

Blept Level of Preparedness of Bsed English Graduating Students: Basis for Review Materials

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Abstract: *One of the most in-demand professions in the Philippines is Teacher Education. However, turning into a professional teacher takes a lot of endeavors to breeze through the Board Licensure Examination for Professional Teachers. The Board Licensure Examination for Professional Teachers (BLEPT) is a test of prospective teachers' general knowledge and skill that provides a dependable structure against which future teachers' practice may be tested and confirmed and access to ongoing growth and development. This study determined the preparedness of BSED English graduating students to take the Board Licensure Examination for Professional Teachers at Bulsu-Meneses Campus. The study administered a 60-item test used for data gathering to assess the student's preparedness for taking the Licensure Examination for Professional Teachers. The results showed the students' scores. The findings revealed that Remedial Instructions, Language Curriculum, and Theoretical Foundations are at an average level. Perhaps, English for Specific Purposes, Literature, and Methodology is at the level of Moving Towards Mastery. The study revealed the level of preparedness for the BLEPT of the students based on their scores is Average. Based on the data collected, a BLEPT reviewer for English Specialization was developed and proposed focusing on the subjects mentioned above, especially on the Remedial Instructions, Language Curriculum, and Theoretical Foundations, to help them improve their knowledge in a specific subject matter and serve as their references in preparation for the upcoming BLEPT. Further validation of the assessment used in the BLEPT examination is likewise suggested.*

Keywords: Board Licensure Examination for Professional Teachers, English Major, Review Materials

1. INTRODUCTION

Board Licensure Examination for Professional Teachers is one of the tests that will determine an education student's future in the teaching profession. Only individuals who pass the BLEPT can work as teachers in the Philippines. Even after four years of undergraduate study, an education major remains the challenge of passing the 450-item test, both definitive and tough. Those who wish to pursue teaching as a career must pass the Board Licensure Examination for Professional Teachers, BLEPT. Yet, few people understand what the BLEPT is, what it is for, and how important it is in the Philippines' education reform.

On December 16, 1994, Republic Act 7836, also known as the "Philippine Teachers Professionalization Act of 1994," was passed in the Philippines, putting the BLEPT into effect. The passage of the ordinance did not imply that Filipino instructors were not "professional." Instead, it is a technique of bolstering and improving the teachers, quality of education, and the entire educational system. Students would naturally follow the betterment of those who guide them if teachers are

improved. Before implementing Republic Act 7836, the National Board for Teachers governed and controlled education in the Philippines (N.B.T.). Even though R.A. In 1994, House Bill 7836 were bought into law; the first BLEPT test was given two years later. The inaugural BLEPT test was held by both the Board for Professional Teachers (B.P.T.) and the Professional Regulation Commission in August 1996, with 97,560 examinees (P.R.C.).

The Professional Regulation Commission (P.R.C.) and the Board for Professional Teachers (B.P.T.) have announced that 4,883 elementary teachers (55.96 percent) and 10,318 secondary teachers (57.76 percent) passed the Licensure Examination for Teachers (L.E.T.) given in 26 testing centers across the Philippines on September 26, 2021. Furthermore, 3,908 of the 4,883 elementary teachers who passed the exam were first-timers, while 975 were repeaters. There are 9,286 first-timers and 1,032 repeaters among secondary instructors.

According to studies, there are reasons or problems why teachers failed to pass the Licensure Examination for Teachers, now called Board Licensure Examination for Teachers. One of these is the small amount of time spent reading. Next is unfamiliar topics; some test takers have

reported encountering an item or items on the test that they were not familiar with in college. Unfortunately, you won't learn everything you need to know in college because some professors overlook essential aspects of the subjects they teach. As a result, before taking the test, it is recommended that you engage in a review program. In addition to it is their mindset. Perusing has been displayed to further develop memory and cerebrum work, so it is prescribed that you become accustomed to perusing a ton of months before taking a significant test. It also helps you understand things faster. Remember that some test sections require you to read lengthy texts, so it's preferable to practice now rather than regret failing the exam later.

The study aims to measure the level of preparedness of English Majors batch 2021-2022 who will take the upcoming Board Licensure Examination for Professional Teachers (BLEPT). In this study, researchers will create a set of questions to assess students' strengths and weaknesses to develop a substantial review material that will serve as their reviewer in preparation for the upcoming BLEPT. Research says that one of the most effective ways to increase the number of Board Licensure Examination for Professional Teachers' passers is the student's preparedness. Therefore, the development of review material is necessary and must be focused on.

In the review material, they will have an excellent metacognitive opportunity to assess what they know and what they do not know. Review well-designed material to assist students in structuring the content to be examined. These allows students who will take the upcoming BLEPT.

Researchers believe that this research will considerably contribute to increasing the number of students who pass the Licensure Examination for Teachers and become full-fledged teachers and benefit future students.

This study is a descriptive research design that employs the researcher's self-created questionnaires to assess the participants' readiness to take the Licensure Examination for Teachers. The study recommends the development of mechanisms to improve the conduct of pre-board examination review, and the mentoring and coaching program be continued for future batches of 4th-year students; however, some procedures and take the examination after they graduate. Some students are looking for a modern reviewer; techniques in the program should be modified for further improvement and to address the individual needs of the takers., incorporating the applicable criteria that follow.

1.1 STATEMENT OF THE PROBLEM

This study aims to determine the Level of Preparedness of BSED English Major Graduating Students for the upcoming Board Licensure Examination for Professional Teachers (BLEPT) of Bulacan State University- Meneses Campus.

Specifically, the study seeks to answer the following questions:

1. What is the BLEPT level of preparedness of the student-respondents based on their specialization in terms of:

- 1.1 Remedial Instruction in English;
- 1.2 English for Specific Purposes (E.S.P.);
- 1.3 Language Curriculum for Secondary Schools;
- 1.4 Theoretical Foundations of Language and Literature;
- 1.5 Literature; and
- 1.6 Methodology?

2. What review material for BSED English graduating students of Bulacan State University-Meneses Campus can be developed as an offshoot of the study?

2. METHODS

2.1 Research Design

Researchers utilized a descriptive research design in this study. Descriptive research is a type of research that describes a population, situation, or phenomenon being studied. The research aims to determine the Level of Preparedness of BSED English Graduating Students for the upcoming BLEPT. Moreover, this study focuses on the proposal of a review material based on the assessment conducted. This study provides methods and techniques and measures the level of preparedness.

The descriptive design, the study focuses on the present condition. The purpose is to find the new truth. The truth may have different forms, such as an increased quantity of knowledge, a further generalization or new "law," an improved insight into factors that are operating, the discovery of a new causal relationship, or a more accurate formulation of the problem to be solved (Zulueta & Costales, 2003).

2.2 Research Design

The primary instrument utilized in this study consisted of a test questionnaire tool. The researcher adopted these questions from teacher Ceppee. Researchers have sent a message through email to formality asking for his consent. In addition, the English professor also validated the credibility of the test questionnaire.

It will serve as a gauge to ensure the validity and reliability of the test. It has sixty items (60) questions aligned with the learning competencies stipulated in the Table of Specifications of English Licensure Examination, which served as the test's blueprint and was crafted before making the performance test. Researchers conducted a dry run in one of the universities/colleges in Bulacan to justify the validity of the 60-items test used for the data gathering. Upon testing, it shows that 92% of the respondents passed, and that was one of the indications that the exam is valid and credible as the toll for data gathering. The Assessment focuses on different specializations: Remedial Instruction in English, English for Specific Purposes (E.S.P.), Language Curriculum for

Secondary Schools, Theoretical Foundations of Language and Literature, Literature, and Methodology.

In determining the Level of Preparedness based on their results from the test, researchers will use item analysis which is the most and least learned competency. The percentage of correct responses will be the basis for identifying the competencies that are reflected in creating the review materials.

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The Eight Levels of Preparedness will be based on the researcher's performance scale. The items who got a 96%-100% were in the mastered level; those who had 86%-95% will be in the level of Closely Approaching Mastery, 66%-85% will be Moving Towards Mastery, for 35%-65% will be average level. For 15%-34% is on Low Mastery, for 5%-14% will be Very Low Mastery, then 0%-4% will be on Absolutely No Mastery level.

For 75%, it is Very Low Mastery; however, the level of 70% is on Absolutely no matter Mastery.

Researchers will create review materials and recommend distribution at the end of the study.

3. RESULTS

This chapter analyzes and interprets data collected from 57 BSED English graduating students from Bulacan State University-Meneses Campus during the S.Y. 2021-2021. The obtained replies through mock examinations and the demographic profiles of the students. These data scores were used as the basis for the presentation, organized by the specific issues highlighted in Chapter 1 of this study. Part I discussed the statistical results of scores.

3.1 BLEPT LEVEL OF PREPAREDNESS OF THE STUDENT-RESPONDENTS BASED ON THEIR SPECIALIZATIO

Table 3
Questions, Frequency, Percentage, and Interpretation Distribution of Student's Scores in Remedial of Instruction

QUESTIONS	FREQUENCY	PERCENTAGE	INTERPRETATION
Q1.	24	42.11%	Average
Q2.	50	87.72%	Closely Approaching Mastery
Q3.	19	33.33%	Low Mastery
Q4.	19	33.33%	Low Mastery
Q5.	21	36.84%	Average
Q6.	23	40.35%	Average
Q7.	14	24.56%	Low Mastery
Q8.	18	31.58%	Low Mastery
Q9.	19	33.33%	Low Mastery
Q10.	11	16.42%	Low Mastery
Total	218	38.25%	Average

Table 3 shows the frequency and percentage distribution of students' scores in Remedial Instruction. The finding indicates that item numbers 1, 5, and 6 are average, and item numbers 3, 4, 7, 8, 9, and 10 are at the Low Mastery level. However, item number 2 is at Closely Approaching Mastery. As a result, most of the students are at the Average level with 38.25%.

Concerning this is a study showed how English Remedial instruction teaching efficacy was achieved in this study. An instructor, a teaching assistant, and 28 freshmen English underachievers from a technical college participated in this study. To determine the disparities in the kids' academic achievements, the researchers employed a qualitative analytic method and a paired sample t-test. The pupils' reactions to remedial education and learning were demonstrated using statistical data. The study results a relationship between the teacher's teaching method and the student's will to understand the lesson.

Exploring English Remedial Instruction for Freshmen at a Technical College from the Perspective of Teaching Efficacy (2018)Units

Table 4
Questions, Frequency, Percentage, and Interpretation Distribution of Student's Scores in English for Specific Purposes

QUESTIONS	FREQUENCY	PERCENTAGE	INTERPRETATION
Q11.	48	84.21%	Moving Towards Mastery
Q12.	25	43.86%	Average
Q13.	28	49.12%	Average
Q14.	31	54.38%	Average
Q15.	28	49.12%	Average
Q16.	37	64.91%	Average
Q17.	41	71.93%	Moving Towards Mastery
Q18.	56	98.25%	Mastered
Q19.	42	73.68%	Moving Towards Mastery
Q20.	55	96.49%	Mastered
Total	391	68.60%	Moving Towards Mastery

Table 4 shows the frequency and percentage distribution of students' scores in English for Specific Purposes. The finding indicates that item numbers 12, 13, 14, 15, and 16 are at the Average level, and item numbers 11, 17, and 19 are at Moving Towards Mastery. However, items 18 and 20 are at Mastered level. As a result, most of the students are at Moving Towards Mastery with 68.60%.

The study of Needs Analysis for an English for Specific Purposes (E.S.P.) Course for Thai Undergraduates in a Food Science and Technology Programme, revealed that the student's English proficiency was low. Their low English levels then impacted their academic studies and work during the internship program in the occupational context. Reading and translation were deemed essential skills in their intellectual context, while speaking and listening were considered crucial skills in their occupational context. The study also revealed a misalignment in E.S.P. teachers' and other stakeholders' perceptions of students' needs in academic and occupational contexts. The changes in students' needs across two E.S.P. courses were influenced by three major factors: learners, professional information, and environmental situations. (Paweena Chatsungnoen 2015)

Paweena Chatsungnoen 2015 Needs Analysis for an English for Specific Purposes (E.S.P.) Course for Thai Undergraduates in a Food Science and Technology Programme

Table 5
Questions, Frequency, Percentage, and Interpretation Distribution of Student's Scores in English for Language Curriculum

QUESTIONS	FREQUENCY	PERCENTAGE	INTERPRETATION
Q21.	34	59.65%	Average
Q22.	17	29.82%	Low Mastery
Q23.	22	24.56%	Low Mastery
Q24.	40	70.18%	Moving Towards Mastery
Q25.	52	91.23%	Closely Approaching Mastery
Q26.	19	33.33%	Low Mastery
Q27.	51	89.47%	Closely Approaching Mastery
Q28.	14	24.56%	Low Mastery
Q29.	19	33.33%	Low Mastery
Q30.	14	24.56%	Low Mastery
Total	282	49.47%	Average

Table 5 shows the frequency and percentage distribution of students' scores in the Language Curriculum. The finding indicates that item numbers 22, 23, 26, 28, 29, and 30 are at Low Mastery, item number 21 is at Average, and item number 24 is at Moving Towards Mastery level. However, items 25 and 27 are at the Closely Approaching Mastery level. As a result, most of the students are Average, with 49.47%.

The Secondary School English Language Reading Curriculum: a Teacher's Perceptions. The issue of Malaysian graduates being weak and illiterate in English has widely discussed at the national level. Teachers, lecturers, and employers all complain that their students are performing far below their expected level of competency (Kaur & Thiyagarajah, 1999).

Hazlina Abdullah, Nik Suryani Nik Abdul Rahman, April Haimi Mohd Adnan (2012)

Table 6

Questions, Frequency, Percentage, and Interpretation Distribution of Student's Scores in Theoretical Foundation

QUESTIONS	FREQUENCY	PERCENTAGE	INTERPRETATION
Q31.	47	82.46%	Moving Towards Mastery
Q32.	43	75.44%	Moving Towards Mastery
Q33.	41	71.93%	Moving Towards Mastery
Q34.	39	68.42%	Moving Towards Mastery
Q35.	24	42.11%	Average
Q36.	24	42.11%	Average
Q37.	31	54.39%	Average
Q38.	22	38.60%	Average
Q39.	17	29.82%	Low Mastery
Q40.	16	28.07%	Low Mastery
Total	304	53.33%	Average

Table 6 shows the frequency and percentage distribution of students' scores in Theoretical Foundation. The finding indicates that item numbers 31, 32, 33, and 34 are at Moving Towards Mastery, and item numbers 35, 36, 37, and 38 are at the Average level. However, 39 and 40 are at Low Mastery. As a result, most of the students are at the Average level with 53.33%.

In relevance to the study entitled *An Analysis of English Language Theories: A Case Study*, the results indicate that students play a responsive role. Instead of being proactive, the resources are the primary source of information, and the teachers' role in supplying effective linguistic content is often disregarded. Furthermore, mental operations have not been pursued to their logical conclusion to encourage students' creative and critical thinking abilities. The findings also show that the materials have sentence-based content. The content provided as input to learners and the content expected as output comprises individual words, phrases, and sentences, with few opportunities for extended written and oral discourse. (Alkhaldi, 2017; Cook, 2018)

Alkhaldi, 2017 and Cook, 2018 An Analysis of English Language Theories: A Case Study

Table 7

Questions, Frequency, Percentage, and Interpretation Distribution of Student's Scores in Literature

QUESTIONS	FREQUENCY	PERCENTAGE	INTERPRETATION
Q41.	34	59.65%	Average
Q42.	49	85.96%	Moving Towards Mastery
Q43.	45	78.95%	Moving Towards Mastery
Q44.	39	68.42%	Moving Towards Mastery
Q45.	33	57.89%	Average
Q46.	30	52.63%	Average
Q47.	40	70.18%	Moving Towards Mastery
Q48.	53	92.98%	Closely Approaching Mastery
Q49.	45	78.95%	Moving Towards Mastery
Q50.	40	70.18%	Moving Towards Mastery
Total	408	71.58%	Moving Towards Mastery

Table 7 shows the frequency and percentage distribution of students' scores in Literature. The finding indicates that item numbers 41, 44, and 46 are at the Average level, and item numbers 42, 43, 44, 47, 49, and 50 are at Moving Towards Mastery. However, item number 48 is Closely Approaching Mastery. As a result, most of the students are Moving Towards Mastery with 71.58%.

In line with this, the quality of questions for Literature is substantially similar to the study entitled *Assessment of Student Performance for Course Examination Using Rasch Measurement Model: A Case Study of Information Technology Fundamentals Course*. According to the findings, students' performed admirably on the set of IT280 final exam questions. The results from this study can be utilized to help identify how to enhance teaching methods and the quality of questions that are prepared. Test items are essential for reflecting students' achievements and distinguishing excellent students from amateurs. The lack of guidelines for examining the reliability and validity of examination items must be addressed. (Fahad Omar Alomary and Hanan Fouad Alwadi 2018)

Fahad Omar Alomary and Hanan Fouad Alwadi 2018
Assessment of Student Performance for Course Examination
Using Rasch Measurement Model: A Case Study of
Information Technology Fundamentals Course

Table 8

Questions, Frequency, Percentage, and Interpretation
Distribution of Student's Scores in Methodology

QUESTIONS	FREQUENCY	PERCENTAGE	INTERPRETATION
Q51.	48	84.21%	Moving Towards Mastery
Q52.	48	84.21%	Moving Towards Mastery
Q53.	46	80.70%	Moving Towards Mastery
Q54.	44	77.19%	Moving Towards Mastery
Q55.	34	59.65%	Average
Q56.	27	47.37%	Average
Q57.	31	54.39%	Average
Q58.	33	57.89%	Average
Q59.	57	100%	Mastered
Q60.	47	82.46%	Moving Towards Mastery
Total	415	72.81%	Moving Towards Mastery

Table 8 shows the frequency and percentage distribution of students' scores in Methodology. The finding indicates that item numbers 52, 52, 53, 56, and 60 are at the Moving Towards Mastery level, while item numbers 55, 56, 57, and 58 are at the Average level. However, item number 59 is Mastered. As a result, most of the students are Moving Towards Mastery with 72.81%.

Similar to these findings, students' favorite subject is Creative Writing which implies that they often enjoy answering questions about it and because it has been studied since elementary. The article investigates what constitutes evidence in each subject area and how that evidence might be most effectively assessed and addressed in an artistic document. Connected to the result that students highest scored-question is in creative writing subject.

Research in Creative Writing: Theory into Practice (2017) shows the frequency and percentage distribution of students' scores in Literature. The finding indicates that item numbers 41, 14, and 46 are at the Average level, and item numbers

4. DISCUSSION

Board Licensure Examinations for Professional Teachers is a test of prospective teachers' comprehensive knowledge and skill that provides a consistent framework against which future teachers' practice may be tested and demonstrated and access to ongoing growth and development. It also grants them a significant advantage among non-LET passers, not only pride and reputation.

1. This study revealed that BSEd English Graduating Students, in preparation for the upcoming BLEPT that most of the students are at least on Average Moving towards Mastery level in these subjects; Remedial Instruction in English, English for Specific Purposes, Language Curriculum for Secondary Schools, Theoretical Foundations of Language and Literature, Literature and Methodology.

2. It also discussed that the results of this study would be the basis for creating new review materials and be one of their references for their review in preparation for the upcoming BLEPT examination.

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