

LEPT Performance of BECED Graduates: Input to a Learning Intervention Program

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Abstract

This study was conducted to determine the trend of the Licensure Examination for Professional Teachers (LEPT) performance of the Bachelor of Early Childhood Education (BECED) graduates of ESSU-Maydolong from March 2018 to March 2023. A descriptive-correlational research method was utilized in the study. Descriptive method was used to determine the trend of LEPT performance of the BECED graduates and their overall performance in the General Education and Professional Education components of the test; and to see the relationship of their performance in the two test components, the correlation method was used. The official LEPT result of ESSU-Maydolong issued by the PRC was the main source of data for this study.

The study found that the BECED first time takers consistently surpassed the NPP, but 53.38% of the total first-time takers have failed. Meanwhile, the repeaters registered a very poor performance with only 29.05% passing rate. For the overall LEPT performance of the BECED graduates, the results showed a poor performance with only 35.56% passing rate or 277 out of 779 takers in the past five years. Meanwhile, the BECED graduates performed poorly in General Education with most ratings fall between 77%-79%. The result is consistent with their performance in the Professional Education where most ratings also fall between 75% - 79%. Furthermore, when the performance of the BECED graduates in the two test components was correlated, it was found that there was a moderate correlation and that there was no significant difference in their ratings in the two test components.

Keywords: *First time takers, Repeaters, overall performance, General Education, Professional Education, Institutional Passing Percentage (IPP), National Passing Percentage (NPP), Licensure Examination for Professional Teachers (LEPT)*

INTRODUCTION

Background of the Study

Performance of the graduates in licensure examinations is one of the most important indicators of the quality of academic programs delivered by an educational institution. According to Otqueria (2022), all Teacher Education Institutions (TEIs) aspires to achieve a one hundred percent (100%) passing rate in the Licensure Examinations for Professional Teachers (LEPT), or at the very least always higher than the national passing percentage. They create their reputation by assessing the caliber of their education graduates based on how well they perform in the LEPT. Furthermore, performance in the licensure examination of the graduates has become the source of prestige and a force that attracts prospective enrollees.

TEIs performance in the LEPT is also a key indicator for quality assurance. Thus, it is used as one criterion for normative funding based on the Department of Budget and Management (DBM) and Commission on Higher Education (CHED) Joint circular No.2 Series 2004 and for State Universities and Colleges (SUC) leveling as stated in the DBM-CHED Joint Circular no.1, s2016. Based on the guidelines of the SUC levelling, the average performance of the licensure/board programs of the licensure examination of the graduates for the last three (3) years should be higher than the national passing percentage. Meanwhile for TEIs seeking reaccredited status, the program under survey should have an average yearly passing rate of at least at par with or above the national passing rate for the consecutive three (3) years. Failure to comply with the above guidelines will lead to a decision not to grant the status applied for.

The plethora of standards, norms, and decisive factors regarding the success of an institution reflects the peoples' concern on the quality of education (Pacheco & Allaga, 2013). These quality indicators burden all higher education institution on how to maintain or sustain the high passing percentage from the pool of graduates who took the LEPT.

To that note, many studies have been conducted already exploring the LET performance of Teacher Education graduates and the many factors that may have affected their performance in the said exam which could be a basis for an enhancement or intervention program for the aspiring takers and re-takers. The study of Visco (2015) revealed that student-related predictors like Teaching Aptitude Test (TAT) and attendance in LEPT review classes; faculty-related predictors such as educational attainment, trainings/seminars attended. academic rank, workloads; administrative and supervisory predictors like support services, human relations, and linkages significantly influenced performance in the LEPT. Similarly, Albite (2019) in his study of LEPT topnotchers discovered that their preparations consisted of: goal setting and knowing oneself; interest in reading and overlearning the material; being test-wise and understanding the nature of the LEPT; and attending a LEPT review program and committing to it. Further, he took into consideration as well the contributory factors for their passing LEPT which include: having metacognitive test-taking skill; strong faith in God, good support system; solid foundation in college, and active participation in a study group. Thus, an intensive and extensive training and enhancement activity may be conducted to prepare well the future graduates for the LET.

Furthermore, the study of Amanonce and Maramag (2020) revealed a significant and strong correlation between the graduates' grade weighted average in college and LET performance. Such result stipulates the effective evaluation procedure of the university since the

teachers' assessment corresponds with the graduates' performance in LET. In the same study, it has been recommended that a development of mechanisms in improving the conduct of pre-board examination review programs in the university be done.

Moreover, Antiojo (2017) found in his study that LET takers recorded the highest average ratings in general education followed by professional courses. A significant finding also revealed that the LET performance of the first takers exceeds those of the repeaters. It has been suggested then that LET review should give more emphasis on major courses. Refresher courses related to licensure examination can be facilitated in Special Topics handled through seminar type strategies. The Teacher Education Department (TED) of the institution must likewise conduct studies analyzing the integration of the PRC-LET competencies and DepEd-CHED-NCBTS requirements in the different subject in the curricula. Likewise, an intervention should be done among the repeaters and a serious retention policy/strict measure on admission and retention of education graduates should be institutionalized.

The Professional Regulatory Commission (PRC) administers the LEPT twice a year during the month of March and September at two levels: (1) Elementary and (2) Secondary Level. The elementary level LEPT covers 40% General Education and 60% Professional Education and at the secondary level LEPT covers 20% General Education, 40% Professional Education and 40% major subjects studied. In 2022, schedule of examination was reset resulting to four schedules administered in the months of January, March, June, and October 2022.

Passing the LEPT is a basic requirement in order to practice the teaching profession particularly in public schools. As stated in Republic Act 7836 otherwise known as Teachers Professionalization Act of 1994, no person shall practice or offer to practice the teaching profession or be approved as teacher without obtaining a valid certificate of registration and

professional license from the commission. To pass the LEPT, takers must obtain the passing rate of at least a minimum weighted average of 75% in General Education and Professional Education for the elementary provided that the examinees must not have a rating of 50% or below of any subject component (de la Fuente, 2022).

The Eastern Samar State University–Maydolong campus offers the Bachelor of Early Childhood Education (BECed) program producing pool of graduates who are expected to pass the LEPT at the elementary level. Recently, the BECed program underwent level 3 phase 2 evaluation of the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). In the said evaluation, the LEPT performance was considered as one of the outcomes of quality instruction. Based on their findings, the accreditors recommended that the program conduct research that would look into the trend of the LEPT performance of their graduates for the past five (5) years in order to find out in which areas did the takers performed best and the weakest, and that proper intervention can be done if needed.

Hence, to address such findings and recommendations, this present study was conducted.

Objectives of the Study:

The overall purpose of this study is to analyze the trend performance of the BECed graduates in the Licensure Examination for Professional Teachers (LEPT)-Elementary level. Its' specific objectives of the study are as follows:

1. determine the trend in the performance of the BECED graduates in the LEPT vis-à-vis the National Passing Percentage in terms of the first-time takers, repeaters, and the over-all performance.
2. find out the trend of the over-all performance of the BECED graduates in the LEPT in the General Education and Professional Education test components.
3. ascertain the relationship between the over-all performance of the BECED graduates in the General Education and Professional Education test components of the LEPT.
4. propose Learning Intervention Program based on the result of the study.

Significance of the Study:

The outcome of this study will be beneficial to the following:

Program heads/Administrators. The result of this study will help them in designing and managing faculty development programs to improve the quality of instruction in the BECED program.

Curriculum Planners. The outcome of this study will provide useful data to curriculum planners in assessing the efficiency and effectiveness of the program, conducting curricular reviews, designing program curricula, and formulating contextualized plan intended to improve the quality of the BECED program.

BECED Teacher Education program. Considering that Eastern Samar State University is providing pool of Early Childhood Education graduates. This study will provide an

empirical data to enhance the stringent implementation of admission and retention policies and develop intervention programs for extensive pre- board reviews to prepare teacher education students to pass the LEPT.

The BECED program and Curriculum Implementers. This study will help the instructors provide a reflective consideration of evaluating the subject content alignment, update course syllabi that best fit the competencies in the licensure examination for teachers, develop technique and strategies that will improve the competence of the BECED students.

The Teacher Education Students. Considering that Eastern Samar State University is providing pool of Early childhood education professionals. This study will provide insights for students' preparation to achieve excellence in education.

Scope and Limitations of the Study

This study was limited to the LEPT performance of the BECED graduates of ESSU Maydolong in the five (5) year period with 10 batches (March 2018 to March 2023 LEPT takers excluding 2020) based on the data secured from the official results released by the office of the Philippine Regulation Commission (PRC).

Definition of Terms

To facilitate ease of understanding, the following terms are conceptually and operationally defined:

Average Yearly Passing Rate. The number of passers (first time takers for the year) over the total number of first-time takers for the year based on the PRC result.

First Time Takers. Examinees who took the LEPT for the first time

Institutional Passing Percentage Rate. Overall performance rate of the LEPT examinees of the institution, the total number of passers over the total number of takers (first time takers, and repeaters)

LEPT Performance. Refers to the percentage of examinees who passed the Licensure Examination for Professional Teachers (Ladia,2014; Nool & Ladia,2012).

Licensure Examination for Professional Teachers (LEPT). The examination administered by the Professional Regulation Commission (PRC) to all teacher education graduates.

National Passing Percentage Rate. The overall performance of the examinees who passed the LEPT

Repeaters. Examinees who took the LEPT for two or more times (Nool & Ladia, 2017).

Test component This refers to the scope of content included in the LEPT examination at the elementary level categorized as the general education and the professional education.

Acronyms

ANPP- Above the National Passing Percentage

BNPP-Below the National Passing Percentage

BECED- Bachelor of Early Childhood education.

CHED – Commission on Higher education

ESSU- Eastern Samar State University

HEI- Higher Learning Institution

IPP- Institutional Passing Percentage

LEPT-Licensure Examination for Professional Teachers

NPP- National Passing Percentage

PRC- Professional Regulation Commission

TEI- Teacher Education Institution

Conceptual Framework

The conceptual paradigm of the study was provided below:

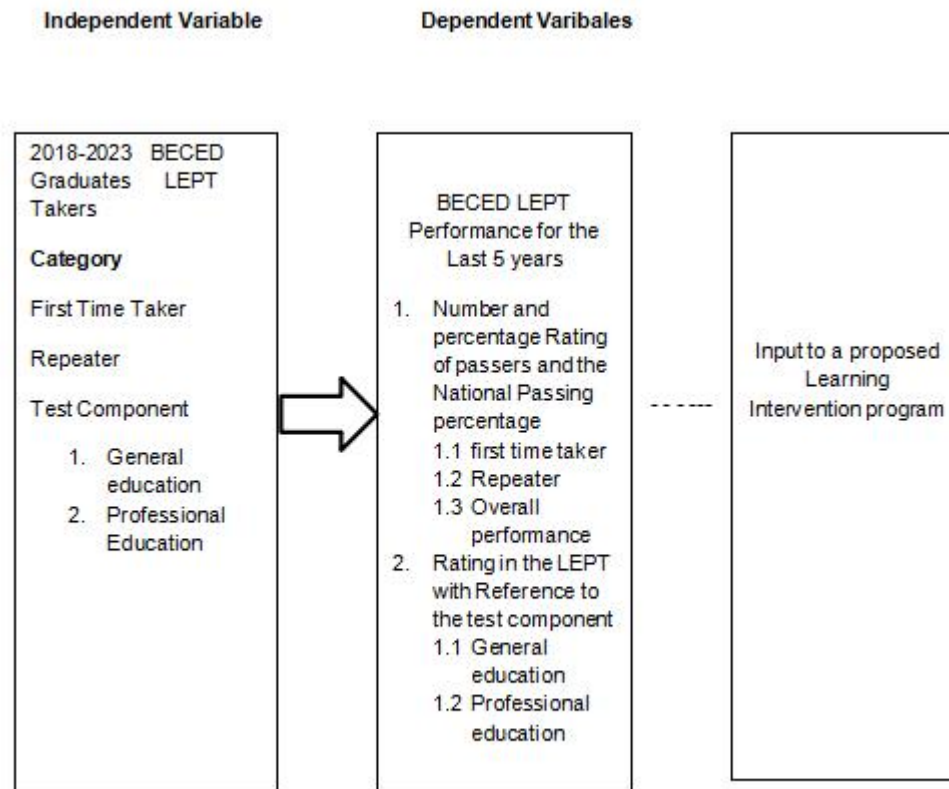


Figure 1. Schematic diagram showing the Relationship between variable

Hypothesis:

The study advances the following null hypothesis:

1. There is no significant relationship between the LEPT performance of the graduates in the general education and the professional education test component.

Chapter II

METHODOLOGY

This chapter presents the research design and the locale of the study. It also describes the research instrument and the data gathering procedure as well as the statistical tools that the researchers employed.

Research Design

A descriptive-correlational research method was utilized in the study. Descriptive method was used to determine the trend of LEPT performance of the BECED graduates in terms of first-time takers, repeaters, and their overall performance, as well as the takers' performance in the General Education and Professional Education test components of the LEPT. Correlation was used in determining the relationship of the BECED LEPT performance in the two test components: General Education and Professional Education.

Locale of the Study:

The study was conducted at Eastern Samar State University-Maydolong Campus which is located at the Barangay Campakirit, Maydolong, Eastern Samar. This campus is one of the four (4) external campuses of Eastern Samar State University (ESSU). ESSU Maydolong campus also offers board programs such as teacher education. The Bachelor in Early Childhood Education (BECED) is one of the board programs under the College of Education.

MAYDOLONG EASTERN SAMAR

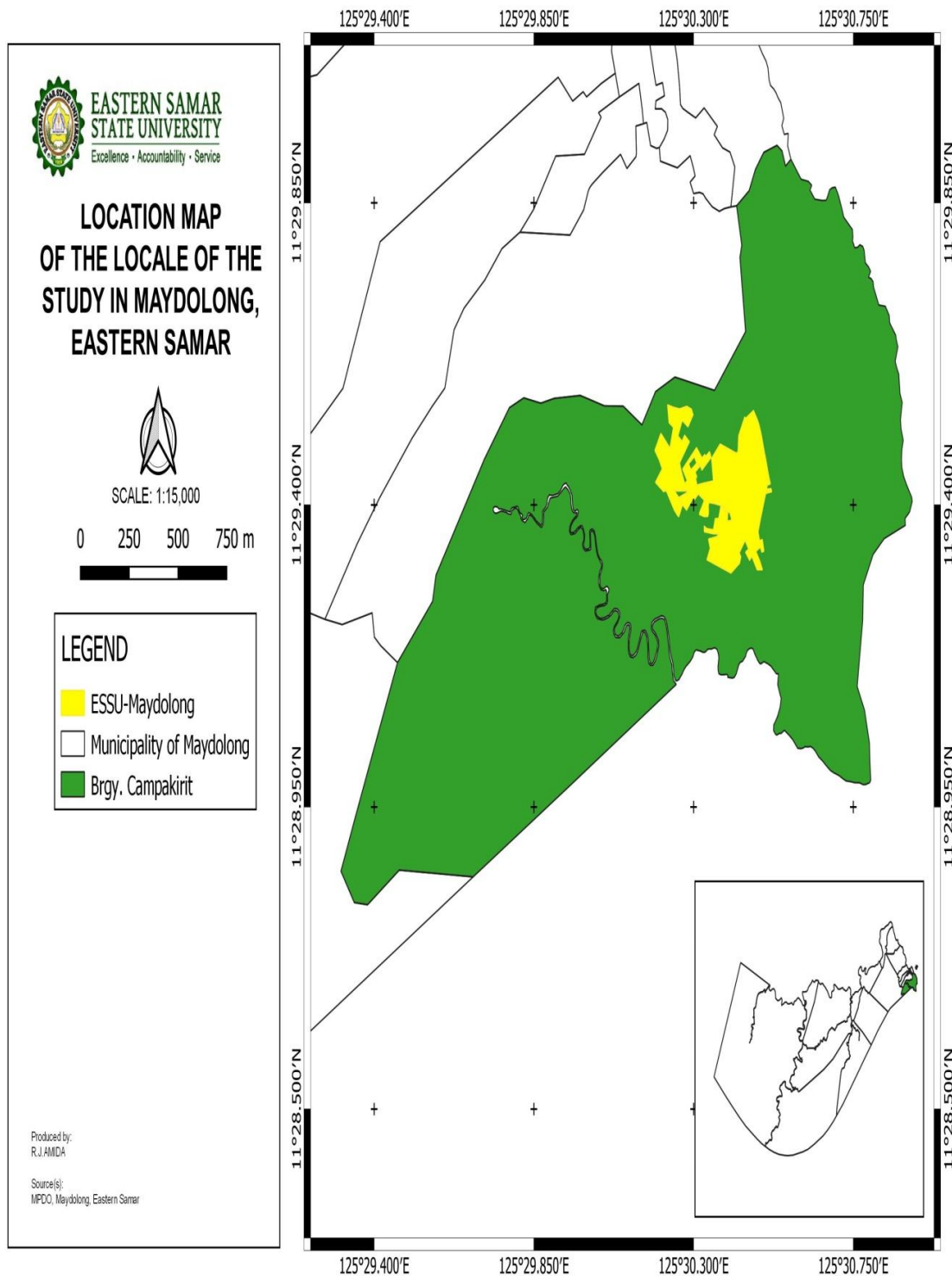


Figure 2. Map of ESSU Maydolong as the Locale of the study

Research Respondents

Respondents in this study were the 779 graduates of the Bachelor of Early Childhood Education (BECED) who took the Licensure examination for Professional Teachers (LEPT) from March 2018 to 2023, comprising 10 Batches of LEPT takers (March 2018, September 2018, March 2019, September 2019, September 2021, January 2022, March 2022, June 2022, October 2022, and March 2023). Respectively there were 269 first timers and 510 repeaters.

Table 1. BECED Graduates who took the LEPT

Schedule of Examination	Number of BECED Graduates LEPT Takers per Batch										Total
	Mar 2018	Sep. 2018	Mar. 2019	Sep. 2019	Sep 2021	Jan. 2022	Mar 2022	June 2022	Oct 2022	Mar 2023	
First timers	7	57	44	64	18	0	0	0	52	27	269
Repeaters	86	44	84	60	11	21	38	17	98	51	510
Total	93	101	128	124	29	21	38	17	150	78	779

Research Instruments

There was no customized research instrument utilized in this study. The data of the Licensure Examination for Professional Teachers (LEPT) results were obtained from the official certification of results from the Professional Regulation Commission (PRC).

Data Gathering Procedure

The researchers secured the data upon the approval of the Campus Administrator and the Record Management Office (REMO) of the campus which is the repository of the LEPT results requested from the PRC.

Data Analysis

The 10 batches of LEPT takers' performance from March 2018 to March 2023 of the BECED graduates was considered for this study and analyzed utilizing the following statistical tools.

1. Descriptive statistics such as frequency counts, and percentages was used to describe the average LEPT performance. Frequency was used in the counting of data gathered. Percentage was used to determine the relative distribution of the categorical performances. Interpretation was categorized along with the following descriptive values as:
 - 96-100 - Excellent
 - 91-95 -Very high
 - 86-90 - High Passing rate
 - 80-85 -Average rate
 - 75-79 - Low rating
 - Below 75 – Failed
2. In the comparison of results based on the institutional and national passing percentage, it was categorized and interpreted along with the following descriptive values as:
 - Below the National passing percentage (BNPP)
 - Above the National passing percentage (ANPP).
3. To analyze the relationship of the BECED graduates LEPT performance in terms of the test components such as General Education and Professional Education, the research only get a random sample, and Pearson-r was utilized.

Chapter III

RESULTS AND DISCUSSION

This chapter presents and discusses the results obtained. The results of this study were derived only from the data released by the PRC from March 2018 to March 2023.

LEPT performance of the BECED Graduates

In the Licensure Examination for Professional Teachers (LEPT), examinees or takers are classified into two groups: first-time takers and repeaters. Table 2 shows the LEPT performance of the BECED graduates, first-time takers, repeaters, and the overall institutional passing percentage (IPP).

As gleaned from the data presented in Table 2, considering the performance of first-timers in the past 10 examination schedules from March 2018 to March 2023, that is, October 2022, out of 52 first-time takers, 76.92% (40) passed the LEPT. This passing rate is just above the CHED criterion for the Center of Excellence, which requires at least 75% passing percentage of the first-time takers (CMO16, 2016). It was also noted that there were exam schedules in which the graduate got a passing percentage of 50% and above, particularly in March 2019 (50.00%), September 2021 (63.64%), and March 2023 (55.56%). On the other hand, the passing percentages that were below 50% were in March 2018 (14.29%), September 2018 (19.30%), and September 2019 (42.19%). There were no first-time takers recorded in the following examination schedules: January 2022, March 2022, and June 2022.

Based on the trend of the LEPT performance of the repeaters, there were increasing numbers of repeaters who took the LEPT from these 10 examination schedules. It was noted that at least there were examination results that were above 50% passing percentage, such as the

results obtained in September 2021 (57.15%), March 2022 (57.89%), and June 2022 (58.82%). Then, in January 2022 (47.62%) and October 2022 (46.94%), the passing percentage was somehow near 50%. In other examination schedules, the graduates had very low passing percentages in March 2018 (23.26%), March 2019 (23.81%), September 2019 (10.00%), and March 2023 (17.65%). However, in September 2018, out of 44 repeaters who took the LEPT, unfortunately nobody passed the exam. These results affirm the impression of Nool & Ladia (2017) that repeaters have a very low likelihood of passing the LEPT in the subsequent takes.

In terms of overall performance, among 779 LEPT takers from March 2018 to March 2023, only 277, or 35.56%, passed the licensure examination for professional teachers; 130, or 42.62%, were first-time takers, and 147, or 29.07%, were repeaters. As noticed, at least more than half of the LEPT takers passed in September 2021 (62.07%), March 2022 (57.89%), June 2022 (58.82%), and October 2022 (57.33%). But it was also observed from the results that the LEPT takers performed poorly in March 2018 (22.58%), September 2018 (10.89%), March 2019 (32.81%), and September 2019 (26.61%). March 2023(29.49%). This indicates that the overall low performance was a result of the very poor performance of the repeaters.

Table2. LEPT performance of the BECED graduates

	First-Time Takers			Repeaters			Overall performance		
	No. of Takers	Passe d	% Passed	No. of Takers	Passe d	% Passed	No. of Takers	Passe d	% Passed
		(f)			(f)			(f)	
Mar. 2018	7	1	14.29	86	20	23.26	93	21	22.58
Sept. 2018	57	11	19.30	44	0.00	0.00	101	11	10.89
Mar. 2019	44	22	50.00	84	20	23.81	128	42	32.81
Sep.2019	64	27	42.19	60	6	10.00	124	33	26.61
Sep.2021	22	14	63.64	7	4	57.14	29	18	62.07
Jan 2022	0	0	0	21	10	47.62	21	10	47.62
Mar 2022	0	0	0	38	22	57.89	38	22	57.89
Jun 2022	0	0	0	17	10	58.82	17	10	58.82

Oct.202	52	40	76.92	98	46	46.94	150	86	57.33
2									
Mar	27	15	55.56	51	9	17.65	78	24	29.49
2023									
Total	273	130	47.62	506	147	29.07	779	277	35.56

Performance of LEPT as compared to the NPP

As displayed in figure 1, in March 2018, the Institution obtained only 14.29 % passing rate against the national passing rate which is 23.62% with a difference of -9.33% and recorded as the lowest performance of the first time takers within the Last five (5) years. It can also be noted that there were only seven (7) first time takers who took the March 2018 examination. During the September 2018 LEPT examination, out of fifty-seven (57) BECEd examinees, only eleven (11) or 19.30% passed the exam which was also below the NPP which was 20.29%. Based on the results from March 2019, September 2019, January 2021, October 2022, and March 2023, it shows that the institutional passing rate consistently surpassed the national passing percentage though the difference ranges only from 7.68 % to 22.71% only. Respectively, in March 2019, the institution gained 50.00% passing rate interpreted as moderately high and the October 2022 results got 76.92 %, which can be interpreted as high performance. Both of these results showed that the institution gained above 22% of the NPP. In terms of the overall performance of the first-time takers, the mean institutional passing percentage from 2018 to 2023 is 47.62% and interpreted as moderately high with an increase of 6.61 % above the NPP which is 41.01%

overall mean rating. This finding is consistent with the study of Antiojo (2017) which found that the LEPT performance of the first takers exceeds those of the repeaters.

Furthermore, the first-time takers consistently surpassed the NPP since March 2019 to March 2023, but out of 273 first time takers, 143 or 53.38% failed the test which signifies that the performance of the BECED graduates still needs to be improved. The summary of which is shown in Figure 3.

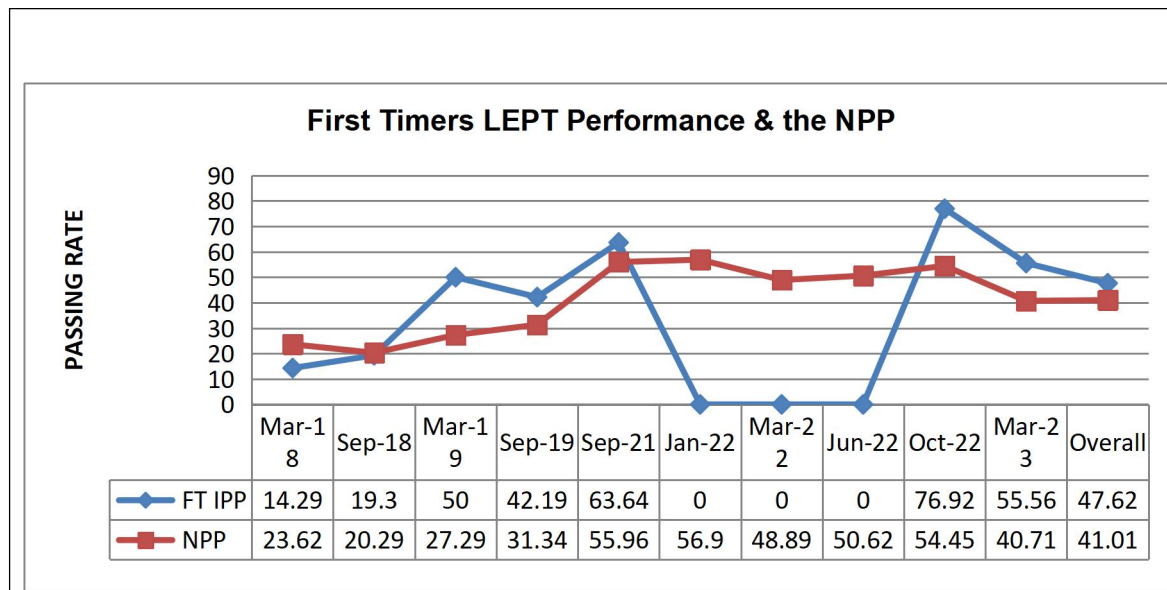


Figure 3. Graphical summary of first-times LEPT Performance the NPP

Repeaters LEPT performance as compared to the NPP

Repeaters are those examinees who took the LEPT more than once (Nool & Ladia, 2017). As can be gleaned in figure 1, only 30.43% of the 506 repeaters passed the LEPT. That means 354 or 69.57% failed to pass the licensure exam. This result is similar to the findings in previous researches confirming the poor performance of repeaters (Nool and Ladia 2017; Antiojo 2017). As revealed in the data in Table 3, only in September 2022 (57.14%); March 2022 (57.89 %), and in June 2022 (58.82%) when more than half of the repeaters passed the LEPT. Notably, the September 2018 examination was the poorest performance as no one passed out of the 44 repeaters who took the LEPT. The overall low performance of the repeaters from March 2018 to March 2023 (29.05%) is indicative of the very poor performance of the repeaters in the LEPT. If this trend will not be monitored there will be a significant increase of repeaters who will not pass the LEPT. This result is congruent to the findings of pervious researchers (Nool and Ladia 2017) confirming the very poor performance of the repeaters.

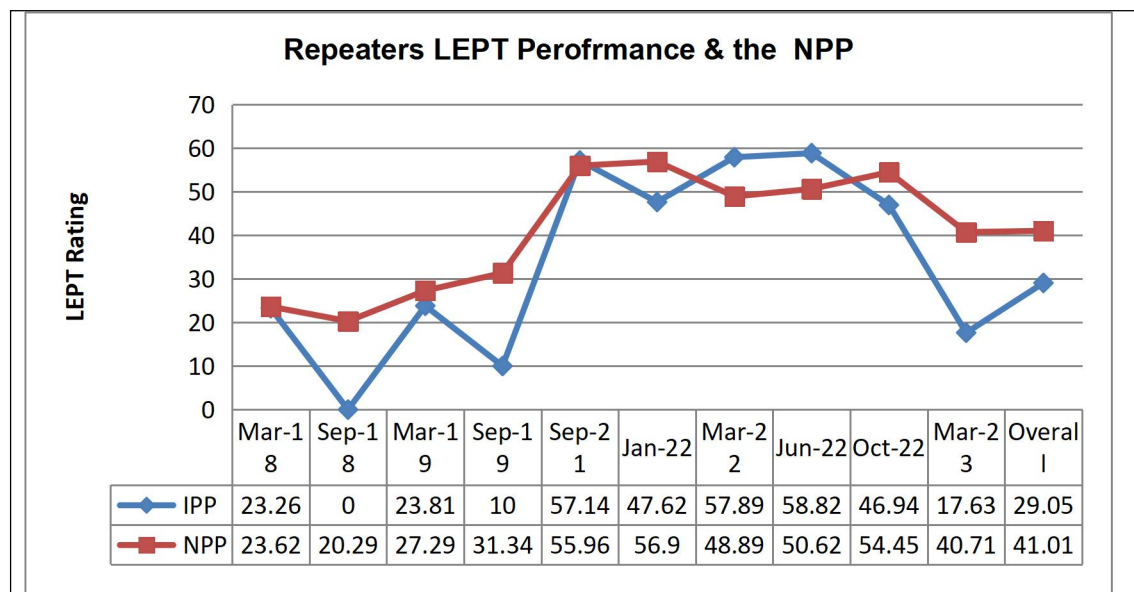


Figure 4. Repeaters LEPT performance as compared to the NPP

Overall performance of the Graduates and the National Passing Percentage.

Records from March 2018 to March 2023 as reflected in Table 4 evidently show a poor performance of the BECED graduates who took the LEPT. Among the 779 takers only 277 or 35.56 % passed while 502 or 64.44% failed in the licensure examination from March 2018 to March 2023. The BECED graduates had the highest passing percentage in September 2021 (62.07%) which is 6.11% above than the NPP (55.96%). As indicated in the data, performance of the graduates who took the LEPT in March 2022 (57.89%), June 2022 (58.87%) and October 2022 (57.33%) exceeded the NPP. LEPT performance in September 2018 obtained the lowest performance of the graduate. It was attributed in the data that there is 0% passer from the 44 repeaters. Out of 101 takers 11 passers are from the first-time takers who obtained an average of 10.89%.

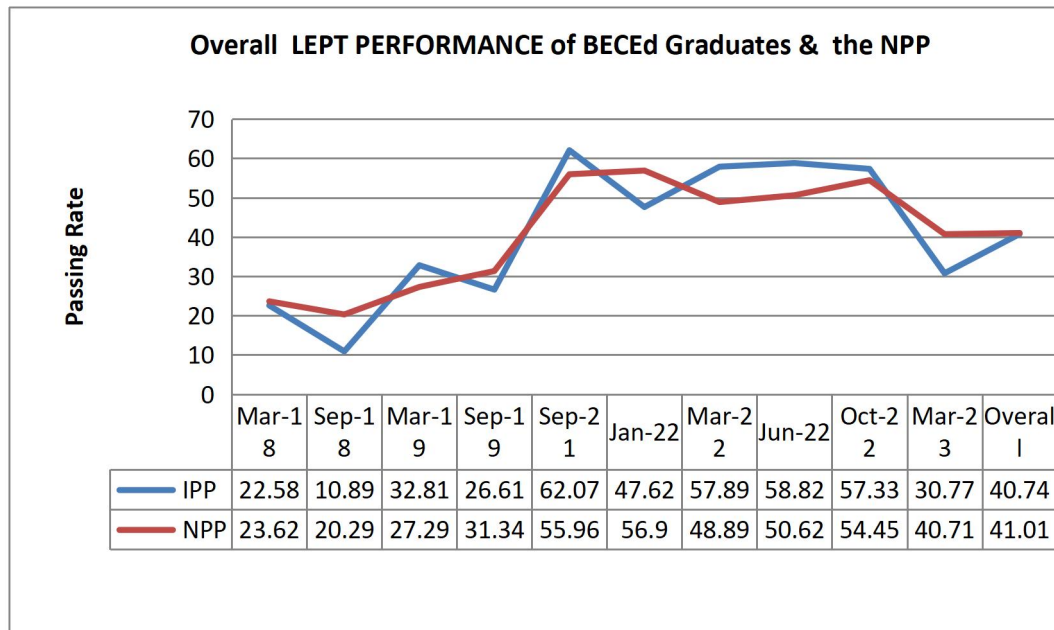


Figure 5. Overall LEPT performance as compared to the NPP

Trend in the BECED LEPT Test Component Performance

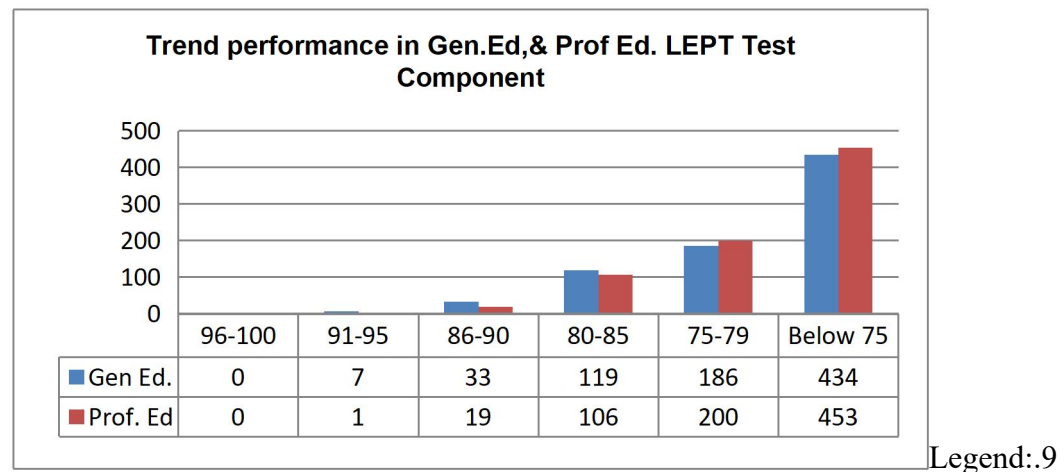
Figure 6 shows the overall performance of the BECED graduates in the General Education and Professional Education test component.

The findings reveal that the concentration of ratings of the BECED graduates who took the LEPT from March 2018 to March 2023 in the General Education component was only between 75% to 79% (186) rating which was considered as a low passing rate. It was also evident that 15.27% or 119 examinees got a rating between 80%-85% weighted average rating. And also, it was recorded that 33 or 4.23% got a weighted rating of 80% to 85%. Moreover, there were only 7 of them got 91% to 95% rating, 5 of these takers were from the batch of September 2019, 1 from September 2021 takers and 1 from October 2022 batch of takers. The distribution of ratings as observed in this data is 55.71% or 434 of takers failed and got a rating below the 75% passing rate set by the PRC. Taken into consideration as stated in the guideline of the PRC, the examinees must have at least 75% in order to pass the exam but should have no rating below 50% in any of the test components. The result is indicative of an increasing trend of poor performance in the General Education component. Hence, greater attention is needed to upgrade the performance of the BECED graduates LEPT takers in the General Education component.

Professional Education test component for the years 2018 to 2023. It can be deduced from the table that the highest concentration of ratings of the examinees was between 75% to 79% with a frequency of 200 or 25.67% among the 779 examinees which is interpreted as low passing rate. There were 106 or 13.61% were registered with a weighted average of 80 to 85 percent which is considerably interpreted as an average passing score. It was also noted in this

data that 19 of the takers got a rating between 86% to 90 % rating interpreted as high passing rate. There were 43 among the 150 who got a rating between 80% to 85% in the October 2022 exam interpreted as at the average performance. It can also be noted that in this batch there was one who got 91% to 95% rating in the professional education component and 14 got an 86 to 90% rating.

However, from the result of the 10 batches of BECEd graduates LEPT takers in the Professional Education component, it can be surmised that they have a very low performance, considering that in the Elementary Level, 60% of the result is taken from the Professional Education component. Furthermore, it can be noticed that there is a significant number of examinees were below the 75% passing rate set by the PRC, as gleaned from the data, 58.15% or 453 out of 779 failed the exam. This also implies that the LEPT takers experienced a high degree of difficulty in this test component.



6-100 Excellent;91-95 Very High;86—90 High passing Score,80-85, Average ,75-79 Low; Below 75 Failed

Figure 6. Trend performance in Gen Ed and Prof Ed. LEPT Test Component

The Correlation between the BECED LEPT Performance in the General Education and Professional Education Test Components

The table below (Table 3) shows the pairwise correlation between the graduates' ratings in the General Education and Professional Education areas of the LEPT. The calculated value of the test statistic ($r=0.618$) denotes a moderate correlation between the two variables. Meanwhile, the associated p-value ($p<0.001$) of the coefficient of correlation is less than the level of significance of 0.05, thus, the null hypothesis that there is no significant relationship between the graduates' ratings in the General Education and Professional Education areas of the LEPT is rejected.

Table 3. Pearson's Correlation

	Pearson's r	p
Gen. Educ. - Prof. Educ.	0.618***	<0.001

* $p < .05$, ** $p < .01$, *** $p < .001$

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the research summary and conclusion drawn from the results obtained the recommendations put forward anchored upon conclusions of the study.

Summary

This study was conducted to determine the trend of the Licensure Examination for Professional Teachers (LEPT) performance of the Bachelor of Early Childhood Education (BECED) graduates of ESSU-Maydolong for the past five (5) years. Specifically, it focused on the performance of the first-time takers, repeaters, and their overall performance. It also considered the performance of the takers in both the General Education and Professional Education components of the LEPT, as well as the Institutional Passing Percentage (IPP) and the National Passing Percentage (NPP).

A descriptive-correlational research method was utilized in the study. Descriptive method was used to determine the trend of LEPT performance of the BECED graduates in terms of first-time takers, repeaters, and their overall performance, as well as the takers' performance in the General Education and Professional Education test components of the LEPT. Correlation was used in determining the relationship of the BECED LEPT performance in the two test components: General Education and Professional Education. The copy of official LEPT results of ESSU-Maydolong for March 2018 to March 2023 issued by the PRC was the main source of data for this study.

The study found that the BECED first time takers consistently surpassed the NPP, but 53.38% of the total first-time takers for the past five years have failed. Meanwhile, the repeaters registered a very poor performance in the LEPT for the last 5 years with only 29.05% passing

rate. For the overall LEPT performance of the BECED graduates from March 2018 to March 2023, the results showed a poor performance with only 35.56% passing rate or 277 out of 779 takers.

Meanwhile, the BECED graduates performed poorly in the General Education test component with most ratings fall between 75% - 79%. The result is consistent with their performance in the Professional Education component of the test where most ratings also fall between 75% - 79%. Furthermore, when the performance of the BECED graduates in the two test components was correlated, it was found out that there was a moderate correlation between the two test components and that there was no significant difference in the ratings of the BECED graduates in the two test components.

Conclusions

From the findings of the study, the following conclusions were derived:

1. The Performance of the BECED graduates in the LEPT from March 2018 to March 2023 have inconsistent passing performance. Though first timers mostly surpassed the NPP, the overall performance were greatly influenced by the low performance of the repeater. which means this does not satisfy the quality assurance of accreditation activities.

2. Regarding the BECED graduates' performance in the test components of the LEPT, the concentration of individual performance in the General Education and Professional Education subject is between 75% to 79%, which is interpreted as Low rating, most of them are just above the minimum passing requirement of 75% as set by the PRC. Results also registered a significant number of LEPT takers who got a rating below 75%.

3. There is a moderate correlation between the graduate's performance in the General Education and the Professional Education components of the LEPT being tested. When the performance in the general education is high, their performance in the professional education is also high. Same is true when their performance in Gen.Ed.is low, it follows that their performance in the Professional Education is low. It is imperative that great attention is much needed to improve the performance of the graduates in both general education and professional education component.

Recommendations

The following are the recommendations formulated from the conclusions made:

1. Recalibrate the existing pre-board review practice in the campus to increase the LEPT performance.
2. Carefully assess and review the alignment of the curriculum content as compared to the competencies included in the General Education and Professional Education component in the LEPT.
3. Stringent implementation of the admission and retention policies, and it is highly recommended that an intervention should be done to the repeaters.
- 4.Future research may look into the factors that may influence the success in the licensure examination for professional teachers. Factors may be considered may include, Education graduates' preparation, teacher-related and In-House LEPT review related variables.

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