

# Green CHMSC bachelor of secondary education program: A baseline study on the graduates' performance

Janet P. Espinosa

Dean, College of Education, Carlos Hilado Memorial State College, Talisay City, Negros Occidental, Philippines

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## ARTICLE INFORMATION

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Corresponding author: [jpespinosa\\_08@yahoo.com](mailto:jpespinosa_08@yahoo.com)

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## ABSTRACT

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*This descriptive-correlational research ascertained the performance of the teacher education graduates in the licensure examination in relation to their academic achievement in major courses of the 813 Bachelor of Secondary Education graduates, with specialization in Mathematics, Technology and Livelihood Education (TLE), Physical Science and English who took the Licensure Examination for Teachers (LET) from 2008 – 2013. The graduates' performance in the LET was taken from a copy of the roster of examinees from the Professional Regulation*

*Commission while their academic achievement was generated from the office of the Registrar. Documentary analysis, with the frequency, percentage, mean, standard deviation, analysis of variance and Pearson's Product Moment Coefficient of Correlation were used to analyze the data at 0.05 level of significance. For the Math and English groups, findings revealed that there were more graduates who passed than those who failed in the LET while the TLE and Physical Science groups showed otherwise. Generally, the graduates obtained a high level in the licensure exam and a very good academic achievement level. The graduates differed significantly in their level of performance and academic achievement when grouped as to area of specialization. No significant difference, however, was noted in their academic achievement, when grouped as to year of examination. Their academic achievement significantly influenced their performance in the licensure examination.*

### Keywords

Secondary Education, Academic Achievement, Performance, Licensure Examination

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## Introduction

High performance of graduates in the board examinations is a success indicator of quality provided by training institutions. The effectiveness and efficiency in the instructional delivery system of the institution are realized in the high performance of its graduates.

Driven by its passion for continuous improvement, the Carlos Hilado Memorial State College (CHMSC) has vigorously pursued distinction and proficiency in delivering quality education to the youth of Negros Occidental in the fields of teacher education, business, agro-fishery, industry, science and technology. The first state college in the

province of Negros Occidental as a green institution aims at sustaining quality by providing responsive and relevant curricular programs through its "Green Curriculum advocacy." In particular, the College of Education has clearly envisioned its pathway to realize its advocacies and fulfill its mission in preparing teachers in various fields.

The Bachelor of Secondary Education Program (BSED) is structured to meet the needs of professional teachers for secondary schools in the Philippines (CMO 30, s. 2004).

The BSED Program, under the College of Education, was awarded the Level III Re-Accredited status until December 2017 during the Level III, Phase 2 Visit of the AACUP

(Accrediting Agency of Chartered Colleges and Universities in the Philippines) Team in December 2013. The Licensure Examination was one of the chosen areas submitted for presentation and evaluation. It was recommended that an analysis be done on the performance of graduates in the different areas of specialization in the BSED program. Furthermore, outcomes of this study will serve as baseline data and may be used as basis for interventions that could be adopted by the Department. On these premises this research is being conducted.

### ***Statement of the Problem***

The main concern of this study was to ascertain the performance of the teacher education graduates in the licensure examination in relation to their academic achievement in the major subjects. Specifically, it sought answers to the following questions:

1. What is the profile of the teacher education graduates' performance in the licensure examination when taken as a whole and when grouped as to area of specialization and year of examination?
2. What is their level of performance of the teacher education graduates in the licensure examination in major subjects when taken as a whole and when grouped as to area of specialization and year of examination?
3. What is their level of academic achievement of the teacher education graduates in the major subjects when taken as a whole and when grouped as to area of specialization and year of examination?
4. Is there significant difference in the level of performance of the teacher education graduates in the licensure examination in the major subjects when grouped as to area of specialization and year of examination?
5. Is there significant difference in their level of academic achievement of the

teacher education graduates in major subjects when grouped as to area of specialization and year of examination?

6. Is there significant relationship existing between their performance in the licensure examination and academic achievement in the major subjects?

### ***Conceptual Framework***

Quality pre-service teacher education is a key factor in quality Philippine education. In our country, the pre-service preparation of teachers for the primary and secondary educational sectors is a very important function and responsibility that has been assigned to higher education institutions. All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake their multi-faceted roles and functions of teachers (Article 1, Section 1, CMO 30, s. 2004).

Along with this preparedness is the *sine qua non* that pre-service teachers become "duly licensed professionals" (Code of Ethics for Professional Teachers). Also, "No person shall engage in teaching and/or act as a professional teacher in the preschool, elementary or secondary level, unless the person is a duly registered professional teacher and a holder of a valid certificate of registration and a valid professional license" (Republic Act No. 9293, Sec. 4.1). Furthermore, "a certified photocopy of PRC Certificate of Registration/License" is required in the hiring of Teacher I in the Department of Education (DepEd Memo No.121, s. 2009).

The College of Education offers the Bachelor of Secondary Education with specialization in Mathematics, Technology and Livelihood Education, Physical Science, English and Music, Arts, Physical Education and Health (MAPEH) with four years of training consisting of general education, professional education and major subjects. Similarly, these areas are being measured in the licensure examinations.

Mainly this study seeks to look into the academic achievement, with to the grade point average (GPA), of BSED graduates as the independent variable that affects their performance in the LET in the major subjects. Academic achievement is measured in a continuum from *fair to excellent*.

The performance of BSED graduates in the LET in the major subjects, considered as the dependent variable is measured in a continuum from *very low to very high level*.

Hopefully, the results of the study will serve as valuable feedback that may be used as basis for enriching and revising the present curricula in the BSED program.

The schematic diagram in Figure 1 illustrates the conceptual framework of the study.

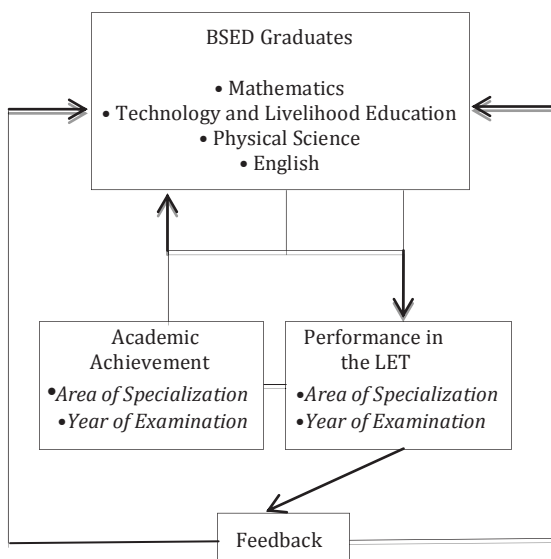


Figure 1. Schematic Diagram of the Study

## Method

### Research Design

This investigation, considering the nature of the problems, made use of a descriptive-correlational method utilizing cum documentary analysis.

## Subjects of the Study

The subjects of the study were the 813 (BSED) Bachelor of Secondary Education graduates who took the Licensure Examination for Teachers from 2008 – 2013.

## Sources of Data

The Licensure Examination performance was retrieved from the LET (Licensure Examination for Teachers) results issued by the PRC (Professional Regulation Commission). The academic achievement (GPA in major subjects) of the graduates was computed during their pre-service education from first year until fourth year.

## Data Analysis Procedure

To answer the problems raised in the study, frequency count, percentage, mean, standard deviations were used as descriptive statistics, particularly for problems 1, 2 and 3. For inferential analyses, analysis of variance and Pearson's Product Moment Coefficient of Correlation (PPM) helped analyze the data for problems 4, 5 and 6.

## Results

### Profile of the Teacher Education Graduates' in the Licensure Examination

The first objective of this study dealt with the profile of the teacher education graduates' performance in the licensure examination. The graduates were grouped according to the area of specialization such as Mathematics, Technology and Livelihood Education, Physical Science and English and to the year of examination, from 2008 to 2013, covering the number and percentage of graduates who passed and failed.

The overall results revealed that the passing rate of the teacher education graduates is 39.2 per cent. When grouped as to area of specialization, the English group ranked first (78.2 %), followed by Math (51.3 %), Physical Science (45.5 %) and last TLE (30.0 %).

As to year of examination, 2013 registered the highest passing rate (52.4 %) followed by 2012 (51.0 %), 2011 (40.8 %), 2009 (32.6 %), 2010 (29.4 %) and 2008 (28.8).

This confirms the report of Shahani (as cited by Bautista, 2013) that *“Despite the strategies considered in upgrading the teacher education courses by training institutions, low performance in the board examinations, is observed. It is sad to note that graduates of teacher education got the low scores, while those in the non-teacher education who took the board got the higher scores.”*

### ***Level of Performance of the Teacher Education Graduates in the Licensure Examination in the Major Subjects***

Secondly, the research tried to determine the level of performance of the teacher education graduates in the licensure examination in the major subjects when taken as a whole and when grouped as to area of specialization and year of examination.

Data show that, when taken as a whole and as to area of specialization and year of examination, the levels of performance of the teacher education graduates in the licensure examination in the major subjects are high as indicated by mean scores ranging from 60.40 to 80.10. The SDs ranging from 4.171 to 10.005 indicate a wide dispersion of scores which is taken to mean that the subjects were heterogeneous in their level of performance.

Their level of performance, the high level is second to the highest level (very high), as measured by the continuum used in this study. This implies that the teacher education graduates are prepared to teach in their areas of specialization, as envisioned CMO 30, s. 2004 stating that “graduates of BEED and BSED programs are teachers who have a meaningful and comprehensive knowledge of the subject matter they will teach”. It also shows the need on the part of the implementers of the teacher education program, especially in the major subjects, to double their efforts to raise the graduates’ level of performance to the maximum level.

### ***Level of Academic Achievement of the Teacher Education Graduates in the Major Subjects***

Thirdly, this study sought to determine the level of academic achievement of the teacher education graduates in the major subjects when taken as a whole and when grouped as to area of specialization and year of examination.

Data reveal that generally, when taken as a whole and year of examination, the levels of their academic achievement is very good, as indicated by the mean score of 1.97. Such level lies in the middle as measured in a continuum used in this study. However, the English group has superior level as the mean score of 1.76 falls within the range of 1.40 to 1.79, a level second to the highest, as measured in the same continuum. The SDs which range from .073 to .255 reveals a narrow dispersion of scores, indicating that the subjects were homogeneous in their academic achievement in the major subjects.

### ***Difference in the Performance of the Teacher Education Graduates in the Licensure Examination in Major Subjects when grouped as to Area of Specialization and Year of Examination***

Fourthly, this research attempted to find out whether or not significant difference existed in the level of performance of teacher education graduates in the licensure examination in the major subjects when they are grouped as to area of specialization and year of examination.

Table 1 below shows that the P-value of .000 in the area of specialization is significant at 0.05 level. The finding further indicates that the performance of TLE and English groups is significantly higher than that of the Math and Physical Science groups. Subject specialists and faculty members who are handling the major subjects should look into the weak areas and proposed curricular enhancements for improvement to address these flaws.

Table 1  
*Difference in the Performance of the Teacher Education Graduates in Major Subjects When They Are Grouped as to Area of Specialization*

| Variables | M     | F   | df  | P-value | Interpretation |
|-----------|-------|-----|-----|---------|----------------|
| Math      | 70.01 |     |     |         |                |
| TLE       | 71.91 | 7.9 | 812 | .000    | Significant    |
| Phy Sci   | 67.78 | 42  |     |         |                |
| English   | 73.07 |     |     |         |                |

\* $p < 0.05$

Do the teacher education graduates differ in performance in the LET in the major subjects when grouped as to the year of examination is the fourth another concern of this study. The data reflected in Table 2 below define the fact that the performance of the teacher education graduates in the licensure examination differs when grouped as to year of examination basing from the P-value of 0.003 0.05 level of significance.

Table 2  
*Difference in the Performance of the Teacher Education Graduates in Major Subjects When They Are Grouped as to Year of Examination*

| Variables | M     | F     | df  | P-value | Interpretation |
|-----------|-------|-------|-----|---------|----------------|
| 2008      | 72.04 |       |     |         |                |
| 2009      | 71.70 |       |     |         |                |
| 2010      | 69.17 | 3.580 | 812 | .003    | Significant    |
| 2011      | 70.57 |       |     |         |                |
| 2012      | 71.82 |       |     |         |                |
| 2013      | 73.71 |       |     |         |                |

\* $p < 0.05$

Moreover, data revealed that significant differences are observed during the performance of teacher education graduates in 2010 and 2008, 2010 and 2012 and 2010 and 2013. This finding may be attributed to the number of 59 repeaters in 2010, where only six passed and is equivalent to only ten per cent of the total number. This implies that graduates who are taking the licensure examination for the first time have to be prepared. Efforts to assist the retakers need to be undertaken to enable them to have better chances to pass the LET.

***Difference in the Academic Achievement of the Teacher Education Graduates in Major Subjects when grouped as to Area of Specialization and Year of Examination***

The fifth concern of this study was to find out whether significant difference existed

in the academic achievement of the teacher education graduates in the major subjects when grouped as to area of specialization and year of examination.

Table 3  
*Difference in the Academic Achievement of the Teacher Education Graduates in Major Subjects When They Are Grouped as to Area of Specialization*

| Variables | M    | F       | df  | P-value | Interpretation |
|-----------|------|---------|-----|---------|----------------|
| Math      | 2.19 |         |     |         |                |
| TLE       | 1.91 |         |     |         |                |
| Phy Sci   | 2.02 | 127.632 | 812 | .000    | Significant    |
| Englis    | 1.76 |         |     |         |                |
| h         |      |         |     |         |                |

\* $p < 0.05$

As to area of specialization, it can be observed in Table 3 that there is a significant difference among the academic achievement of graduates as revealed in the P-value of .000 at 0.05 level of significance.

By and large, the English group, with the mean of 1.76 has better academic achievement than the other groups, followed by TLE (1.91), Physical Science (2.02) and Math (2.19). This is due to the fact that the level of difficulty required in these areas of specialization varies. Mathematics, as an exact science, is a subject where students are expected to possess a high level of conceptual and analytical skills; hence, considered by many students to be their Achilles' heel as confirmed by Gallup (2005). He conducted a poll that asked students to name the school subject that they considered to be the most difficult. Unsurprisingly, Mathematics came out on top of the list to imply that Math teachers have to be sensitive to learning problems that students encounter in the subject.

Table 4  
*Difference in the Academic Achievement of the Teacher Education Graduates in Major Subjects When They Are Grouped as to Year of Examination*

| Variables | M    | F     | df  | P-value | Interpretation  |
|-----------|------|-------|-----|---------|-----------------|
| 2008      | 2.00 |       |     |         |                 |
| 2009      | 1.96 |       |     |         |                 |
| 2010      | 1.95 | 1.031 | 812 | .398    | Not Significant |
| 2011      | 1.99 |       |     |         |                 |
| 2012      | 1.96 |       |     |         |                 |
| 2013      | 1.94 |       |     |         |                 |

\* $p < 0.05$

The data reflected in Table 4 defines that no significant difference existed in the academic achievement of graduates when grouped as to year of examination, as revealed by the obtained P-value of .000 at 0.05 level of significance.

In general, the 2013 teacher education graduates achieved the highest academic achievement with the obtained mean of 1.94. The difference of 0.06 between the highest (2013) and lowest (2008) mean is insignificant indicating that regardless of the year of examination, the academic achievement of teacher education graduates is the same. It means that the preparation of graduates remains the same and this also speaks of the consistency of instruction given. More emphasis to the quality of instruction need to be undertaken then.

***Relationship between the Performance in the Licensure Examination and Academic Achievement of Graduates in Major Subjects***

Finally, the study ascertained the relationship between the performance of the teacher education graduates and their academic achievement in major subjects.

As reflected in Table 5 below, the Pearson's result between the performance in the licensure examination and academic performance of the teacher education graduates in the major subjects is significant with the P-value of 0.00.

The significant relationship between the performance in the licensure examination and academic achievement of the teacher education graduates indicates that academic achievement has somehow contributed to their LET performance in the in the major subjects. Equally, it would mean that teachers' focus on quality instruction especially in the major subjects should be prioritized.

This finding confirms the study of Esmeralda and Espinosa (2014) which revealed that there is a significant relationship between the academic achievement and LET performance of the 399

BSED graduates during the school years 2010-2013.

Table 5  
*Relationship Between the Performance and Academic Achievement in Major Subjects*

| <b>Grouping Variables</b>        | <b>F</b> | <b>P-value</b> | <b>Interpretation</b> |
|----------------------------------|----------|----------------|-----------------------|
| Academic Achievement Performance | 3.2 9    | .000           | Significant           |

\* $p < 0.05$

**Discussion**

This investigation yields these findings:

1. The passing rate of the teacher education in the licensure examination is lower than the non-passing rate, likewise for the TLE and Physical Science groups. However, the Math and English groups showed otherwise. The English group has the highest passing rate while the TLE the lowest. The highest passing rate was obtained in 2013, while the lowest in 2008.
2. Generally, the level of performance of the teacher education graduates in the licensure examination in the major subjects as to area of specialization and year of examination is high.
3. The level of academic achievement of the English group is superior, while the TLE, Math and Physical groups were rated as very good. As to year of examination, their academic achievement is very good.
4. Significant differences were observed in the performance of the teacher education graduates in the licensure examination in the major subjects as to area of specialization and year of examination. The TLE and English groups performed better than the Math and Physical Science groups, while it was in 2013 where the teacher education graduates had a better

performance and in 2010 when they performed otherwise.

5. A significant difference was noted in the academic achievement of the teacher education graduates in the major subjects as to area of specialization with the English group topping the list. However, as to year of examination, no significant difference existed.
6. Significant relationship existed between the level of performance in the licensure examination and academic achievement of teacher education graduates in the major subjects.

## Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The majority of the teacher education graduates were non-passers in the licensure examination.
2. The teacher education graduates performed well in the licensure examination in the major subjects.
3. There is a felt need to raise the level of academic achievement of the teacher education graduates in the major subjects, as this indicates success in licensure examination.
4. The teacher education graduates differ in their performance in the licensure examination in the major subjects.
5. The teacher education graduates differ in their academic achievement in the major subjects.
6. Academic achievement determines the performance of the teacher education graduates in the licensure in the major subjects.

## Recommendations

In light of the conclusions drawn, it is recommended that:

1. Various tools in assessment may be used to ensure objective assessment of student performance to validate the role of academic achievement in the licensure examination.
2. Regular syllabi and curricula enhancement and revision, specifically in the major subjects may be undertaken, to increase the percentage of passers in the licensure examination.
3. Further researches on the performance of graduates may be conducted by the College as inputs to enhance delivery of instructional services.

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