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A closer look to the 5-year performance rate of Lyceum of the Philippines University in the Physical Therapist licensure examination

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Abstract – The Lyceum of the Philippines University-Batangas offers a five-year degree program in BS Physical Therapy. Since the public gauges the result of licensure examination as the quality of a school's academic programs, there is, therefore, a need to assess the performance rate in the licensure examination as it is also a prerequisite to practice the profession. This study was undertaken to determine the performance rate of Lyceum of the Philippines University-Batangas (LPU-B in the Physical Therapist licensure examination (PTLE) given by the Professional Regulation Commission from 2013 to 2017. Specifically, it aims to determine the five-year performance of LPU-B on PTLE; compare LPU-B performance in the PTLE with the national passing rates in the last five years and assess LPU-B performance in each of the respective board subjects. A descriptive type of quantitative research design with documentary analysis was used for the data released by the Professional Regulation Commission on the licensure examination results for Physical Therapists during the said examination periods. Results show that Lyceum of the Philippines University-Batangas has an outstanding performance in the Physical Therapist Licensure Examination from February 2013 to August 2017 with a superior (93.33%) passing percentage for first timer examinees; and a fairly satisfactory five-year overall performance. LPU-B had passing performance rates that are way above the National Passing Rates. Lastly, most of the BSPT graduates obtained their lowest rating in Board Subject 2 (Medical, Surgical Conditions, and Pathology) with fair to fairly satisfactory performance in all the Board Subjects.

Keywords: *board examination, passing performance, physical therapy*

INTRODUCTION

Physical Therapy (PT) is a profession. As stated in the Republic Act 5680, PT is the art and science of treatment using therapeutic exercises, heat, cold, light, water, manual manipulation, electricity, and other physical agents. The Bachelor of Science in Physical Therapy (BSPT) is a five-year degree program consisting of general education and professional courses including clinical internships. The physical therapy undergraduate program aims to produce physical therapists who are competent to fulfill professional responsibilities in the areas such as patient or client care in various settings for different populations, education for patients or clients, and physical therapy students in professional courses, administration, and management of physical therapy institutions and facilities, lifelong learning for the development of the professional, health promotion, advocacy for the advancement of the professional community service and development, and research. BSPT graduates are expected to perform the roles of clinician, educator, administrator, researcher, advocate, and community-based therapist [1].

Desmarais et al. [2] stated that successful outcomes in higher education health occupation programs are of interest to program directors, higher education administrators, and accreditation bodies. Moreover, the public gauge the result of the licensure examination as the quality of a school's academic programs [3] and the appropriate measurement of a program's quality [4]. School leaders use such results as the basis for intervention. Thus, higher education institutions are presently giving much attention to the licensure examination performance of their graduates [5].

Moreover, in different parts of the world, primarily in the Philippines, the licensure examination for Physical Therapists is a requirement mandated by the law for a BS Physical Therapy graduate who wants to practice the profession. This protects the health, safety, and welfare of the public by assuring them that the health care provider is qualified and licensed to work. As supported by Surya et al. [6] revealing that the need for a qualified healthcare workforce, particularly nurses, physicians, and other similarly trained or licensed professionals has increased, as has the requirement for an emergency healthcare response. A student's achievement in a professional exam significantly impacts both the individual and the institution that confers the degree. For the individual, it

allows him or her to legally practice his or her profession, while for the institution, the institution's performance in licensure examinations represents the level of education supplied to its alumni [7].

At Lyceum of the Philippines University-Batangas (LPU-B), BSPT was offered since 1992 and produced its pioneer batch in 1997. Since the school's performance in the licensure examination is an important measure in assessing the effectiveness of an educational program, there is a need to conduct this study to assess the passing performance rate as a basis for continuous improvement of the program to ensure a high passing rate in the licensure examination. In this study, the performance of LPU-B refers to the performance of the BSPT graduates who took the licensure examination in different examination periods.

Objectives of the Study

This study was undertaken to determine the performance rate of Lyceum of the Philippines University-Batangas (LPU-B in the Physical Therapist licensure examination (PTLE) given by the Profession Regulation Commission from 2013 to 2017. Specifically, it aims to determine the five-year performance of LPU-B on PTLE; compare LPU-B performance in the PTLE with the national passing rates in the last five years, and assess LPU-B performance in each of the respective board subjects. Lastly, to propose action plan/intervention measures to enhance the board performance deduced from the findings of the study.

METHOD

Research Design

Documentary research for archival inquiry or archival research was used in the study. The researcher utilized the PT licensure examination data released by the Professional Regulation Commission to the College of Allied Medical Professions of Lyceum of the Philippines University-Batangas. According to Gorsky and Mold [8], documentary sources have been vital to the quantitative aspect of health services research, such as the intention to use mortality statistics, clinical case notes, and hospital registers to measure the effectiveness and quality of care. The first step in a documentary research project is to find and select sources. A growing number of documentary methodologies are being used in healthcare research, generally as part of mixed-method investigations.

Participants of the Study

The study population involved all the 53 BS Physical Therapy graduates of Lyceum of the Philippines University-Batangas who took the licensure examination given by the Professional Regulation Commission from 2013 to 2017. These 53 graduates represent the total population of those who took the licensure examination.

Procedure

Documentary analysis was carried out on the licensure examination results for Physical Therapists. The data were obtained from the Professional Regulation Commission (PRC) as part of the accreditation and assessment requirement of the BS Physical Therapy program of LPU-B. The results of the Physical Therapy Licensure Exam (PTLE) together with the complete board exam results and relevant announcements are released by the PRC Board of Physical and Occupational Therapy four (4) working days after the exams and are posted on the official website of the PRC. The obtained data were tabulated, analyzed, and interpreted. Feedback on the licensure examination was obtained from at least 1 alumni examinee per examination period to support the gathered data.

Data Analysis

Frequency and percentage distribution, and mean were used in determining the performance of the BS Physical Therapy examinees in each of the three subjects included in the licensure examination and in comparing the overall performance rate of LPU-Batangas with the national passing rate (NPR).

Ethical Consideration

The data and personal information acquired were kept completely confidential, and the respondents' identities were kept safe by broadly presenting the results rather than giving responses that could lead to their identification. The study's ethical consideration was ensured via the use of a consent form.

RESULTS AND DISCUSSION

As a valid and reliable source in attesting the technical competence of BSPT graduates from LPU-Batangas, the following results show the performance of LPU-Batangas in the licensure examination for Physical Therapists as reflected in the 2013 to 2017 examinations.

Table 1 shows the LPU-B performance rate during the February 2013 licensure examination. Out of five examinees, four of them (80%) passed having the verbal interpretation of fair to satisfactory.

Table 1. *February 2013 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI

1	85	78	83	82.35	FS
2	79	76	83	80.05	F
3	86	78	87	84.45	S
4	78	75	80	78.15	F
5	49	47	56	51.65	GF

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

The highest rating (84.45%) was obtained by a passer who also emerged as a topnotcher as he ranked sixth among the examinees all over the Philippines. All passers produced fair to satisfactory performance in the said examination as shown in their general average. The lowest general average was 51.65%, which was obtained by a flunker who graduated in 2008. Except for the flunker, all of them obtained rates that are 75% and above in the three Board Subjects.

This clearly shows that first-time fresh graduates were able to pass the licensure examination. This is more likely due to their intensive preparation for the examination as guided by the department. At LPU-Batangas, the internship coordinator closely monitors the fresh graduates and assists them in their preparation for the licensure examination. These are the excerpts from the examinees:

"I could say that our teachers had provided a good foundation in the board courses", -PT3*; Sobrang nakatulong yung Saturday classes namin. We have review classes and quizzes are always administered"* -PT 7*; Written revalida allowed us prepare well as we aimed to get passing scores. May feedback kami from our IC"* -PT10.

The result is similar to the studies of Nool and Ladia [9] and Dagdag et al. [10] for teachers, Lascano and Bansiong [11] for library and information science graduates, Nyangena et al. [12] for graduates of Nursing, wherein first-timer examinees in the licensure examination tend to get a higher passing rate.

Table 2. *August 2013 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	82	78	78	79.20	F

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

It can be gleaned from Table 2 that during the August 2013 licensure examination, there was a lone examinee from LPU-Batangas. This is due to the proximity of the graduation to the scheduled examination. Most graduates opted to have a thorough review and take the exam on the next schedule. The lone examinee was closely monitored since her performance will greatly impact that of LPU-B of having either a 0% or 100% passing performance rate.

In addition, as shown in Table 2, the examinee passed the examination and obtained a fair result of 79.20%. Since she is a first-timer fresh graduate and excels in class, the likelihood to pass is evident as also proven in other studies [9].

Table 3. *February 2014 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	82	79	80	80.35	F
2	83	79	80	80.65	FS
3	83	78	79	79.95	F
4	78	67	75	73.90	FG
5	85	80	81	81.95	FS
6	80	77	72	75.65	PG
7	79	77	78	78.05	F
8	83	78	79	79.95	F

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

Table 3 presents the result of the February 2014 licensure examination. Seven of the eight examinees (88%) passed. The highest rating was 81.95% while the lowest rating was 73.90%. All passers produced passing to fairly satisfactory performance as shown in their general average. The flunker was a repeater who graduated in 2008. With stringent board preparations, examinees always aimed to pass the licensure examination on their first attempt. However, repeaters might not have enough preparation as they do not closely coordinate with the college, and they may not be aware of the new concepts, practices, and trends in physical therapy.

As proven by Navarro et al [13], repeaters usually do not perform well; thus, failing happens. Botengan et al. [14] had shown a lower passing rate among the repeater graduates who took the licensure examination for teachers which they associated with the law of recency on the board exam performance of earlier graduates. Thorndike's Law of Recency stated that things most recently learned are best remembered.

The February 2015 licensure examination results are presented in Table 4. Of the 11 examinees, eight passed (72.73%) passed. The highest rating was 82.55% while the lowest rating was 67.80%. All passers produced as passing to fairly satisfactory performance as shown in their general average. The

three flunkers were graduates of batch 2010, 2011, and 2014. It is noticeable that passers of the licensure examinations as shown in different exam periods are evident among PT fresh graduates. This is more likely due to the acquisition of the needed knowledge, skills, and updated facts and concepts in the field which have been integrated in PTLE.

Table 4. *February 2015 PT Licensure Examination Performance of LPUB.*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	76	70	71	72.25	FG
2	77	75	76	76.05	PG
3	81	80	80	80.30	F
4	83	80	80	80.90	FS
5	76	76	78	76.90	PG
6	78	79	77	77.80	F
7	71	62	72	69.20	F
8	83	83	82	82.55	FS
9	68	69	67	67.80	F
10	77	74	76	75.80	PG
11	78	79	78	78.25	F

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

This supports the results of Botengan et al. [14] which proved that first-timers and fresh graduates performed better in the licensure examination for teachers (LET) when compared with repeaters and earlier graduate counterparts. Nool and Ladia [9] have also shown that first-timers' performance on LET was better than that of the repeaters and that first-takers have higher chances of passing the LET. Similar findings have been revealed by Lascano and Bansiong [11] for library and information science graduates, and Nyangena et al. [12] for graduates of Nursing, wherein first-timer examinees in the licensure examination tend to get a higher passing rate.

As depicted in Table 5 which shows the performance rate during the August 2015 licensure examination, six of the seven examinees (85.71%) passed. The highest rating was 80.60% while the lowest was 70.35%. All passers produced a passing to fairly satisfactory performance as shown in their general average. The flunker was a repeater and a graduate of 2014. Studies have shown that repeaters do not perform well in the licensure examination, as in the case of the teachers [13], [15]; thus, pulling down the overall passing performance of the school [11].

Table 5. *August 2015 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	81	83	79	80.60	FS
2	75	75	75	75.00	PG
3	75	75	75	75.00	PG
4	75	69	68	70.35	FG
5	79	78	80	79.20	F
6	78	76	80	78.40	F
7	77	76	74	75.40	PG

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

Table 6 reveals the performance rate during the February 2016 licensure examination. It is noteworthy that all the nine examinees (100%) passed including the lone repeater during the August 2015 examination. The highest rating was 82.90% and the lowest was 75%. All passers produced passing to fairly satisfactory performance in the said examination as shown in their general average. All of the examinees had an intensive review and preparation which was closely monitored by the Internship Coordinator of the PT department.

The trend to pass among first-timers who had thoroughly prepared for the licensure examination has been proven in the studies of Navarro [13], and Corpuz and Quinon [15]. It is therefore important that graduates must have a thorough review prior to taking the licensure examination.

Table 6. *February 2016 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	78	80	85	81.65	FS
2	80	77	82	80.15	F
3	75	75	75	75.00	PG
4	74	70	70	76.60	PG
5	79	82	82	82.90	FS
6	80	80	80	80.90	FS
7	82	77	77	81.65	FS
8	78	77	77	78.65	F
9	77	70	70	75.70	PG

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

Table 7 shows the performance rate during the August 2016 licensure examination. All of the three examinees (100%) passed including a repeater who is a 2010 graduate. The highest rating was 83.50% while the lowest was 79.60 resulting in a fair to satisfactory performance in the said examination as shown in their general average. From the 2013 examination period, this is when the obtained overall result was satisfactory.

Table 7. *August 2016 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	74	82	82	79.60	F

2	82	79	87	83.50	S
3	86	81	83	83.40	FS

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

It can be gleaned from Table 8 the performance rate during the February 2017 licensure examination. This examination showed another remarkable result for LPU-B since all the five examinees (100%) passed and one of them emerged as Top 10 from amongst the examinees all over the country. The highest rating was 86% while the lowest was 79.75% producing fair to satisfactory performance in the said examination as shown in their general average. All examinees are first-timers and graduated in April 2016.

Table 8. *February 2017 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	80	79	80	79.75	F
2	79	79	79	79.00	F
3	77	83	83	81.20	FS
4	86	86	86	86.00	S
5	82	82	85	83.35	FS

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

Their long preparation and thorough review for the licensure examination might have contributed to the satisfactory performance of the group. These are the excerpts from the examinees:

"Our review did not start after graduation. Sa school may review na. Our teachers have made sure na ready na kami since our major examinations are similar to the board exam in terms of difficulty." -PT3. *"We have review class and quizzes are always administered."*-PT7.

This was also proven in the study of Neri [16], where intensive reviews given after graduation can increase the chance of passing the nursing licensure examination. Moreover, in the qualitative study of Albite [17], topnotchers of LET revealed they had a thorough and early preparation for the licensure examination as well as attending review programs and major contributors to their passing.

Furthermore, it was in 2017 that the Objective Structured Clinical Examination (OSCE) was included as part of the strategies implemented in the PT program of LPU-B. This examination, which is designed for health sciences and the medical field, is used to test the clinical skill performance and competence of BSPT students of LPU-B to prepare them for internship and licensure examinations. OSCE approach was found to promote mastery of clinical skills among student nurses [18]. It was designed to improve the validity and reliability of the assessment of performance which was previously assessed using the long case and short case examination and it requires a considerable amount of theoretical and practical knowledge [19].

Table 9. *August 2017 PT Licensure Examination Performance of LPUB*

Examinee	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Gen. Ave.	VI
1	74	77	76	75.65	Passing
2	76	76	82	78.70	Fair
3	75	75	75	75.00	Passing
4	77	72	81	77.55	Fair

Legend: 99-100% - Outstanding, 96-98% - Excellent (E), 93-95% - Superior (SU), 90-92% - Very Good (VG), 87-89% - Good (G), 84-86% - Satisfactory (S), 81-83% - Fairly (F)Satisfactory (FS), 78-80% - Fair (FR), 75-77% - Passing (PG), 74% & Below – Failing (FG)

Table 9 reveals the performance rate during the August 2017 licensure examination. It is noteworthy that all of the four examinees (100%) passed. The highest rating was 78.70% while the lowest was 75.00%. All passers produced passing to fair performance in the said examination as shown in their general average. Several predictors of medical school performance have been identified, by Miller-Matero et al. [20]. One predictor is perseverance. It is a trait that medical students have a high level of, and it appears that individuals who have a high amount of grit are more likely to succeed in medical school.

Table 10 shows the summary of the five-year performance of LPU-B in the PTLE. Based on the average obtained in the PTLE, there was a good performance. Though PTLE, in general, is difficult, and most graduates from LPU-B pass the PTLE, it implies that improvement in the curriculum and teaching and learning strategies must still be carried out to improve students' academic performance; thus, increasing the average grades that they can obtain in the licensure examination. It is interesting to note in Table 10 that from the total 53 examinees during the nine examination periods, LPU-B produced 47 passers resulting in an overall 88.68% passing percentage. Passers are mostly first-timers and fresh graduates who are more likely to pass the licensure examination.

Table 10. *Summary Table of the Performance of LPUB in PTLE from 2013-2017*

Examination Period	No. of examinees	No. of Passers	%

February 2013	5	4	80%
August 2013	1	1	100%
February 2014	8	7	87.50%
February 2015	11	8	72.73%
August 2015	7	6	85.71%
February 2016	9	9	100%
August 2016	3	3	100%
February 2017	5	5	100%
August 2017	4	4	100%
AVE	53	47	88.68%

As depicted in Table 11, the performance rate of LPU-B in the licensure examination is shown with the result of the examinees who took the examination for the first time and LPU-B's overall performance rate, which includes repeaters, together with the national passing rate (NPR) during the specified examination period. It is remarkable to note that LPU-B obtained outstanding results in PTLE with an eight 100% passing rate for the nine licensure examinations from 2013 to 2017. It was only during the February 2015 examination that LPU-B obtained 72.73%, which is still way above the national passing rate. Moreso, a superior passing performance rate (93.33%) was observed among first timers during the five-year PTLE. This is also the basis for the local accreditation of LPU with PACUCOA for its BSPT program's Level II accreditation status.

It can also be gleaned from Table 11 that there was a good (88.68%) overall performance rate for all examinees. All institutional performance rates were above the national passing rate (NPR) with five 100% overall passing performance rates during the last five years. These results show the kind of education being delivered at LPU-B for its BSPT program since licensure examination results are a reflection of the school's quality as attested in many studies. As revealed by Novak et al. [4], the licensure examination result is an appropriate measurement of a program's quality, as well as a gauge to assess the school's ability and capability [21].

Table 11. *Institutional Performance of LPUB in PTLE As Compared with National Passing Rate – February 2013 to August 2017*

Examination Period	LPU-B		NPR	% Difference	
	First Timers	**Overall**		**First Timers**	**Overall**
February 2013	100.00% (3/3)	80.00% (4/5)	49.22% (285/579)	50.78%	30.78%
August 2013	100.00% (1/1)	100.00% (1/1)	52.28% (355/679)	47.72%	47.72%
February 2014	100.00% (5/5)	87.50% (7/8)	52.04% (370/711)	47.96%	35.46%
February 2015	72.73% (8/11)	72.73% (8/11)	53.79% (412/766)	18.94%	18.94%
August 2015	100.00% (6/6)	85.71% (6/7)	62.94% (550/868)	37.06%	22.77%
February 2016	100.00% (8/8)	100.00% (9/9)	57.13% (521/912)	42.87%	42,87%
August 2016	100.00% (2/2)	100.00% (3/3)	68.06% (846/1243)	31.94%	31.94%
February 2017	100.00% (5/5)	100.00% (5/5)	59.81% (512/856)	40.19%	40.19%
August 2017	100.00% (4/4)	100.00% (4/4)	62.80% (802/1277)	37.20%	32.20%
AVE	93.33% (42/45)	88.68% (47/53)	58.97% (4653/7891)	39.41%	34.21%

Legend: 99-100% - Outstanding, 96-98% - Excellent, 93-95% - Superior, 90-92% - Very Good, 87-89% - Good, 84-86% - Satisfactory, 81-83% - Fairly Satisfactory, 78-80% - Fair, 75-77% - Passing, 74% & Below - Failing

Table 11 also reflects the difficulty of the licensure examination as reflected by the national passing rate (NPR). From February 2013 up to August 2017, NPR was always below 70%, which is lower than the acceptable rate that an examinee must obtain. This shows the effectiveness of the BSPT program of LPU-

B since its graduates were able to successfully hurdle and pass the said licensure examinations despite its difficulty. Results in the series of PTLE can be used by LPU-B in attracting enrollees for the BSPT program.

According to Botengan et al. [14], private higher educational institutions can capitalize on their high performance in the licensure examination to invite prospective enrollees.

As licensure examination plays a vital role in determining the performance of the school which guarantees the efficiency and effectiveness of the schools, it entails quality education standards and is used as guidance and preference among enrolling students in choosing schools [21]. This was further supported by Lascano and Bansiong [11] who stated that licensure examination performance of alumni had been a source of prestige and a force that attracts prospective enrollees.

Table 12. *Performance of LPUB in the Professional Board Subjects from February 2013 to August 2017*

Examination Period	Subject 1 APK	Subject 2 MES	Subject 3 PTA	Average
February 2013	75.40	70.80	77.80	75.33
August 2013	82.00	78.00	78.00	79.20
February 2014	81.63	76.88	78.00	78.81
February 2015	77.09	75.18	76.09	76.16
August 2015	77.14	76.00	75.86	76.28
February 2016	78.11	76.44	81.56	79.24
August 2016	80.67	80.67	84.00	82.17
February 2017	80.80	81.80	82.60	81.86
August 2017	75.50	75.00	78.50	76.73
AVE	78.70	76.75	79.16	78.42

Legend: 99-100% - Outstanding, 96-98% - Excellent, 93-95% - Superior, 90-92% - Very Good, 87-89% - Good, 84-86% - Satisfactory, 81-83% - Fairly Satisfactory, 78-80% - Fair, 75-77% - Passing, 74% & Below - Failing

Table 12 summarizes the performance of LPU-B in the three board subjects during the PTLE from February 2013 to August 2017. As shown, Subject 2 (MES), has the lowest rating during seven of the nine licensure examinations (February 2013, August 2013, February 2014, February 2015, February 2016, August 2016, and August 2017). It implies that courses under MES are difficult which is due to the nature of the courses. These are the excerpts from the examinees:

"MES is the most difficult because all the questions are pure medical conditions that feels like it's literally anything under the sun. Some questions, I really don't know the answer so what I come up with is giving myself my own rationale for each medical word in one question to come up for the possible answer." -PT1, -PT11; *"Too many medical and surgical conditions to comprehend, questions ca also be tricky."* -PT2, -PT10

However, it was also revealed that some topics were not thoroughly discussed which could be due to the wide scope of topics in each course. These are the excerpts:

"Subject 2 is the most difficult subject since most of the conditions asked were not discussed thoroughly in the lower years and during the review, Yung iba naman di na din talaga maalala." -PT3*; "Mostly ng topic non is about diabetes and cancer. Di masyado nadiscuss sa min un. Tapos all or none palagi ang choices."* -PT4; *Some topics are not tackled at school or were not focused during school."* -PT5

The courses under Subject 2 (MES) are Human Growth and Development, General Medical Conditions, Neurology, Clinical Correlations for Medical Conditions, and General Surgical Conditions. Such are medical courses involving several topics and medical conditions that require deeper understanding and analysis since all possible diseases and injuries that may cause physical disability are taught to students. Professors who are doctors by profession usually handle such courses. These results imply that there is a need to enhance the teaching-learning strategies implemented for the said courses to ensure that students thoroughly grasp the contents of the lessons. Also, course syllabi must be revisited to include topics and cases that oftentimes occur in the PTLE.

Furthermore, Subject 2 (MES) and Subject 3 (PTA), Subject 3 (PTA), Subject 1 (APK) and Subject 2 (MES), and Subject 1 (APK) were found to have the lowest ratings during August 2013, August 2015, August 2016, February 2017 licensure examination,

respectively. This clearly shows that there were groups of examinees who also got their lowest rating not just in Subject 2 but in Subject 1 (APK) and Subject 3 (PTA) as well. These are the excerpts from the examinees:

> *"For APK, even if the question is familiar, it can be tricky if your foundation of basic knowledge isn't stable."* -PT3; -PT6; -PT8; *"Madami sakop ang APK and more of memorization kailangan. Although it can be considered one of the easiest to study, the amount of information can be overwhelming."* -PT7; *"For PTA, there are formulas, units, and values needed to be remembered which can affect your focus with answering."* -PT3; *"Some scenarios are not applicable to Philippine setting."* -PT6; *"PT apps, as the name implies, is the application part. It is difficult considering that you have to incorporate everything you've learned from basic life support, ethical principles, assessment, treatment protocols, and a lot more. The exam questions contain scenarios you might encounter in a clinic setting, where the choices seem the same, but you only have to choose the best answer."* -PT9

This reveals that the test-taking skills of the students must be enhanced as this may affect their test performance. According to Thorndike as cited by Flippo et al. [22], the performance on many tests is likely to be in some measure a function of the individual's ability to understand what he is supposed to do on the test. Test-wiseness, which refers to cognitive skills, general test-taking skills, and other attributes, contributes to exam scores in addition to

students' knowledge of the content being tested. It was also found that some of the scenarios included in the PTLE were not observed in the Philippines. This confirms the fact that the local board is patterned from state boards. With this, new topics particularly on evidence-based practice must be incorporated into the course syllabi.

On the other hand, the examinees obtained the highest rating in Subject 1 (APK) during the four examination periods, and in Subject 3 (PTA) during the five examination periods. This shows that the examinees have prepared well for these two board subjects. This is more likely due to several courses that they have taken which developed their knowledge and skills in APK and PTA necessary to pass the licensure examination.

Overall, the overall average of the batch was 75.33%, the rate of which was pulled down by a result of the lone flunker, the obtained performance ratings in the three Board Subjects were fair, which indicates that there is a need to revisit the program curriculum and enhance the delivery of the course to improve the student academic performance that can be an indicator of licensure examination performance.

It is also good to know that all the board ratings in individual subjects were found to be acceptable since the ratings were all above 60% (RA 5680). While there is a satisfactory institutional passing performance in PTLE, the ratings in each Board Subject are either passing or fair which shows that such must be improved. The action plan in Table 13 is proposed to address these findings.

Table 13. *Plan of Action for Enhanced Board Performance*

Objective	Activities	Duration	Responsible
To sustain the outstanding performance in the licensure examination To improve Subject 1 (APK)	• Enhance teaching-learning strategies • Continue current academic practices • Revisit and enhance the curriculum/course syllabi • Improve teaching-learning strategies • Continue current academic practices	• During class • During class, before and after graduation • AY 2018-2022 • During class • During class, before and after graduation	• Faculty members • Dean, DC, IC, Faculty Members • Dean, DC, Faculty members • Faculty members • Dean, DC, IC, Faculty members
To improve Subject 2 (MES)	• Revisit and enhance the curriculum/course syllabi • Improve teaching-learning strategies	• AY 2018-2022 • During class	• Dean, DC, • Faculty member • Dean, DC, IC,

| To improve Subject 3 (PTA) | • Continue current academic practices
• Revisit and enhance the curriculum/course syllabi
• Improve teaching-learning strategies | • During class, before and after graduation
• AY 2018-2022 | • Faculty members

• Dean, DC,
• Faculty member |
| To develop and enhance the skills of students | • Continue current academic practices
• Request to procure PT equipment/machines | • During class
• During class, before and after graduation 2018-2019 | • Dean, DC, IC, Faculty members |

CONCLUSION AND RECOMMENDATION

With the foregoing findings, it is concluded that LPUB has an outstanding performance in the Physical Therapist Licensure Examination from February 2013 to August 2017, a superior (93.33%) passing percentage for first-timer examinees, and a fairly satisfactory five-year overall performance. LPU-B had passing performance rates that are way above the National Passing Rates. Lastly, most of the BSPT graduates obtained their lowest rating in Board Subject 2 (Medical, Surgical Conditions, and Pathology) with fair to fairly satisfactory performance in all the Board Subjects. An Action Plan for enhanced board exam performance was proposed based on the result of the study.

Despite the outstanding performance obtained by LPU-B in the PT licensure examination for the last five years, the performance ratings of the examinees in all Board Subjects were only fair to fairly satisfactory. It is recommended that the plan of action in Table 13 be carried out to improve students' performance; thus, improving board performance rates. Also, current academic practices of the College for BSPT program may continuously be implemented. These include Objective Structured Clinical Examination (OSCE), written and oral revalida, mock board examination, research-based activities, and in-house review. It is recommended to continuously assess the performance of the students in the licensure examination and assess the BSPT graduates' performance in the board subjects for continuous improvement.

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