

Trend of Performance in the Licensure Examination of Teacher Education Institutions in Central Luzon, Philippines

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Abstract

This study examined the trend of performance in the licensure examination of teacher education institutions (TEIs) in Central Luzon from 2009 to 2016. This quantitative analysis employed descriptive-correlational research design to analyze the performance in the licensure examination for teachers (LET) of the 110 TEIs based on the data released by the Professional Regulation Commission. Results showed that about 54 percent of the first timers and 19 percent of the repeaters passed the LET, with an overall passing of 33 percent, which was higher than the national passing of 29 percent. Majority of the TEIs performed poorly in the LET over the seven-year period. Moreover, the trend of the performance of the TEIs was significantly closely related to the national passing percentage. There was also a significant positive relationship between the number of first timers and LET performance, which implies that the greater the number of first timers, the greater the tendency to attain better performance. Finally, the number of repeaters and LET performance were significantly but negatively correlated, which suggests that TEIs with fewer repeaters tend to obtain a higher performance. Suggestions for policy and practice on teacher education are also discussed.

Keywords: licensure examination for teachers, trend of LET performance, teacher education institutions

INTRODUCTION

Schools play a very significant role in nation building. It is in schools where the future leaders in government, business, and other sectors are developed and nurtured so that our country will reach economic progress. To fulfill such function, schools should have competent and committed teachers. The quality of education delivered by schools largely depends on the teachers.

To ensure the quality of pre-service preparation of teachers in basic education, the Commission on Higher Education (CHED) issued the CHED Memorandum Order (CMO) No. 30 series of 2004 entitled *Revised Policies and Standards for Undergraduate Teacher Education Curriculum* [1]. The program specification, competency standards, curriculum and

course specifications, among others are identified in the CMO 30, s. 2004. The implementation of the new teacher education commenced in the first semester of the school year 2005-2006 and the first batch of graduates took the licensure examination in October 2009.

Passing the licensure examination is a mandatory requirement for teacher education graduates to teach in the elementary and secondary levels in both private and public schools, as stipulated in Republic Act No. 7836, also known as the *Teachers' Professionalization Act of 1994* [2]. Those who passed the LET are assumed to possess the minimum competence and skill to teach in the basic education. Thus, LET passers are considered as quality teachers. In support of this claim, Diaz and colleagues (2013) found out that LET performance is positively and significantly related to teaching performance [3].

Moreover, Tan et al. (2015) argued that graduates' performance in the licensure examination reflects the quality of education and training provided by their schools [4]. Furthermore, the Professional Regulation Commission (PRC) is mandated to monitor the performance of schools in the licensure examination as stipulated in Section 7(m) of Republic Act No. 8981 otherwise known as *PRC Modernization Act of 2000* [5]. Regular monitoring of the performance of higher education institutions in board examinations provides various stakeholders with significant information that will aid them in policy and decision making. Hence, this study aimed to analyze the LET performance of teacher education institutions (TEIs) in Central Luzon from October 2009 to March 2016. Results from this study will provide valuable baseline data for making policies and implementing practices for the improvement of teacher preparation among TEIs in the region.

OBJECTIVES

This study examined the licensure examination performance of teacher education institutions in Central Luzon from 2009 to 2016. Specifically, it aimed to (1) determine the performance of the TEIs in the LET elementary level in terms of first-timers, repeaters and overall performance; (2) describe the performance of the TEIs in terms of top, better, good, poor

and worse performing; (3) examine the performance of the TEIs and its relationship to the national passing percentage; and (4) analyze the relationship between the number of examinees and LET performance.

Moreover, the following null hypotheses were tested at .05 level of significance: (1) The performance of the TEIs is not significantly related to the national passing percentage. (2) There is no significant relationship between the number of examinees and LET performance of the TEIs.

METHODOLOGY

This quantitative analysis employed the descriptive-correlational research design to examine the LET performance of 110 TEIs in Central Luzon from October 2009 to March 2016. The data on the LET performance of the TEIs were obtained from the official results released by the Professional Regulation Commission. Since the data on the LET performance of schools have been published in a newspaper as well as in the PRC official website, no data privacy is violated.

The list of TEIs in Central Luzon offering teacher education courses was obtained from the website of Commission on Higher Education (CHED). Table 1 presents the distribution of TEIs according to the seven provinces. The table shows that a little more than a quarter of the TEIs were located in Bulacan, while the fewest number of TEIs were in Aurora and Bataan. There was an almost similar number of TEIs from Pampanga, Nueva Ecija, Tarlac and Zambales.

Table 1: Distribution of TEIs according to Province

Province	No. of TEIs	Percentage
Aurora	3	2.7
Bataan	8	7.3
Bulacan	28	25.5
Nueva Ecija	18	16.4
Pampanga	19	17.3
Tarlac	18	16.4
Zambales	16	14.5
Total	110	100.0

The examinees in the TEIs were classified as first timers and repeaters. First timers are the examinees who took the LET for the first time, while repeaters are those who took the LET for two or more times. Table 2 shows the number of first timers, repeaters and total examinees or takers from the TEIs in the seven provinces from 2009 to 2016.

Table 2: Distribution of Examinees by Province

Province	First Timers		Repeaters		Overall	
	Number	%	Number	%	Number	%
Aurora	392	2.2	245	0.9	637	1.4
Bataan	1,761	9.7	1,600	6.1	3,361	7.6
Bulacan	4,331	23.9	6,057	23.2	10,388	23.5
Nueva Ecija	3,750	20.7	6,393	24.5	10,143	22.9
Pampanga	2,581	14.2	4,536	17.4	7,117	16.1
Tarlac	3,818	21.0	5,144	19.7	8,962	20.2
Zambales	1,520	8.4	2,143	8.2	3,663	8.3
Total	18,153	100.0	26,118	100.0	44,271	100.0

LET performance is operationally defined as the percentage of examinees who passed in the LET. The LET performance of the TEIs was described based on their passing percentage from 2009 to 2016. The description of LET performance was partly based on the classification made by the PRC. The following categories were used in describing the performance of each TEI.

- *Top performing* – 80%-100% passing rate
- *Better performing* – 75%-79.99% passing rate
- *Good performing* – at least 50% passing rate and higher than the national passing percentage (NPP)
- *Poor performing* – 20%-49.99% passing rate, including passing rate less than the NPP
- *Worse performing* – less than 20% passing rate

LET is administered by the PRC twice a year: usually every March and September. However, the schedule of examination for March was once moved to January or April, while that of September was once moved to August or October. For brevity and consistency purposes, the March schedule covered the January, March and April examinations, while September schedule included August, September and October examinations. Fourteen examination schedules were included in this study: seven each from March and September schedules.

Before deciding the statistical test to use in determining whether the trend of the performance of the TEIs in Central Luzon (CL) is significantly related to the national passing percentage (NPP), the normality of the variables was analyzed first using Shapiro-Wilk test [6]. Table 3 presents the results of the Shapiro-Wilk test on the LET performance of the TEIs and the NPP in the 14 examination schedules from 2009 to 2016. The results indicated that the data on the LET performance in 14 examination schedules did not deviate from a normal distribution since the significance values of the Shapiro-Wilk test were greater than .05. Therefore, the Pearson product moment correlation coefficient (r) was used to analyze the relationship of the performance of the TEIs and the NPP.

Table 3: Shapiro-Wilk Test of Normality on the LET Performance in 14 Exam Schedules

Variables	Statistic	df	Sig.
First timers' performance in CL	.937	14	.378
Repeaters' performance in CL	.895	14	.097
Overall performance in CL	.911	14	.163
First timers' NPP	.920	14	.221
Repeaters' NPP	.891	14	.082
Overall NPP	.942	14	.439

Table 4: Shapiro-Wilk Test of Normality on the Number of Takers and LET Performance of the TEIs

Variables	Statistic	df	Sig.
Number of first timers	.635	110	.000
First timers' performance	.985	110	.250
Number of repeaters	.670	110	.000
Repeaters' performance	.923	110	.000
Overall takers	.671	110	.000
Overall performance	.970	110	.015

Similarly, the Shapiro-Wilk test was used to establish the normality of the data in determining the relationship between the number of examinees and the LET performance of the 110 TEIs from 2009 to 2016. As shown in Table 4, results indicate that the data on the number of first timers, number of repeaters, repeaters' performance, overall takers and overall performance significantly deviate from a normal distribution since the significance values of the Shapiro-Wilk test are less than .05. Data that deviate from a normal distribution are marked with the presence of outliers or extremely high or low values.

On the other hand, the data on first timers' performance are normally distributed since the significance value of the Shapiro-Wilk test is greater than .05. Since five of the six variables significantly deviate from a normal distribution, then Spearman rank correlation coefficient (r_s) was used to determine the relationship between the number of takers and LET performance. All statistical computations were done using SPSS (Statistical Package for the Social Sciences) and MS Excel.

Table 5: First Timers, Repeaters and Overall LET Performance

Exam Schedule	First Timers			Repeaters			Overall		
	Takers	Passers	% Passed	Takers	Passers	% Passed	Takers	Passers	% Passed
Oct-2009	1,720	612	35.6	1,661	24	1.4	3,381	636	18.81
Apr-2010	276	113	40.9	1,414	174	12.4	1,690	287	17.03
Sep-2010	1,458	405	27.8	1,493	88	5.9	2,951	493	16.71
Apr-2011	419	144	34.4	1,811	267	14.7	2,230	411	18.43
Sep-2011	1,637	701	42.8	1,565	74	4.7	3,202	775	24.20
Mar-2012	334	230	68.9	1,688	886	52.5	2,022	1,116	55.17
Sep-2012	1,722	1,337	77.7	1,865	640	34.3	3,587	1,977	55.13
Mar-2013	511	314	61.4	1,820	400	22.0	2,331	714	30.63
Sep-2013	2,554	1,465	57.4	2,130	92	4.3	4,684	1,557	33.26
Jan-2014	439	301	68.6	2,073	717	34.6	2,512	1,018	40.53
Aug-2014	2,777	1,779	64.1	2,285	186	8.1	5,062	1,965	38.81
Mar-2015	748	476	63.6	2,198	540	24.6	2,946	1,016	34.49
Sep-2015	3,004	1,682	56.0	1,735	96	5.5	4,739	1,778	37.51
Mar-2016	554	328	59.2	2,380	666	27.9	2,934	994	33.84
Total	18,153	9,887	54.5	26,118	4,850	18.6	44,271	14,737	33.29

RESULTS AND DISCUSSION

LET Performance of the TEIs from 2009 to 2016

The performance in the licensure examination of the 110 teacher education institutions in Central Luzon was analyzed in terms of first-timers, repeaters and overall performance. Table 5 presents the LET performance of the TEIs in the 14 examination schedules.

As regards the first timers' performance, the TEIs registered the highest performance of 77.7% in September 2012, followed by 68.9% in March 2012 and 68.6% in January 2014. The TEIs obtained at least 56.0% passing rate since 2012 onward. On the other hand, the lowest performance of 27.8% was recorded in September 2010, followed by 34.4% in April 2011 and 35.6% in October 2009. It could be noticed from the table that the TEIs had less than 50% passing rate from 2009 to 2011, which reflects much difficulty among the examinees. These were the times when the LET elementary level consisted of three areas with their corresponding weight, namely: General Education (GenEd, 20%), Professional Education (ProfEd, 40%) and Content Courses (40%, similar to Specialization in LET Secondary Level). However, when the Content Courses part of the LET was removed in 2012, leaving only GenEd (40%) and ProfEd (60%), the first timers performed very well. In general, the TEIs obtained a total passing percentage of 54.5% among the first timers, which can be considered as a good performance since at least half of them passed the LET.

In contrast, the repeaters' performance was generally poor. Similar to the first timers' experience, the repeaters had also extreme difficulty during the first three years of the examinations when they barely reached a 15% passing rate. The highest passing rate of 52.5% was recorded in March 2012, followed by 34.6% in January 2014 and 34.3% in September 2012. It was very alarming that only 1.4% of the repeaters passed in October 2009. This was when the first time the new batch of teacher education graduates took the LET, which contains the Content Courses part. The repeaters might not have prepared well on this area of the LET since the previous examinations consisted of only two

components. The repeaters' overall performance of 18.6% reflects a poor performance, where only one in every five repeaters passed the LET.

In terms of overall performance, the TEIs obtained the highest passing rate of 55.17% in March 2012 and 55.13% in September 2012. This result was expected since both first timers and repeaters also achieved the highest performance in these schedules. For the other schedules, the passing rate ranged from 16.71% in September 2010 to 40.53% in January 2014. When the total performance of the first timers (54.5%) and that of the repeaters (18.6%) were combined, the TEIs had an overall passing rate of 33.29%, which indicates that only one in every three takers passed the LET in the past 14 examination schedules. It can be observed that the overall performance was 21.2% lower than the first timers' performance, while it was 14.7% higher than the repeaters' performance. Since there were more repeaters (59% of the total takers) than the first timers, it was expected that the repeaters' poor performance pulled down the good performance of the first timers, resulting to a poor overall performance.

These findings had similarity to those found in the research conducted by Nool and Ladia (2012) [7] concerning the LET performance of state universities and colleges in Central Luzon from 2009 to 2012. Their study revealed that the passing rate was 49% among the first timers, 26% among the repeaters and 37% overall. In addition, the performance of first timers is significantly higher than the repeaters among Centers of Excellence and Centers of Development in teacher education (Ladia, 2014 [8]; Nool et al., 2012 [9]). It is evident that the first timers performed better than the repeaters, whose very low performance unfavorably affected the overall passing percentage (Antiojo, 2017 [10]; Nool & Corpuz, 2017 [11]; Nool, Hilario & Santos, 2007 [12]; Balanquit et al., 2017 [13]).

Description of LET Performance of the TEIs

The frequency distribution of the LET performance of the TEIs in Central Luzon from 2009 to 2016 in terms of top, better, good, poor and worse is displayed in Figure 1.

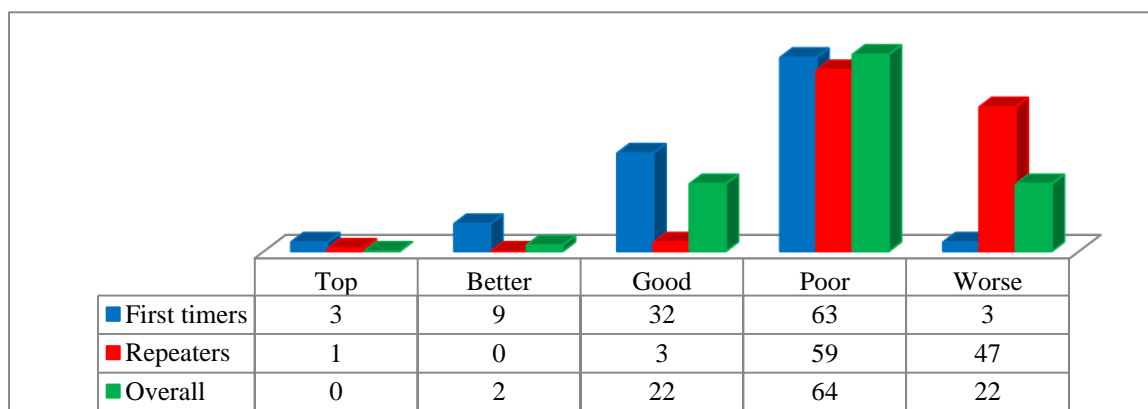


Figure 1: Frequency Distribution of TEIs according to Description of LET Performance

Table 6: Top and Better Performing TEIs based on First Timers' Performance

Top Performing TEIs	Takers	Passers	% Passed
1. Aurora State College of Technology (ASCOT)	122	102	83.61
2. Mount Carmel College-Baler (MCC-B)	102	85	83.33
3. Asia Pacific College of Advanced Studies-Balanga (APCAS-B)	28	24	82.35
Better Performing TEIs	Takers	Passers	% Passed
1. Polytechnic University of the Philippines-Mariveles (PUP-M)	143	114	79.72
2. College of the Holy Spirit of Tarlac (CHST)	51	40	78.43
3. First City Providential College, Bulacan (FCPC)	49	38	77.55
4. New Era University, Bulacan (NEU)	340	263	77.35
5. Limay Polytechnic College, Bataan (LPC)	247	189	76.52
6. Holy Angel University, Pampanga (HAU)	279	213	76.34
7. Central Luzon State University, Nueva Ecija (CLSU)	688	523	76.02
8. City College of San Fernando, Pampanga (CCSF)	44	33	75.00
9. Siena School of San Jose (SSSJ)	20	15	75.00

It can be seen from the figure that among the first timers, three TEIs can be considered as top performing with at least 80% passing rate. As presented in Table 6, the top performing TEIs was led by Aurora State College of Technology (ASCOT) with 83.61% passing rate, followed by Mount Carmel College-Baler (MCC-B) with 83.33% passing rate, and Asia Pacific College of Advanced Studies-Balanga (APCCAS-B) with 82.35% passing rate. It is noteworthy that the two top performing TEIs were from Aurora, wherein ASCOT is a state college while MCC-B is a private institution.

On the other hand, there were nine (8%) better performing TEIs with at least 75% passing rate. These better performing TEIs were Polytechnic University of the Philippines-Mariveles (79.72%), College of the Holy Spirit of Tarlac (78.43%), First City Providential College (77.55%), New Era University (77.35%), Limay Polytechnic College-Bataan (76.52%), Holy Angel University (76.34%), Central Luzon State University (76.02%), City College of San Fernando (75.00%), and Siena School of San Jose-Bulacan (75.00%). Of the nine better performing TEIs, two are state universities (PUP-M and CLSU), two are local colleges (LPC and CCSF), and the rest are private institutions. It is also worth mentioning that CLSU, having the most number of takers and passers among the top and better performing TEIs, is a Center of Excellence, while HAU is a Center of Development for Teacher Education. It can be deduced that the top and better performing TEIs provide excellent instruction and outstanding training among pre-service teachers.

Moreover, 32 or 29% of the TEIs were good performing with at least 50% passing rate and equal to or greater than the national passing rate of 53.58%. Unfortunately, 63 or 57% of the TEIs were poor performing with a passing rate of at least 20% and less than the national passing rate, while three TEIs were worse performing with a passing rate of less than 20%. In fact, the lowest performance was 8.33%. This result indicates that majority of the TEIs performed poorly in the licensure examination considering the first timers' performance.

Also displayed in Figure 1 is the distribution of TEIs based on repeaters' performance. As shown in the figure, only one was a top performing TEI; only City College of San Fernando had a passing rate of 80% (4 passers out of 5 takers). Three TEIs were good performing and no TEI was better performing. Majority of the TEIs (n=59, 54%) were poor performing and 47 or 43% of the TEIs were worse performing. The repeaters' passing rate ranged from 5.42% to 80.00%. Majority of the TEIs (n=69, 63%) obtained a passing rate higher than the repeaters' national passing rate of 18.57%.

Still presented in Figure 1 is the distribution of the overall performance of the TEIs. It can be clearly noticed that no TEI was top performing; only two TEIs were better performing with at least 75% passing rate. Table 7 shows that PUP-M (76.05%) and CCSF (75.51%) are the better performing TEIs. The figure also shows that 22 or 20% of the TEIs were good performing, with at least 50% passing rate. Majority of the TEIs (n=64, 58%) were poor performing and the rest (n=22, 20%) were worse performing TEIs.

The good performing TEIs are also presented in Table 7. It can be noticed from the table that the three top performing TEIs in terms of first timers' performance became the first three good performing TEIs in terms of overall performance. Although PUP-M remained a better performing TEI, its overall passing percentage decreased compared to the first timers' passing rate. In addition, one better performing HEI

(CHST) in terms of first timers' performance was not able to reach even the status of good performing TEI in terms of overall performance. This implies that the repeaters' poor performance pulled down the first timers' high performance. On the contrary, CCSF remained as a better performing TEI, but with higher overall passing rate brought about by the higher performance of the repeaters.

Table 7: Better and Good Performing TEIs based on Overall Performance

Better Performing TEIs	Takers	Passers	% Passed
1. Polytechnic University of the Philippines-Mariveles	167	127	76.05
2. City College of San Fernando	49	37	75.51
Good Performing TEIs	Takers	Passers	% Passed
1. Aurora State College of Technology	177	130	73.45
2. Mount Carmel College-Baler	138	101	73.19
3. Asia Pacific College of Advanced Studies-Balanga	46	31	67.39
4. Gerona Junior College	64	43	67.19
5. First City Providential College	67	44	65.67
6. Mabalacat College	224	146	65.18
7. Mater Redemptoris College of San Jose City	53	34	64.15
8. New Era University	523	325	62.14
9. Colegio De San Gabriel Arcangel	367	225	61.31
10. Siena School of San Jose	29	17	58.62
11. Gordon College (for. Olongapo City College)	139	78	56.12
12. Botolan Community College	69	38	55.07
13. The Good Samaritan Colleges-Cabanatuan City	74	40	54.05
14. Central Luzon State University	1225	661	53.96
15. Holy Angel University	498	268	53.82
16. E.L. Josen Memorial College	619	332	53.63
17. St. Joseph College-Olongapo City	43	23	53.49
18. Polytechnic University of the Philippines-Cabiao	165	85	51.52
19. Limay Polytechnic College	457	235	51.42
20. Tarlac College of Agriculture	908	466	51.32
21. Angeles University Foundation	304	156	51.32
22. Baliwag Polytechnic College	102	52	50.98

It can also be gleaned from Figure 1 that there were three top, nine better and 32 good performing TEIs, for a total of 44 TEIs based on first timers' performance. However, based on overall performance, there were only two better and 22 good performing TEIs, for a total of 24 TEIs. This indicates that there was a reduction of 20 good performing TEIs considering the overall performance. This decrease in number may be attributed to the poor performance of the repeaters which resulted in a lower overall passing percentage. In particular,

the 20 formerly good performing TEIs based on first timers' performance are presented in Table 8. It can be seen from Table 8 that the first timers' performance ranged from 53.76% (Columban College) to 78.43% (CHST). On the contrary, the repeaters' performance ranged from 7.50% (ICTF) to 38.65% (CMI). Moreover, ten TEIs had more repeaters than first timers. The greater number of repeaters with poor performance resulted in the low overall performance of the TEIs, ranging from 16.72% to 49.52%.

Table 8: Formerly Good Performing TEIs based on First Timers' Performance

Teacher Education Institutions	First Timers			Repeaters			Overall		
	Takers	Passers	% Passed	Takers	Passers	% Passed	Takers	Passers	% Passed
1. College of Mary Immaculate (CMI)	61	35	57.38	44	17	38.64	105	52	49.52
2. Don Honorio Ventura Technological State University	638	385	60.34	475	164	34.53	1113	549	49.33
3. Nueva Ecija University of Science and Tech-Cabanatuan	844	533	63.15	599	168	28.05	1443	701	48.58
4. Ecumenical Christian College	65	41	63.08	41	10	24.39	106	51	48.11
5. Ramon Magsaysay Technological University-San Marcelino	103	57	55.34	72	26	36.11	175	83	47.43
6. Bataan Peninsula State University-Orani (for. BPSC)	249	134	53.82	150	51	34.00	399	185	46.37
7. College of the Holy Spirit of Tarlac (CHST)	51	40	78.43	59	10	16.95	110	50	45.45
8. Pampanga State Agricultural University (formerly PAC)	502	281	55.98	482	162	33.61	984	443	45.02
9. Wesleyan University-Philippines-Maria Aurora	168	103	61.31	154	41	26.62	322	144	44.72
10. Tomas Del Rosario College	232	161	69.40	245	50	20.41	477	211	44.23
11. Megabyte College of Science and Technology	51	30	58.82	41	9	21.95	92	39	42.39
12. M.V. Gallego Foundation Colleges	21	13	61.90	15	2	13.33	36	15	41.67
13. Columban College-Olongapo City	93	50	53.76	145	38	26.21	238	88	36.97
14. Mondrian Aura College-Subic	45	29	64.44	86	17	19.77	131	46	35.11
15. La Consolacion Univ Phil (formerly Univ. Regina Carmeli)	136	78	57.35	144	20	13.89	280	98	35.00
16. Saint Paul College of San Miguel	127	77	60.63	205	36	17.56	332	113	34.04
17. Tarlac State University (formerly Tarlac College of Tech)	1319	726	55.04	2108	400	18.98	3427	1126	32.86
18. Interworld College of Tech Foundation-Tarlac City (ICTF)	16	9	56.25	40	3	7.50	56	12	21.43
19. Centro Escolar University-Malolos	23	13	56.52	89	10	11.24	112	23	20.54
20. College of the Immaculate Conception-Cabanatuan	112	69	61.61	558	43	7.71	670	112	16.72

Trend of Performance of the TEIs in Central Luzon and National Passing Percentage

The LET performance of the TEIs in Central Luzon and the national passing percentage (NPP) were also examined to

identify their similarity. Figure 2 displays the trend of the performance of the TEIs and the NPP in the 14 examination schedules from 2009 to 2016.

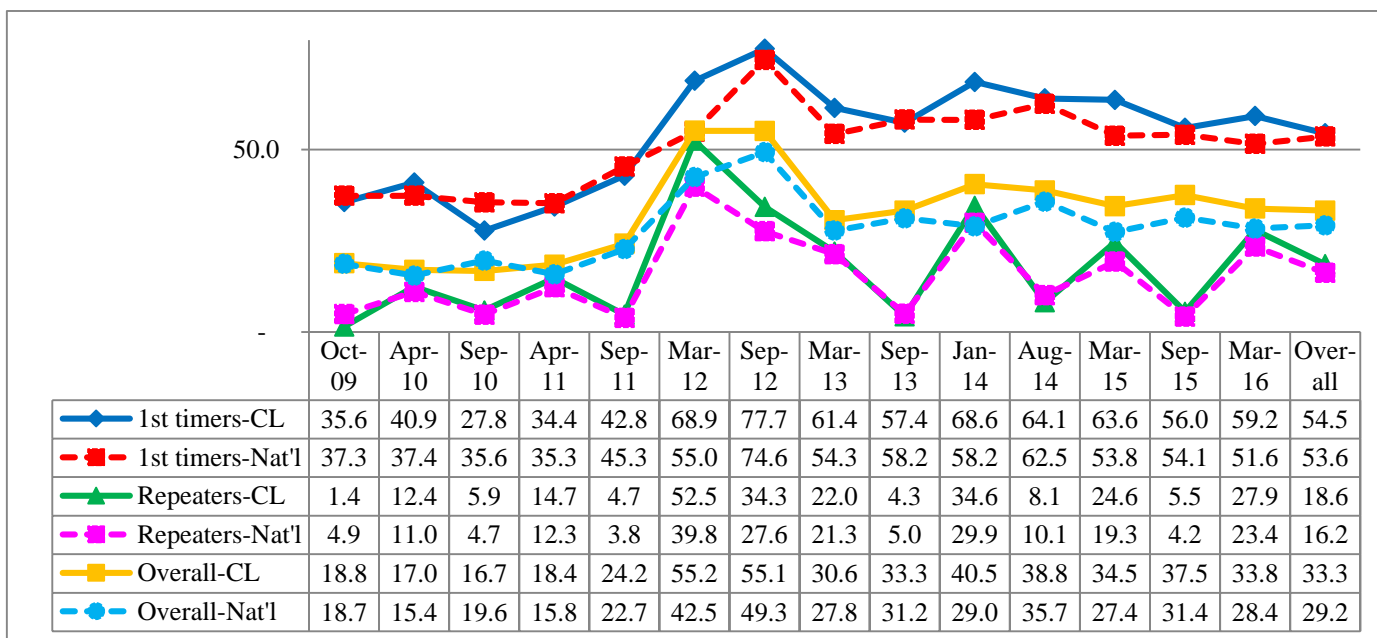


Figure 2: Performance of the TEIs and National Passing Percentage

The graph illustrates that the first timers' performance among the TEIs in Central Luzon nearly resembles the trend of the national passing percentage. The performance of the TEIs and the NPP nearly coincided with seven of the 14 examination schedules namely: October 2009, April and September 2011, September 2012 and 2013, August 2014, and September 2015. Likewise, the overall performance of the TEIs (54.5%) and the NPP (53.6%) are closely similar. In contrast, the performance of the TEIs exceeded the NPP in April 2010 by 4%, in March 2012 by 14%, in March 2013 by 7%, in January 2014 by 10%, in March 2015 by 10% and in March 2016 by 8%, but was lower than the NPP in September 2010 by 8%.

To statistically verify the similarity in the trend of the LET performance of the TEIs and the NPP, Pearson product moment correlation coefficient r was computed and the results are shown in Table 9. The table shows that the trend of the first timers' performance of the TEIs in Central Luzon is very closely related to the NPP as reflected by the very large value of correlation coefficient ($r = .937, p = .000$). This confirms the observation that the pattern of performance of the TEIs followed the trend of the NPP.

Table 9: Correlation between the Performance of the TEIs and the National Passing Percentage

Variables	Pearson r	p -value	Inter-pretation
First timers' performance in CL and First timers' NPP	.937	.000	Significant
Repeaters' performance in CL and Repeaters' NPP	.990	.000	Significant
Overall performance in CL and Overall NPP	.964	.000	Significant

With regard to the repeaters, it can be seen in Figure 2 that the performance of the TEIs was almost similar to the NPP in all of the examination schedules, except in March and September 2012, when the performance of the TEIs was higher than the NPP by about 13% and 7%, respectively. The graph clearly shows a correspondence in the trend of the performance of the TEIs and the NPP. This is supported by the nearly perfect positive correlation coefficient ($r = .990, p = .000$). Therefore, the trend of LET performance of the TEIs almost coincided with the NPP.

In terms of the overall performance, it can be noticed in Figure 2 that except in September 2010 the performance of the TEIs was higher than the NPP, which ranged from a negligible difference of 0.1% in October 2009 to 12.7% in March 2012. However, the similarity in the performance of the TEIs and the NPP was evident. This was confirmed by the extremely large value of the correlation coefficient ($r = .964,$

$p = .000$). Then, it can be concluded that the trend of the LET performance of the TEIs was closely related to the NPP.

Relationship between the Number of Examinees and LET Performance

The relationship between the number of examinees and LET performance of the 110 TEIs from 2009 to 2016 was determined using Spearman rank correlation coefficient (r_s) and the results are summarized in Table 10.

Table 10: Correlation between Number of Examinees and LET Performance

Variables	Spearman r_s	p -value	Inter-pretation
Number of first timers and their LET performance	.223	.019	Significant
Number of first timers and Overall LET performance	.162	.092	Not Significant
Number of repeaters and their LET performance	-.412	.000	Significant
Number of repeaters and Overall LET performance	-.425	.000	Significant
Number of overall takers and their LET performance	-.198	.038	Significant

There was a significant positive relationship between the number of first timers and LET performance ($r_s = .223, p = .019$). This indicates that greater number of first timers who take the LET tend to result in a higher passing rate. Conversely, the fewer number of first timers will likely result in a lower LET performance. Although the relationship between the number of first timers and overall LET performance did not reach statistical significance ($r_s = .162, p = .092$), the result shows a positive direction on the relationship between the variables. This indicates that a higher number of first timers taking the LET may result in a higher overall passing percentage. Since the first timers' overall passing rate is 54%, having more first timers taking the LET will likely result in a better performance.

On the contrary, the number of repeaters was significantly but negatively related to their LET performance ($r_s = -.412, p = .000$) and overall LET performance ($r_s = -.425, p = .000$). This implies that a greater number of repeaters who take the LET will likely result in a lower passing percentage. As

found out in the previous section, only about 19% or one in every five repeaters pass the LET. When there are more repeaters than first timers, the first timers' good performance will be pulled down by the repeaters' poor performance, which will consequently lead to a low overall passing percentage. Conversely, when a greater number of first timers take the LET, their good performance will help raise the repeaters' poor performance, which will lead to a high overall performance. This result was consistent with the finding in the study of Nool, Ladia and Balanquit (2017) [14] that the centers of excellence and centers of development in teacher education with more repeaters had lower passing percentage.

Similarly, the overall number of takers and overall LET performance were negatively correlated ($r_s = -.198, p = .038$). This indicates that the greater the number of examinees, the less likely to obtain a high passing percentage in the LET. Conversely, the fewer the number of LET takers, the higher the tendency to attain a better performance. Similar findings had been found in the research of Nool and Ladia (2017) [15] that state universities and colleges (SUCs) having fewer examinees attained higher passing percentage, while SUCs with more examinees obtained lower LET performance.

CONCLUSIONS AND IMPLICATIONS

The TEIs in Central Luzon had good performance among the first timers but had poor performance among the repeaters and overall performance from 2009 to 2016. As to the description of the TEIs in terms of first timers' performance, there were three top performing TEIs led by Aurora State College of Technology (ASCOT), Mount Carmel College-Baler (MCC-B) and Asia Pacific College of Advanced Studies-Balanga (APCCAS-B), and there were nine better performing TEIs. Nearly one-third of the TEIs were good performing, the majority of the TEIs were poor performing, and three TEIs were worse performing. Thus, the poor performing TEIs have to benchmark the top performing TEIs in order to explore and adapt their good policies and practices for the improvement of students' academic and licensure performance.

Based on the repeaters' performance, the majority of the TEIs were poor performing and two-fifths of the TEIs were worse performing. Only CCSF was a top performing TEI, no TEI was better performing, and three TEIs were good performing. In terms of overall performance, no TEI was top performing, only two institutions were the better performing TEIs, and two-fifths of the TEIs were good performing. Majority of the TEIs were poor performing and the rest were worse performing TEIs. This result calls for the Commission on Higher and Education to monitor regularly the TEIs' LET performance. The institutions that consistently perform poorly should be sanctioned for closure so that only TEIs that perform well in the licensure examination should be retained and recognized.

The performance of the TEIs in Central Luzon was significantly and closely related to the national passing percentage in terms of first-timers, repeaters and overall performance. Moreover, there was a significant positive relationship between the number of first timers and LET performance. This implies that a greater number of first timers who take the LET tend to result in a higher passing rate, while a fewer number of first timers will likely result in a lower LET performance.

On the contrary, the number of repeaters was significantly but negatively related to the LET performance and overall LET performance. Similarly, the overall number of repeaters and overall LET performance were strongly but negatively correlated. This indicates that a greater number of repeaters who take the LET will likely result in a lower passing percentage. As found out in the earlier findings, only one in every five repeaters passed the LET. When there are more repeaters than first timers, the first timers' good performance will be pulled down by the repeaters' poor performance, which will consequently lead to a low overall passing percentage. Conversely, when a greater number of first timers take the LET, their good performance will help raise the poor performance of the repeaters, which will lead to a high overall performance. Thus, the Professional Regulation Commission should implement a policy that limits the number of times an examinee can take the LET, perhaps up to three times just like in other professional licensure examinations.

Furthermore, there was a significant negative correlation between the number of overall takers and LET performance. This implies that the greater the number of examinees, particularly the repeaters, the greater the tendency to have a lower passing percentage in the LET. Conversely, the fewer the number of LET takers (particularly the repeaters), the more likely to obtain a better LET performance. This suggests that the TEIs have to implement strict admission and retention policy so that only qualified and outstanding students will be retained.

In addition to college admission test, TEIs may include other pre-screening assessments like the NCAE (National Career Assessment Examination), teaching aptitude test and interview in selecting students. Conducting retention or qualifying examinations and setting a minimum college grade point average may also be done to retain deserving students. Institution-related variables such as advanced degrees of faculty members, accreditation status, faculty to student ratio, and cost per student should also be considered by school administrators. These admission and institution variables have been found as predictors of success in licensure examinations (Bañez & Pardo [16]; Nool & Ladia, 2017 [17]; Calingacion [18]; Nool, Balanquit & Ladia, 2017 [19]; Depamaylo [20]; Nool et al., 2017 [21]; Esmeralda & Espinosa [22]; Nool & Ladia, 2017 [23]; Faltaldo [24]; Nool, Ladia & Corpuz, 2017 [25]; Gono [26]; Nool & Ladia, 2017 [27]; Hena et al. [28]; Nool, Embesan & Ladia, 2017 [29]; Kalaw [30]; Nool et al., 2017 [45]; Montemayor,

Roxas & Panayon [32]; Nool and colleagues, 2017 [33]; Puertos [34]; Nool, Corpuz & Ladia, 2017 [35]; Rabanal [36]; Nool, Ladia & Embesan, 2017 [37]; Rudio [38]; Nool, 2017 [39]; Soriano [40]; Nool et al., 2017 [41]; Tarun [42]; Nool and colleagues, 2017 [43]; Visco [44]; Nool et al., 2017 [45]; Ladia & Nool, 2017 [46]; Nool, Ladia & Balanquit, 2017 [47]).

Moreover, future researchers may explore the qualities of teachers such as emotional intelligence, self-awareness, tolerance, and empathy since these are essential traits of a teacher. Further research should also be conducted to examine the supply of teachers in the region and correlate to other variables (e.g. adequacy).

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