

The performance trend of Davao Oriental State College of Science and Technology (DOSCST) in board licensure examination for Professional teachers

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ABSTRACT. The Institute of Education and Teacher Training provides quality teaching and prepares students for life and teaching career. However, graduates of this program must pass the Board Licensure Examination for Professional Teachers (BLEPT) to practice the profession, which challenges the institution to produce professionals and beat national standards. Hence, this study aims to analyze the trend of Davao Oriental State College of Science and Technology (DOSCST) performance in the licensure examination for professional teachers supervised by the Professional Regulation Commission. The authors employed archival quantitative research to analyze records and data results. The subject of the investigation was performance passing rates covering from 2010 to 2021 treated with frequencies, percentages, and differences. The findings revealed that all programs performed at least 50% passing rates and higher than the national passing percentage. The elementary program indicated 67.03%, secondary level marked 71.33%, and BPE-SPE gained 75.18% passing rates for first takers. Further results found that the elementary and secondary teacher education indicated 20% to 49.99% passing rates with less than the national passing scores. Finally, the school's overall performance passing rates went beyond the national passing rates. Meanwhile, both elementary and secondary programs earned many overall turnouts compared to the BPE-SPE program. Establishing a free academic clinic to coach and mentor the repeaters as part of extension activities and application of success predictors to improve licensure examinations is hereby recommended.

Keywords: Archival research, Davao Oriental, first-timers, licensure examination for teachers, repeaters

INTRODUCTION

The adage says, “teachers create other professions,” so to speak, the brains who authors national development are these teachers’ by-products. A literate citizenry is an indicator of a well-developed nation, and that is the very reason that the Philippine government acted the law that regulates and supervises the practice of teaching in the Philippines and prescribing a Licensure Examination for Teachers (Professional Regulation Commission, 2016) to ensure that every Filipino citizen receives a quality education.

The quality of a school’s performance in producing a quality teacher graduate largely determines how well its graduate is doing in licensure exams for teachers conducted by Professional Regulation Commission (PRC) semi-annually. The Commission provides a list of top and worst-performing schools where Davao Oriental State College of Science and Technology (DOSCST) paved its name as it ranked 10th in the top 30 performing schools under category 1 (100-999 takers) for elementary level in 2006 and 2007 (Virola, 2010) and ranked 9th as the top-performing school in the September 2013 licensure examination for teachers–secondary level (Danao, 2014). The institution produced two top-notch graduates who ranked 10th for secondary level in 2011 (PRC, 2011) and 9th place for elementary level in 2016 (PRC, 2016). Furthermore, PRC (2018) declared one top-notch, 9th for elementary, and two top-notchers, 5th, and 8th for

secondary in 2018. Other top-notch graduates in 2019 were one for elementary as 5th and three for secondary programs securing 3rd, 6th, and 7th (PRC 2019).

Though DOSCST maintains its performance rating above the national passing rate, it falls short of sustaining its place to be among its top-performing education and teacher training schools. Thus, this paper presents and determines the percent passing of the DOSCST licensure examination for professional teachers in terms of first-timers and repeaters as well as identifies the overall percent difference to find the most recent evidence on the diagnostic and trends. Further, the study can serve as baseline data to monitor and evaluate the performance of the graduates.

MATERIALS AND METHODS

The archival method employs a quantitative approach. This kind of methodological approach made use of data that was originally generated for reporting or research purposes, often kept because of legal requirements, for reference, or as an internal record, and made available to produce an evaluation that provides the information needed to accurately assess a program’s effectiveness and make the changes necessary to improve it (Rabinowitz, n.d.). It is quantitative in the sense that the collection method consists of counts or frequencies, rates or percentages, or other statistics that document the actual existence or absence of problems, behaviors, or

Table 1. Description of LET performance.

Passing Rates	Description
80% - 100%	Top-performing the examination
75% - 79.99%	Better performing the examination
At least 50%	Good performing the examination, including higher than the national passing rate
20% - 49.99%	Poor performing the examination, including lower than the national passing rate
Less than 20%	Worse performing the examination.

occurrences (Quantitative Research Methods, 2016).

Data used in this study were the results of the DOSCST Licensure Examination from 2010 to 2021 of elementary and secondary education levels, including the Bachelor of Physical Education-School Physical Education (BPE-SPE) program from September 2015 to the present. The data were sourced from the Office of the University Registrar and Professional Regulation Commission.

The collected data were treated with frequency counts, percentages, and differences to determine the percent passing of the DOSCST Licensure Examination for Teachers (LET) in terms of first-timers, repeaters, and overall performance against national passing rates. The LET performance was described based on the categorization made by the PRC. Table 1 presents the

categories to describe the performance of the three programs.

RESULTS AND DISCUSSION

The preponderance of this study deals with the performance of DOSCST against the national results of the Licensure Examination for Teachers covering 2010 to the present. Presentations and analyses of data are categorized into three parts. The first part is the tabular data showing the number of passers, flunkers, percentage passing of the College, national passing rate, and percent difference for elementary, secondary, and BPE-SPE programs. The second part presents the summary description of the BLEPT performance of the three programs. The third or last part exhibits the figure or trend of the school performance versus the national passing rate.

Table 2. DOSCST BLEPT secondary performance.

Exam Dates	First Timers			Repeaters			Overall			National Passing Rate	Overall Difference
	Passers	Flunkers	% Passed	Passers	Flunkers	% Passed	Passers	Flunkers	% Passed		
April 2010	3	0	100.00%	10	15	40.00%	13	15	46.43%	15.44%	30.99%
Sept 2010	29	18	61.70%	0	8	0.00%	29	26	52.73%	19.58%	33.15%
April 2011	4	1	80.00%	10	20	33.33%	14	21	40.00%	15.81%	24.19%
Sept 2011	23	22	51.11%	0	22	0.00%	23	44	34.33%	22.68%	11.65%
March 2012	5	2	71.43%	17	10	62.96%	22	12	64.71%	42.46%	22.25%
Sept 2012	48	3	94.12%	8	8	50.00%	56	11	83.58%	49.29%	34.29%
March 2013	5	1	83.33%	5	7	41.67%	10	8	55.56%	27.78%	27.78%
Sept 2013	72	24	75.00%	0	19	0.00%	72	43	62.61%	31.18%	31.43%
Jan 2014	4	3	57.14%	16	19	45.71%	20	22	47.62%	28.98%	18.64%
Aug 2014	78	29	72.90%	2	26	7.14%	80	55	59.26%	35.74%	23.52%
March 2015	15	8	65.22%	13	23	36.11%	28	31	47.46%	27.42%	20.04%
Sept 2015	77	45	63.11%	4	28	12.50%	81	73	52.60%	31.36%	21.24%
March 2016	16	12	57.14%	28	34	45.16%	44	46	44.00%	28.38%	15.62%
Sept 2016	101	71	58.72%	5	39	11.36%	106	110	49.07%	30.18%	18.89%
March 2017	1	12	7.69%	8	92	8.00%	9	104	7.96%	10.39%	-2.43%
Sept 2017	95	85	52.78%	6	61	8.96%	101	146	40.89%	26.33%	14.56%
March 2018	12	14	46.15%	66	61	51.97%	78	75	50.98%	23.62%	27.36%
Sept 2018	76	71	51.70%	6	84	6.67%	82	155	34.60%	20.29%	14.31%
March 2019	42	14	75.00%	74	64	53.62%	116	78	59.79%	27.29%	32.50%
Sept 2019	139	21	86.88%	28	25	52.83%	167	46	78.40%	31.34%	47.06%
Sept 2021	27	1	96.43%				27	1	96.43%	55.96%	40.47%
Overall	872	457	67.03%	306	665	28.40%	1178	1122	52.81%	28.64%	24.17%

DOSCST BLEPT Performance

Table 2 displays the elementary level BLEPT performance of the DOSCST. Data show on the first takers that only March 2017 (7.96% < 10.39%) fall short from the national

passing rate with a negative difference ($\Delta=-2.43\%$). The rest of the examinations from April 2010 to September 2021 show significant above the national passing rates (100% > 15.44%; 61.70% > 19.58%; 80% > 15.81%; 51.11% > 22.68%; 71.43% > 42.46%;

94.12% > 49.29%; 83.33% > 27.78%; 75% > 31.18%; 57.14% > 28.98%; 72.90% > 35.74%; 65.22% > 27.42%; 63.11% > 31.36%; 57.14% > 28.38%; 58.72% > 30.18%; 52.78% > 26.33%; 46.15% > 23.62%; 51.70% > 20.29%; 75% > 27.29%; 86.88% > 31.34%; and, 96.43% > 55.96%).

Meantime, the repeaters recorded fluctuating results where September 2010 (0% < 19.58%), September 2011 (0% < 22.68%), September 2013 (0% < 31.18%), August 2014 (7.14% < 35.74%), September 2015 (12.50% < 31.35%), September 2016 (11.36% < 30.18%), March 2017 (8% < 10.39%), September 2017 (8.96% < 26.33%), and September 2018 (6.67% < 20.29%) are lesser than the national passing rates. Meanwhile, April 2010 (40% > 15.44%), April 2011 (33.33% > 15.81%), March 2012 (62.96% > 42.46%), September 2012 (50% > 49.29%), March 2013 (41.67% > 27.78%), January 2014 (45.71% > 28.98%), March 2015 (36.11% > 27.42%), March 2016 (45.16% > 28.38%), March 2018 (51.97% > 23.62%), March 2019 (53.62% > 27.29%), and September 2019 (52.83% > 31.34%) are greater than the national passing rates. Furthermore, no repeaters took the examination for September 2021. Overall, the DOSCST elementary performance for the

board licensure examinations engendered a significant increase from April 2010 to September 2021, except March 2017 with 7.96%, which was lesser than the 10.39% national passing score.

Table 3 reveals the secondary BLEPT performance of the school. It can be gleaned in the study that the first timers in all examination dates from April 2010 to September 2021 earned significant values to surpass more than the required national percentage. The April 2010 (71.43% > 23.22%), September 2010 (64.10% > 25.86%), April 2011 (54.55% > 26.28%), September 2011 (88.37% > 31.45%), March 2012 (85.71% > 24.85%), September 2012 (84.44% > 43.50%), March 2013 (100% > 39.61%), September 2013 (84.04% > 39.75%), January 2014 (58.33% > 28.41%), August 2014 (78.07% > 34.40%), March 2015 (64.71% > 31.63%), September 2015 (73.05% > 41.75%), March 2016 (68.42% > 35.43%), September 2016 (55.92% > 33.78%), March 2017 (41.67% > 25.46%), September 2017 (69.16% > 46.37%), March 2018 (53.49% > 29.91%), September 2018 (74.73% > 48.03%), March 2019 (64.63% > 25.95%), September 2019 (83.90% > 39.69%), and September 2021 (79.17% > 57.77%).

Table 3. DOSCST BLEPT secondary performance.

Exam Dates	First Timers			Repeaters			Overall			National Passing Rate	Overall Difference
	Passers	Flunkers	% Passed	Passers	Flunkers	% Passed	Passers	Flunkers	% Passed		
April 2010	5	2	71.43%	3	13	18.75%	8	15	34.78%	23.22%	11.56%
Sept 2010	25	14	64.10%	0	11	0.00%	25	25	50.00%	25.86%	24.14%
April 2011	6	5	54.55%	10	15	40.00%	16	20	44.44%	26.28%	18.16%
Sept 2011	38	5	88.37%	0	17	0.00%	38	22	63.33%	31.45%	31.88%
March 2012	6	1	85.71%	3	14	17.65%	9	15	37.50%	24.85%	12.65%
Sept 2012	38	7	84.44%	5	8	38.46%	43	15	74.14%	43.50%	30.64%
March 2013	5	0	100.00%	8	7	53.33%	13	7	65.00%	39.61%	25.39%
Sept 2013	79	15	84.04%	4	3	57.14%	83	18	82.18%	39.75%	42.43%
Jan 2014	7	5	58.33%	8	11	42.11%	15	16	48.39%	28.41%	19.98%
Aug 2014	89	25	78.07%	1	19	5.00%	90	44	67.16%	34.40%	32.76%
March 2015	22	12	64.71%	9	29	23.68%	31	41	43.06%	31.63%	11.43%
Sept 2015	122	45	73.05%	4	30	11.76%	126	75	62.69%	41.75%	20.94%
March 2016	13	6	68.42%	22	41	34.92%	35	47	42.68%	35.43%	7.25%
Sept 2016	118	93	55.92%	7	37	15.91%	125	130	49.02%	33.78%	15.24%
March 2017	15	21	41.67%	44	91	32.59%	59	112	34.50%	25.46%	9.04%
Sept 2017	148	66	69.16%	17	46	26.98%	165	112	59.57%	46.37%	13.20%
March 2018	23	20	53.49%	33	78	29.73%	56	98	36.36%	29.91%	6.45%
Sept 2018	207	70	74.73%	24	73	24.74%	231	143	61.76%	48.03%	13.73%
March 2019	53	29	64.63%	39	100	28.06%	92	129	41.63%	25.95%	15.68%
Sept 2019	245	47	83.90%	34	39	46.58%	279	86	76.44%	39.69%	36.75%
Sept 2021	38	10	79.17%	1	1	50.00%	39	11	78.00%	57.77%	20.23%
Overall	1302	498	71.33%	276	683	28.45%	1578	1181	54.89%	34.91%	19.98%

Moreover, the repeaters exhibited rise and fall results. Increased passing results recorded on the examinations in April 2011 (40% > 26.28%), March 2013 (53.33% > 39.61%), September 2013 (57.14% > 39.75%), January 2014 (42.11% > 28.41%), March 2017 (32.59% > 25.46%), March 2019 (28.06% > 25.95%), and September 2019 (46.58% > 39.69%). Decreased passing results of flunkers noted on the scheduled examinations in April 2010 (18.75% < 23.22%), September 2010 (0% < 25.86%), September 2011 (0% < 31.45%), March 2012 (17.65% < 24.85%), September 2012 (38.46% < 43.50%), August 2014 (5% < 34.40%), March 2015 (23.68% < 31.63%), September 2015 (11.76% < 41.75%), March 2016 (34.92% < 35.43%), September 2016 (15.91% < 33.78%), September 2017 (26.98% < 46.37%), March 2018 (29.73% < 29.91%),

September 2018 (24.74% < 48.03%), and September 2021 (50% < 57.77%). Overall, the secondary BLEPT performance in all examinations of DOSCST exposes significantly above the national passing rates.

Table 4 presents the BPE-SPE BLEPT performance. The BPE-SPE program took its inception the licensure examination in September 2015 until September 2021. On one hand, the first takers got advantage results in all licensure examinations for teachers over the national passing marks. The ratings are documented in September 2015 (71.43% > 41.75%), September 2016 (50% > 33.78%), September 2017 (63.89% > 46.37%), September 2018 (84.62% > 48.03%), March 2019 (77.78% > 25.95%), September 2019 (78.57% > 39.69%), and September 2021 (100% > 57.77%).

Table 4. DOSCST BLEPT BPE-SPE performance.

Exam Dates	First Timers			Repeaters			Overall			National Passing Rate	Overall Difference
	Passers	Flunkers	% Passed	Passers	Flunkers	% Passed	Passers	Flunkers	% Passed		
Sept 2015	5	2	71.43%	0	0	0.00%	5	2	71.43%	41.75%	29.68%
March 2016	0	0	0.00%	0	1	0.00%	0	1	0.00%	35.43%	-35.43%
Sept 2016	30	30	50.00%	1	0	100.00%	31	30	50.82%	33.78%	17.04%
March 2017	0	0	0.00%	9	25	26.47%	9	25	26.47%	25.46%	1.01%
Sept 2017	23	13	63.89%	3	3	100.00%	26	16	61.90%	46.37%	15.53%
March 2018	0	0	0.00%	3	5	42.86%	3	5	42.86%	29.91%	12.95%
Sept 2018	33	7	84.62%	4	0	100.00%	37	7	86.05%	48.03%	38.02%
March 2019	14	2	77.78%	3	1	75.00%	17	3	85.00%	25.95%	59.05%
Sept 2019	11	3	78.57%	7	1	87.50%	18	4	81.82%	39.69%	42.13%
Sept 2021	2	0	100.00%	0	0	0.00%	2	0	100.00%	57.77%	42.23%
Overall	118	57	75.18%	30	36	66.48%	148	93	60.63%	38.41%	22.22%

On the other hand, the majority of the repeaters earned favorable passing scores over the national percentage in all the scheduled licensure examinations except in March 2016, which was obtained zero percent against 35.43% of the national passing rate. This was only due to one repeater who got flipped once again. Furthermore, no BPE-SPE examiners were recorded on the scheduled examinations in March 2016, March 2017, and March 2018 for first-timers. Also, no BPE-SPE examiners took the examinations in September 2015 and September 2021 for repeaters. Overall, the BPE-SPE program earned above the national passing rates. However, it was noted that March 2016 brought an inverse difference of -35.43%.

DOSCST BLEPT Description

Table 5 illustrates the overall description of the BLEPT institutional performance covering the period from 2010 to 2021. It can be noted that all three programs, in terms of overall passing rates, performed good over the national standards. The BPE-SPE program performed better with a general passing rate of 75.18% for first takers, while elementary (67.03%) and secondary (71.33%) levels performed good. The BPE-SPE program obtained a total passing rate of 66.48%, described as good for repeaters. Unfortunately, the elementary (28.40%) and secondary (28.45%) programs indicated a similar overall description of poor performance for repeaters.

Table 5. DOSCST BLEPT description.

Programs	First-Timers	Repeaters	Overall
Elementary	67.03% (Good)	28.40% (Poor)	52.81% (Good)
Secondary	71.33% (Good)	28.45% (Poor)	54.89% (Good)
BPE-SPE	75183% (Better)	66.48% (Good)	60.63% (Good)

Trend Performance

To appreciate further the data, Figure 1 demonstrates the trend of DOSCST BLEPT elementary performance categorized into three graphs: (a) overall, (b) first-timers, and (c) repeaters.

It can be shown in the figure (a) overall that only March 2017 fell short, and the previous and succeeding examinations hurdled above the national passing rates.

The overall performance results observed the same findings with the (b) first-timers, which significantly contributed to yield against the required values in the national. However, it can be observed in (c) repeaters that September 2010, September 2011, September 2013, August 2014, September 2015, September 2016, March 2017, September 2017, and September 2018 are drastically submerged from the values required by the PRC.

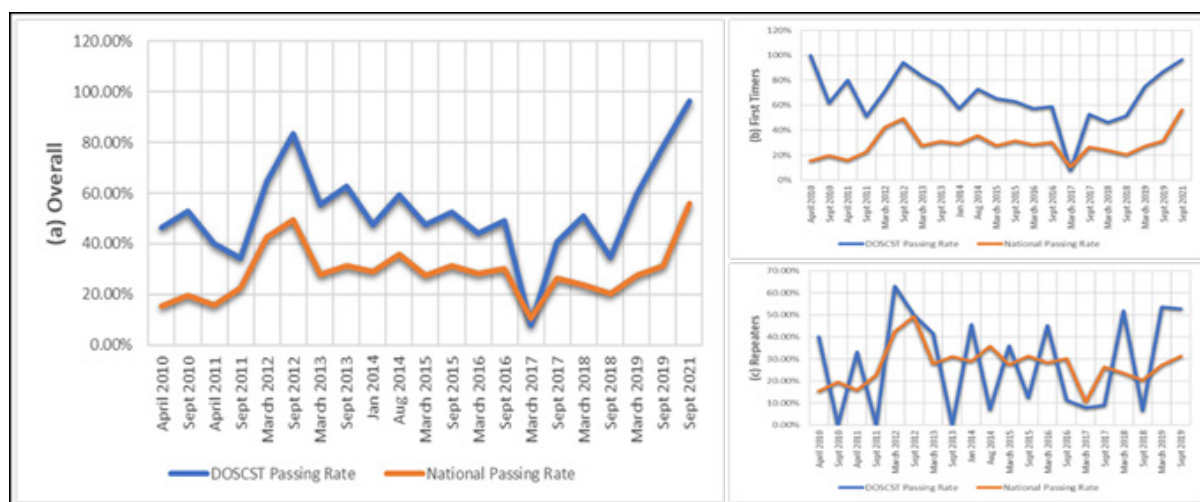


Figure 1. Trend of DOSCST BLEPT elementary performance (a); overall (b); first timers; and (c) repeaters.

Presented in Figure 2 is the trend of DOSCST BLEPT secondary performance. Data revealed that the (a) overall and (b) first-timers were evidently above the national passing scores. However, the (c) repeaters displayed a huge downfall in passing scores in September 2010, September 2011, August

2014, March 2015, September 2015, and September 2016. The pulsating results were also observed, which were recorded in March 2017 and March 2019 examinations. Moreover, a slight decrease in passing rates was also noted in March 2012, September 2012, and March 2018.

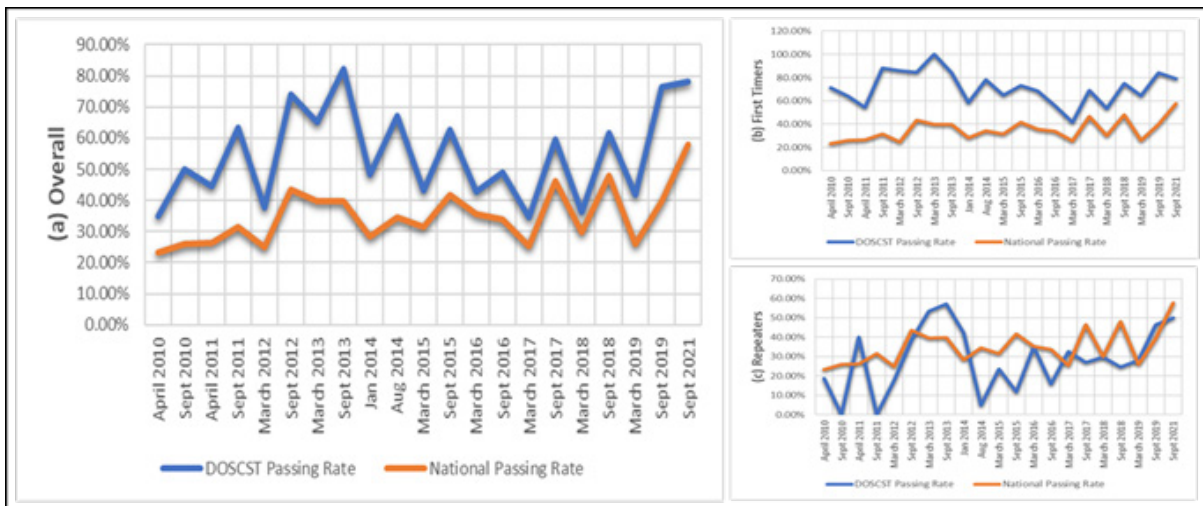


Figure 2. Trend of DOSCST BLEPT secondary performance (a); overall (b); first timers; and (c) repeaters.

Figure 3 pictures the trend of DOSCST BPE-SPE performance in BLEPT. Figures show that the performance passing rates of the BPE-SPE (b) first-timers are evident above the national passing rates. However, the (a) overall and (c) repeaters of the BPE-SPE program noticeably marked the downfall of hurdling the licensure examination in March 2016. This was due to only one examiner who has been repeatedly failing the said examination.

This implies that DOSCST earned a good performance in the Board Licensure Examination for Teachers. To record, the DOSCST topped 9 of the performing schools during the September 2013 licensure

examination for teachers in secondary education (PRC Board News, 2013). In September 2018, the College coveted 9th place for elementary level in the person of Mary Jane P. Suan (Top 10 Elementary, 2018) while ranked 5th and 8th of secondary level topped by James Bryan C. Ranesh and Louine Mae R. Leopardas, respectively (Top 10 Secondary, 2018). In the succeeding BLEPT examination, the PRC released and recognized top placers for September 2019 board examination takers. Mary Grace S. Ramada ranked 5th for elementary (Ten Highest Places Elementary, 2019), while Mhavel G. Albuerca ranked 3rd, Harababe G. Portarcos ranked 6th, and Ma. Conxedes G. Gudes ranked 7th for secondary level (Ten Highest Places Secondary, 2019).

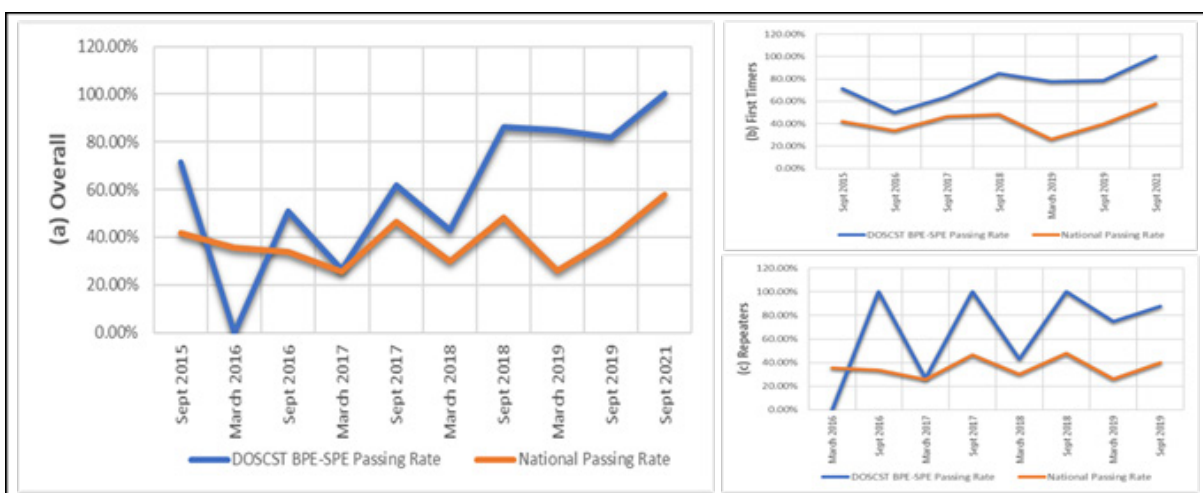


Figure 3. Trend of DOSCST BLEPT BPE-SPE performance (a); overall (b); first timers; and (c) repeaters.

The noticeable pulsating low results (poor and worst) of the repeaters in taking examinations may be brought by many factors such as lack of review, lack of determination, financial burden, family and health problems, pressures, and hopelessness. This result is connected to the study conducted by Ladia and Nool (2012) that state universities and colleges (SUCs) in Region III performed a low performance for repeaters (26%). They added that poor performance for repeaters pulls down the higher performance of the first-timers, resulting in a lower overall institutional performance. This is one of the perennial problems among SUCs in the Philippines, even among SUCs with Centers of Development (COD) and Centers of Excellence (COC) status (Ladia et al., 2011). The Philippine government's teacher education institutions (TEIs) have not yet developed an effective measure to address this problem since TEIs no longer have control over their students once they graduate (Ladia and Nool, 2012). Moreover, strong admission and retention policies (Nool and Ladia, 2017), pre-licensure examination (Fiscal and Roman, 2021) or comprehensive examination (Gabasa and Raqueño, 2021), small class size (Akoto-Baako and Kissi-Abrokwah, 2021; Laitsch et al., 2021; Generalao et al., 2022), high teachers' grit (Isidro, 2021), pre-service education (Maloloy-on et al., 2021), and high intrinsic motivation (Briones, 2021) are success predictors to improve passing rates of licensure examinations.

In response to the Presidential Proclamation No. 922 (2020) due to Pandemic COVID-19, declaring the Philippines under a state public health emergency, and with the recommendation of Inter-agency Task Force for the Management of Emerging Infectious Disease Resolution No. 11 (2020) to adhere to appropriate measures to curtail COVID-19 infectious disease transmission, prohibiting mass gatherings, consequently, the PRC issued Resolution No. 1256 (2020) canceling the remaining large-scale licensure examination such as the board examination for teachers scheduled in 2020 (Professional Regulatory Commission, 2020; Professional Regulatory Commission, 2021). Hence, the

resumption of the licensure examination happened in September 2021.

CONCLUSIONS

All DOSCST first-timers maintained atop the national passing rates from 2010 to 2021. All repeaters in all programs experienced downfall results, and only the BPE-SPE program gained an overall above the national passing rates from the total combined examinations. The overall combined performance rate of first-timers and repeaters for elementary, secondary, and BPE-SPE programs generally exceeded the national standards.

Today, the College is now known as Davao Oriental State University by the Republic Act 11033 and with the new curricula contents noted (effect of the K to 12 educational system) and granted Certificate of Program Compliance by the Commission on Higher Education Regional Office XI, in-house reviews for professional education courses, general education courses, and major or specialization courses were offered in the Second Semester, the School Year 2021-2022 to scaffold further the performance increase in taking the board examinations. Flunkers are also advised to seek the institution and join the new curriculum sessions for free review as part of the extension program of the Institute. For the next study, the Kirkpatrick Evaluation method and Kaizen Model shall be applied to craft and employ continuous improvement of the performance passing scores of the University with an assessment of in-house review and LET examination results.

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