose of clarity and understanding of this study, the following terms are defined as operationally used in this study.

Academic Performance. It refers to the scholastic ability of a graduate as shown by his grades in the undergraduate studies.

General Education Subjects. These are the basic subjects taken by the BSIE students before taking up their major subjects or area of concentration

Professional Education Subjects. This is a group of subjects that have relation to the teaching and learning process, theories and principles. It is comprised of: Field studies 1 to 6, Principles of Teaching, Facilitating Learning, Child and Adolescent Psychology, Assessment of Learning, Curriculum Development, and Practice Teaching.

Major subjects. These are the subjects taken by the BSIE students to prepare them in their field of specialization.

LET Performance. This refers to the College of Teacher Education graduate's general rating in the Licensure Examination for Teachers administered by the Professional Regulations Commission.

Methodology

This section includes the research design, data sources and instrumentation and data collection.

Research Design

This study made use of descriptive correlational method. According to Johnson and Christensen (2012) the primary purpose of descriptive research is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon. The focus is not on ferreting out cause-and-effect relationship but rather on describing the variables that exist in a given situation and sometimes, on describing the relationships that exist among those variables.

The use of the descriptive correlational method or research is the most appropriate for this study as it explores to determine the level of performance of the BSIE graduates in the 2013 Licensure Examination for Teachers.

Data Sources

This study employed documentary analysis of the needed data derived from official records of concerned offices.

Permission to scrutinize the available records was sought from the Dean of the UNP College of Teacher Education who, have retrieve the performance of the CTE graduates for the September 2013 Licensure Examination for Teachers. Likewise, permission to scrutinize the records of the BSIE graduates was sought from the UNP Registrar.

Results and Discussion

This chapter presents, analyzes and interprets the data gathered relevant to the problems raised in the study.

Problem 1. What is the level of performance of the respondents in their undergraduate studies along:

- a) General Education subjects
- b) Professional Education subjects
- c) Major Field of specialization subjects
- d) General average?

Table 1. Level of Performance of the BSIE Graduates in their Undergraduate Studies

Respondent No.	GE	DR	Prof Ed	DR	Major	DR	Average	DR
1.	2.06	S	2.05	S	1.75	VS	1.96	VS
2.	1.98	VS	2.29	S	2.25	S	2.14	S
3.	2.37	S	2.26	S	2.02	S	2.23	S
4.	2.29	S	2.31	S	1.92	VS	2.18	S
5.	2.43	S	2.31	S	1.96	VS	2.25	S
6.	2.33	S	2.29	S	1.79	VS	2.15	S
7.	2.49	S	2.4	S	1.98	VS	2.31	S
8.	2.34	S	2.19	S	1.77	VS	2.13	S
9.	2.41	S	2.32	S	1.86	VS	2.22	S
10.	2.29	S	2.33	S	1.87	VS	2.17	S
11.	2.21	S	2.13	S	1.91	VS	2.10	S
12.	2.39	S	2.20	S	1.89	VS	2.20	S
13.	2.44	S	2.39	S	1.95	VS	2.28	S
14.	2.26	S	2.28	S	1.83	VS	2.13	S

15.	2.36	S	2.32	S	1.92	VS	2.21	S
16.	2.23	S	2.13	S	1.90	VS	2.10	S
17.	2.90	S	1.93	VS	1.84	VS	2.35	S
18.	2.32	S	2.31	S	1.86	VS	2.17	S
19.	2.32	S	2.23	S	1.83	VS	2.14	S
20.	2.27	S	2.29	S	1.87	VS	2.15	S
21.	2.28	S	2.26	S	1.69	VS	2.09	S
22.	2.31	S	2.36	S	2.3	S	2.32	S
23.	2.40	S	2.26	S	1.91	VS	2.21	S
24.	2.39	S	2.27	S	1.95	VS	2.23	S
25.	2.06	S	2.03	S	1.74	VS	1.95	VS
26.	2.10	S	2.09	S	1.63	VS	1.95	VS
27.	2.00	S	1.84	VS	1.44	VS	1.79	VS
28.	2.20	S	2.12	S	1.93	VS	2.10	S
GRAND MEAN	2.30	S	2.22	S	1.88	VS	2.15	S

Legend:

S – Satisfactory

VS - Very Satisfactory

Table 1 shows the academic performance of the BSIE graduates in their undergraduate studies. The graduates garnered a grand mean of 2.30 with a descriptive rating of “Satisfactory” in their general education subjects while they have garnered a mean score of 2.22 with a descriptive rating of “Satisfactory” in their professional education subjects. They have garnered the highest mean score of 1.88 in their major fields of specialization with a descriptive rating of “Very Satisfactory”.

The overall mean score of the BSIE graduates in their undergraduate study is 2.15 with a descriptive rating of “Satisfactory”.

Problem 2. What is the level of performance of the respondents in their Licensure Examination for Teachers along:

- General Education
- Professional Education
- Major Field of specialization
- General average in the Licensure Examination for Teachers?

Table 2. Level of Performance of the BSIE Graduates in their Licensure Examination for Teachers

Subject's No.	GE	DR	Prof Ed	DR	Major	DR	Average	DR
1.	79	P	79	P	73	BPM	76	P
2.	79	P	87	VG	77	P	81.40	G
3.	63	BPM	57	BPM	67	BPM	62	BPM
4.	66	BPM	59	BPM	67	BPM	63.6	BPM
5.	59	BPM	54	BPM	59	BPM	57	BPM
6.	56	BPM	75	BPM	76	P	71.6	BPM
7.	47	BPM	51	BPM	42	BPM	46.6	BPM

8.	68	BPM	78	P	70	BPM	72.8	BPM
9.	69	BPM	62	BPM	55	BPM	60	BPM
10.	63	BPM	57	BPM	59	BPM	59	BPM
11.	78	P	76	P	76	P	76.4	BPM
12.	65	BPM	54	BPM	61	BPM	59	BPM
13.	50	BPM	54	BPM	66	BPM	58	BPM
14.	60	BPM	63	BPM	64	BPM	62.8	BPM
15.	76	P	63	BPM	78	P	71.6	BPM
16.	74	BPM	78	P	75	P	76	P
17.	76	P	77	P	76	P	76.4	P
18.	59	BPM	45	BPM	76	P	60.20	BPM
19.	75	P	72	BPM	72	BPM	72.6	BPM
20.	57	BPM	77	P	70	BPM	70.2	BPM
21.	76	P	78	P	76	P	76.8	P
22.	66	BPM	62	BPM	64	BPM	63.6	BPM
23.	66	BPM	60	BPM	61	BPM	61.6	BPM
24.	76	P	71	BPM	72	BPM	72.4	BPM
25.	78	P	81	G	79	P	79.6	P
26.	75	P	76	P	77	P	76.2	P
27.	77	P	76	P	76	P	76.2	P
28.	71	BPM	79	P	78	P	77	P
GRAND MEAN	68	BPM	67.89	BPM	69.36	BPM	68.45	BPM

Legend:

- P - Passed
- BPM - Below Passing Mark

The BSIE graduates have garnered a very low mean scores in all the three areas of the Licensure Examination for Teachers with grand means of 68 percent , 67.89 percent and 69.36 percent their general education, professional education and major subjects respectively were found to be “Below

Passing Mark”. Additionally, their overall mean rating is at 68.45 percent which is “Below Passing Mark”.

Problem 3. Is there a significant relationship of the level of performance of the respondents in their LET to their level of performance in their undergraduate studies?

Table 3. Significant Relationship Between the Level of Performance of the Respondents in their Undergraduate Studies and the Level of Performance in the Licensure Examination for Teachers (LET)

R	t-computed	t-value
-0.05	0.28	1.69

The table shows that there is a negligible relationship between the level of performance of the respondents in their undergraduate studies and their level of

performance in the Licensure Examination for Teachers.

Moreover, there is no significant relationship between the two variables as

justified by the fact that the computed t-value is less than the tabular t-value. Meaning, their performance in the undergraduate studies does not affect their performance in the LET.

Summary

This study attempted to analyse the performance of the UNP BSIE graduates in the September 2013 Licensure Examination for Teachers and its relationship to their academic achievements in the general education, professional education and major field of specialization subjects in college. Specifically, it sought to answer the following questions: What is the level of performance of the respondents in their undergraduate studies along: a) General Education subjects, b) Professional Education subjects, c) Major field of specialization subjects and d) General average?; 2. What is the level of performance of the respondents in their Licensure Examination for Teachers along: a) General Education, b) Professional Education, c) Major field of specialization, and d) General average in the Licensure Examination for Teachers?; 3. Is there a significant relationship of the level of performance of the respondents in their LET to their level of performance in their undergraduate studies?

The subjects of this research were the 28 BSIE graduates of the school year 2012-2013 of the College of Teacher Education, University of Northern Philippines, and Vigan City.

The study employed the descriptive method of research using the scholastic records of the subjects taken from the UNP office of the registrar for their undergraduate academic performance. The record on their performance in the Licensure Examination for Teachers were retrieved from the CTE Dean's office which was subsequently

requested from the Professional Regulations Commission, Manila.

In order to attain the objectives of the study, the following statistical tools were used; mean, and Pearson-product moment of correlation.

Findings

Based on the data gathered, analyzed and interpreted, the following findings are presented:

1. The level of performance of the respondents in their undergraduate studies along general education was found to be "Satisfactory", professional education subjects was found "Satisfactory", major field of specialization "Very Satisfactory" and general average was found to be "Satisfactory".
2. The level of performance of the respondents in the Licensure Examination for Teachers along general education, professional education, major field of specialization and general average were all found to be "Below Passing Mark".
3. There is no significant relationship between the level of performance of the respondents in their undergraduate studies and their level of performance in the Licensure Examination for Teachers.

Conclusions

1. Most if not all of the BSIE graduates fared just well in their general education and professional education subjects while they have performed better in their major field of specialization.

2. Most of the graduates fared Below Passing Mark in their Licensure Examination for Teachers.
3. The level of performance of the respondents in their undergraduate studies does not guarantee their performance in the licensure examination.

Recommendations

In the light of the preceding findings of this study, and the conclusions drawn, the following recommendations are advanced:

1. Enhancement seminars, trainings, workshops, reviews and other activities related to their General Education, Professional Education and Major Field of specialization subjects be given to the BSIE students in order to increase their chances of passing the Licensure Examination for Teachers.
2. A research which aims to determine the factors affecting the level of performance of the BSIE graduates in their licensure examination be undertaken.

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