

Original Research Article

## Trends and Comparative Analysis in College of Teacher Education Graduates' Licensure Examination Performance (2021-2024)

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### Article History

Received: 11.09.2024

Accepted: 16.10.2024

Published: 02.11.2024

### Journal homepage:

<https://www.easpublisher.com>

### Quick Response Code



**Abstract:** This study aims to analyze and identify trends in the passing rates of graduates from a College of Teacher Education (CTE) over a four-year period, compare the passing rates between different programs within the CTE, and investigate the differences between the CTE graduates' passing rates and the national average passing rate for the Licensure Examination for Professional Teachers (LEPT). Employing a quantitative, longitudinal, and descriptive approach, the study interprets changes in performance from 2021 to 2024. Data were collected from official CTE records, ensuring compliance with ethical standards and data privacy regulations. The participants included all graduates who took the licensure examinations within the specified years, with data cleaned to handle missing information and remove outliers. Descriptive statistics, trend analysis, and comparative analysis against national averages were performed. The findings reveal an overall decline in passing rates from September 2021 to March 2024, with significant fluctuations. BEED graduates consistently outperformed the national average, suggesting potential differences in program content or student preparedness compared to BSEd programs. Conversely, BSEd graduates exhibited more variable performance. The study underscores the need for targeted interventions and further investigation to understand the underlying causes of these trends, ultimately aiming to enhance the quality and consistency of teacher education programs.

**Keywords:** LET, Comparative Analysis, Passing Percentages.

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## INTRODUCTION

The licensure examination for teachers is a crucial benchmark in the professional journey of graduates from Colleges of Teacher Education. It assesses aspiring professionals' skills and abilities, administered by the Professional Regulatory Commission (PRC), ensuring it meets professional, legal, and technical standards, and granting them a license (Abao, Petancio, Sanchez, & Sumalinog, 2023). It serves as a standardized assessment to ensure graduates possess the necessary knowledge, skills, and competencies (Bellen *et al.*, 2022) to effectively teach and contribute to student development. Additionally, passing the licensure examination for teachers also validates the quality of education provided by College of Teacher Education. It helps maintain the integrity and credibility of the teaching profession by setting a high standard for entry into the field (Amanonce & Maramag, 2020).

The Licensure Examination for Teachers (LET) performance of Higher Education Institutions (HEIs) in the Philippines is a key criterion for obtaining curricular program accreditation, and is also used by the Commission on Higher Education (CHED) to grant Center of Development and Center of Excellence status to their curricular programs (Commission on Higher Education (CHED) Memorandum Order No. 16, Series of 2015).

So, the performance of graduates on this test serves as both a reflection of their individual abilities and a gauge of the caliber of education that teacher preparation programs offer. The landscape of education has undergone significant transformations (Rogayan & Dantic, 2021) influenced by technological advancements, pedagogical innovations, and challenges like the COVID-19 pandemic (Paje, Rogayan, Dantic, 2021). These transformations necessitate a continuously evolving teacher education system to ensure graduates possess the necessary skills to navigate the complexities

of the modern classroom. It's important to note that variations exist within teacher education programs themselves (Generalao, Ducanes, Yee, & David, 2022).

There are factors that affects the passing rates of the Teacher Education Institutions, such as exam specificity and implementations of teacher education programs. Exam specificity refers to the tailoring of the BLEPT content to the chosen specialization of the graduates (e.g., Math, English, Science). However, the recent introduction of the Enhanced Table of Specifications (TOS) by the Professional Regulation Commission (PRC) in March 2023 offers a solution. This updated TOS aligns with the revised curriculum of teacher education programs, ensuring a strong correlation between what is taught and what is tested (Professional Regulatory Commission, 2022).

Understanding the trends in licensure examination performance is essential for educational institutions, policymakers, and stakeholders to make informed decisions and implement strategies that enhance teacher preparation and professional development.

This study aims to analyze and identify trends in passing rates of graduates from a College of Teacher Education (CTE) over a four-year period, compare the passing rates between different programs within the CTE, and investigate the differences between the CTE graduates' passing rates and the national average passing rate for the LEPT.

## METHODOLOGY

### Research Design

This study is a quantitative, longitudinal analysis of licensure examination performance trends among graduates of the College of Teacher Education from 2021 to 2024. The study employs a descriptive approach to interpret changes in performance over the specified period. This is also comparative analysis,

which compares the performance of your graduates with national passing percentage.

### Data Collection

Data were collected from the official records of the College of Teacher Education, consisting of examination scores and pass rates for graduates who took the licensure exams from 2021 to 2024. The data were acquired following ethical standards and data privacy regulations.

### Participants

The study included all graduates who took the licensure examinations within the specified years. The sample size varied each year, with specific inclusion criteria being graduates who sat for the examination and exclusion criteria being those with incomplete records.

### Data Analysis

Data cleaning involved handling missing data and removing outliers. Descriptive statistics were used to summarize the data, and trend analysis was conducted using line graphs, year-on-year comparisons, and regression analysis. Comparative analysis was also performed against national averages.

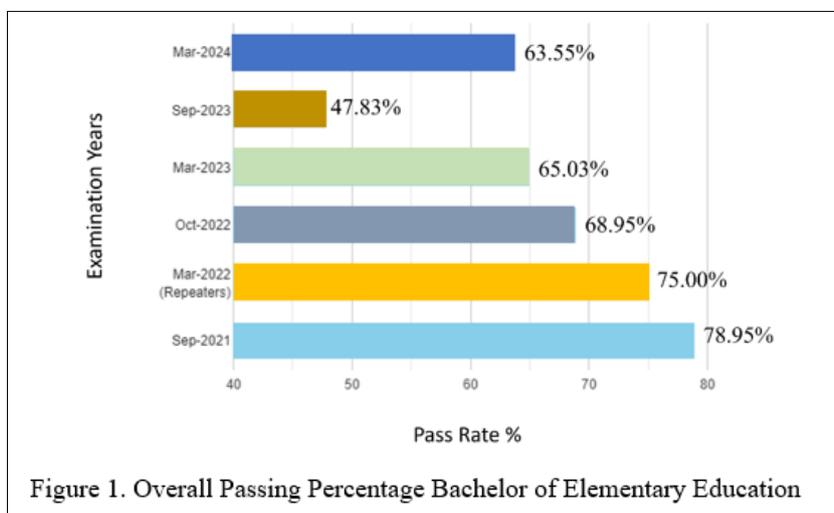
### Ethical Considerations

All data were anonymized to protect participant confidentiality. Necessary approvals were obtained from ethical review boards and institutional authorities.

## RESULTS AND DISCUSSION

This section analyzes trends in the passing rates of the Licensure Examination for Teachers for College of Teacher Education graduates from 2021 to 2024. It compares the performance of first-time takers and repeaters, and also examines how these rates compare to the national passing percentage.

### Trends in Licensure Exam Passing Rates for Elementary Education Graduates (2021-2024)



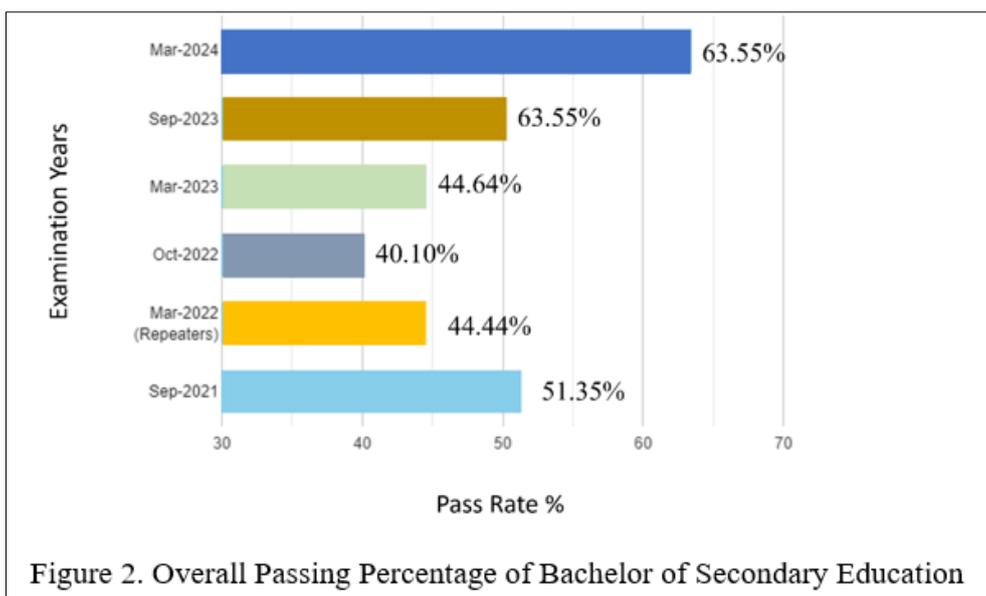
The data reveals a declining trend in the passing rates for the Bachelor of Elementary Education (BEED) Licensure Examination from 2021 to 2024. Here is a more comprehensive analysis of these trends and potential contributing factors.

The passing rates for the licensure exam have shown an overall decline from September 2021 to March 2024. This indicates that fewer candidates are successfully passing the exam each year. However, there are significant fluctuations in the passing rates, with September 2023 experiencing a particularly sharp drop to 47.83%. This could be an outlier year with unique circumstances affecting the exam cycle.

It's important to note that the data from March 2022 and September 2021 only includes repeaters while the data from March 2023 onwards includes both first-time test takers and repeaters. This inconsistency makes it challenging to make direct comparisons. The inclusion of repeaters in the later data may

**Trends in Licensure Exam Passing Rates for Secondary Education Graduates (2021-2024)**

Based from the graph, the passing rates for the Licensure Examination for Teachers (LET) for Bachelor of Secondary Education graduates from 2021 to 2024 reveals fluctuating results without a clear long-term trend.



The passing rates for a certain exam have shown significant fluctuations over a four-year period. The rates have ranged from a low of 40.10% in October 2022 to a high of 63.55% in March 2024. This inconsistency in pass rates indicates a lack of a consistent trend. The highest point was reached in March 2024 with a pass rate of 63.55%, while the lowest point was recorded in October 2022 with a pass rate of 40.10%.

The data for March 2022 only includes repeaters, which complicates the analysis as this group's

performance might differ from the overall candidate pool.

**Comparison of the Overall Passing Rates Between BSEd and BEEd across the Years**

This graph illustrates the passing rates for the licensure examination (BLEPT) of Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED) graduates from September 2021 to March 2024.

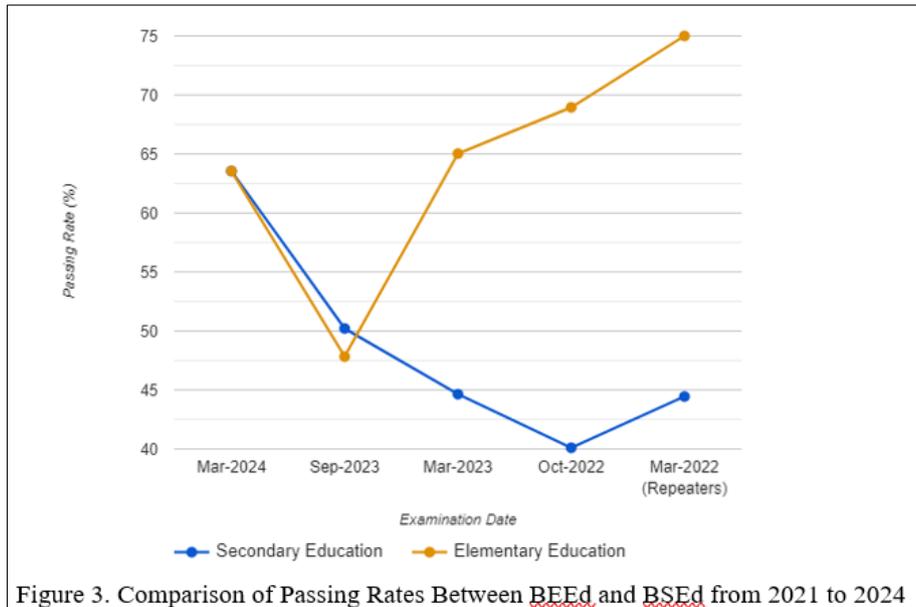


Figure 3. Comparison of Passing Rates Between BEED and BSED from 2021 to 2024

The passing rates for both the BSED and BEED programs show fluctuations over the analyzed period, without a clear upward or downward trend. From September 2021 to October 2022, BEED graduates consistently had higher passing rates compared to BSED graduates, indicating a potential advantage for BEED graduates during this period. However, in March 2023, the trend reversed, with BSED graduates achieving a higher passing rate. This pattern continued into March 2024, where both programs achieved the same passing rate.

The fluctuations suggest that various factors, such as preparation levels, exam content, and institutional factors, may be influencing the passing rates differently over time. The limited timeframe of the analysis makes it challenging to determine definitive

reasons behind the fluctuations, and a longer period of analysis would provide more robust data.

Additionally, the specific specializations tested during each exam period could contribute to variations in passing rates. Changes implemented within the teacher education programs at the specific institution providing the data might also influence the passing rates, including curriculum updates, teaching strategies, and enhanced support systems for exam preparation.

**Comparison between the BEED and National Passing Rates**

Below is the graphical comparison of the BEED passing rates with the national passing rates for the licensure examinations from September 2021 to March 2024.

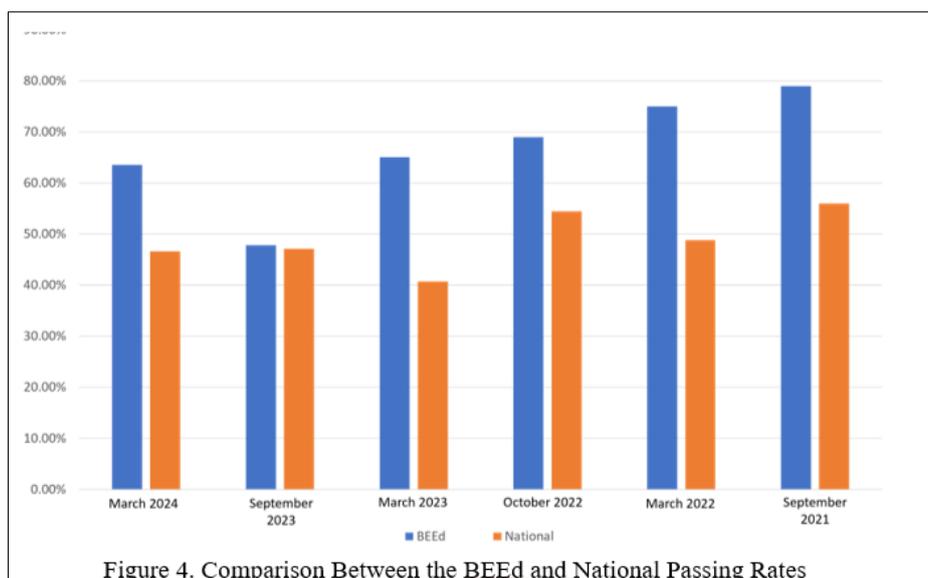


Figure 4. Comparison Between the BEED and National Passing Rates

The bar graph shows that there is a huge difference between the BEED and National passing rates. It was detailed here in table 1.

**Table 1: Percentage Distribution of BEED and National Passing Rates**

Date of Examination	Elementary Passing Rate	National Passing Rate	Difference
March 2024	63.55%	46.6%	16.95%
September 2023	47.83%	47.1%	0.73%
March 2023	65.03%	40.76%	24.27%
October 2022	68.95%	54.43%	14.52
March 2022	75.00%	48.81%	26.19
September 2021	78.95%	55.96%	22.99

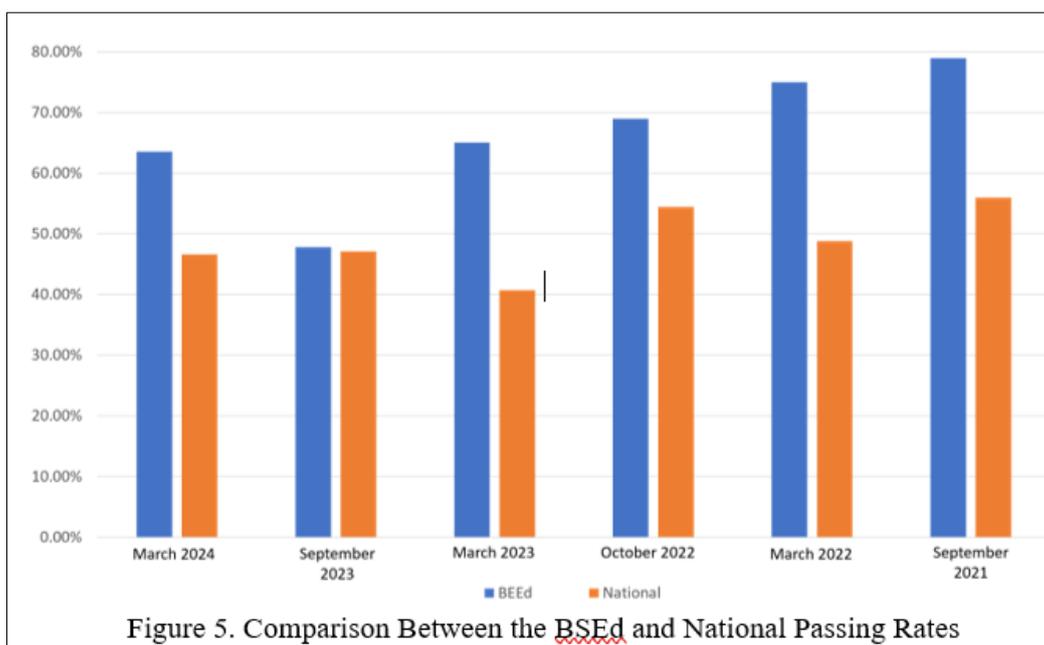
BEED graduates consistently outperform the national passing rates in licensure exams, with differences ranging from minimal to substantial. The largest margin of outperformance was observed in March 2022, where BEED graduates' passing rate was 26.19 percentage points higher than the national rate. On the other hand, the narrowest margin occurred in September 2023, where the BEED passing rate was only 0.73 percentage points higher than the national average.

It suggests that there are periods where BEED performance closely matches the national trend. The variability in margins indicates that while BEED

graduates generally perform better than the national average, the extent of this outperformance can fluctuate significantly. The consistent outperformance of BEED graduates suggests a strong teacher education program, but the narrower margin in September 2023 indicates potential areas for improvement.

**Comparison between the BSED and National Passing Rates**

Below is the graphical comparison of the BSED passing rates with the national passing rates for the licensure examinations from September 2021 to March 2024.



**Figure 5. Comparison Between the BSED and National Passing Rates**

The bar graph shows that there is a fluctuations between the BEED and National passing rates. It was detailed here in table 2.

**Table 2: Percentage Distribution of BSED and National Passing Rates**

Date of Examination	Secondary Passing Rate	National Passing Rate	Difference
March 2024	63.55%	58.78%	4.77%
September 2023	50.21%	56.26%	-6.05%
March 2023	44.64%	46.94%	-2.30%
October 2022	40.10%	50.94%	-10.84%
March 2022	44.44%	41.72%	2.72%
September 2021	51.35%	57.76%	-6.41%

(Note: the negative (-) ratings shows that the national passing percentage is much higher)

Over the past six exam periods, BSEd graduates have shown varying performance compared to the national average. In March 2024, BSEd graduates outperformed the national average by 4.77 percentage points, while in September 2023, they underperformed by 6.05 percentage points. In general, BSEd graduates have been slightly below or underperforming the national average, except in March 2022 when they outperformed by 2.72 percentage points.

The analysis and interpretation of the data on BSEd graduates' performance compared to the national average reveals inconsistent results. While there are periods of outperformance, there are also periods of underperformance. The highest relative performance for BSEd graduates was in March 2024, where they outperformed the national average by 4.77 percentage points. On the other hand, the most significant

underperformance occurred in October 2022, with BSEd graduates' passing rate being 10.84 percentage points below the national average. In March 2023, BSEd graduates' performance was close to the national average, only 2.3 percentage points below it. The data also shows mixed results, with some periods of outperformance and others of underperformance, highlighting inconsistency.

**Comparison of BEED and BSEd Passing Rates to National Passing**

The graph depicts the differences between the national passing rates for the Licensure Examination for Teachers (LEPT) and the passing rates for Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) programs across six exam periods.

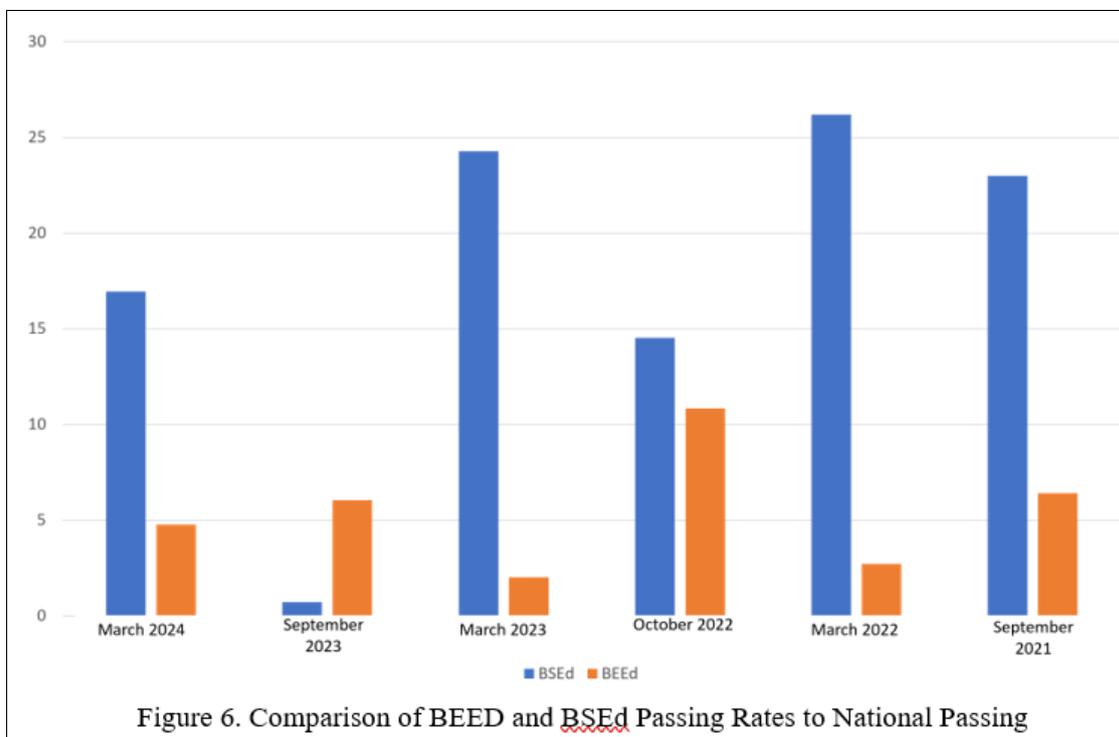


Figure 6. Comparison of BEED and BSEd Passing Rates to National Passing

Based from the graph, BEED graduates consistently outperformed the national average in terms of performance, with margins ranging from slight to significant. On the other hand, BSEd graduates had mixed results, with some periods of underperformance

and others of slight outperformance. Overall, the comparison shows that BEED graduates had a consistently higher margin of outperformance compared to BSEd graduates. It was detailed presented in Table 3.

**Table 3: Percentage Distribution of BEED and BSEd Passing Rates to National Passing Rate**

Date of Examination	Difference of BEED and National Passing Rate	Difference of BSEd and National Passing Rate
March 2024	16.95%	4.77%
September 2023	0.73%	6.05%
March 2023	24.27%	2.30%
October 2022	14.52	10.84%
March 2022	26.19	2.72%
September 2021	22.99	6.41%

The results suggests that BEED graduates are generally better prepared or aligned with examination requirements compared to BSEd graduates. The variability in BSEd graduates' performance indicates a need for curriculum or support improvement to achieve more consistent results. It is recommended to conduct a comprehensive review of the BSEd curriculum to identify and address any gaps that may be contributing to the periods of underperformance. Additionally, implementing targeted support mechanisms for BSEd students, such as additional review sessions, tutoring, and exam preparation resources, can help improve their performance.

## CONCLUSION

Based from the findings, the analysis of LEPT passing rates from September 2021 to March 2024 reveals a complex picture. While an overall decline with fluctuations is evident, the inconsistent trends suggest a need for further investigation.

BEED graduates consistently outperformed the national average, highlighting potential differences in program content or student preparedness compared to BSEd programs. BSEd graduates, on the other hand, exhibited more variable performance.

## IMPLICATIONS

In conclusion, the analysis of BLEPT passing rates suggests that there are challenges in teacher preparation programs, particularly in the areas of curriculum and program quality. The inconsistent performance of BSEd graduates compared to BEED graduates indicates potential disparities in program effectiveness. Therefore, there is a need for continuous monitoring and evaluation of the LEPT to ensure its relevance and accuracy in assessing future teachers' competencies.

Educational institutions should leverage the strengths of BEED programs while making incremental improvements, and thoroughly review BSEd programs to address any gaps or weaknesses. Targeted support and interventions should be implemented for BSEd and BEED students to improve their performance and consistency in licensure examinations. The findings can also inform data-driven decisions, benchmarking, and

setting realistic goals for institutions and policymakers to enhance overall outcomes in teacher preparation.

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**Cite This Article:** Zenvi Ann M. Macalinao, Baby Abagon, Rey Dalusong, Paulino Laguer, Katherine Parangat, Cecile M. Charcos, Marshall James Dantic (2024). Trends and Comparative Analysis in College of Teacher Education Graduates' Licensure Examination Performance (2021-2024). *East African Scholars J Edu Humanit Lit*, 7(11), 348-354.

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