

Academic Achievement and Let Performance of Teacher Education Graduates

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Abstract: *The study analyzed the performance ratings of the Bachelor in Elementary Education (BEED) and Bachelor of Secondary Education (BSED) graduates of Liceo de Cagayan University College of Teacher Education (LDCU-CTE) in the Licensure Examination for Teachers (LET). This study made use of the correlational method of research with documentary analysis, the results of March and September 2018 were analyzed. The Performance in the LET was correlated to the Grade Weighted Average (GWA) and grade in Mechanics on LET of the graduates. Findings revealed that the overall performance ratings of the BEED and BSED first time takers surpassed the national performance. The BSED graduates performed better both in professional courses and general education components of the LET examination. The overall mean rating was higher in the Professional Education area and lower in general education area both in the two programs. As to the BSED program, the lowest mean rating was on their major subject. Both graduates in the two programs performed better in their academics. Furthermore, the GWA and grade in Mechanics on LET are inversely related to their performance in the LET.*

Keywords: academic achievement, LET performance

1. Introduction

The performance of the graduates in licensure examination and their employability are key performance indicators in quality assurance and reputation of an institution. The quality of teacher education offered by institutions can be measured by the graduates' performance in the licensure examination for teachers and their employability in teaching. The examination is necessary before an education graduate student becomes a licensed teacher and can engage in teaching at the elementary and secondary levels, whether on full-time or part-time basis. Hence, Republic Act No.7836 was enacted to strengthen the regulation and supervision of the practice of teaching in the Philippines and prescribing a licensure examination for teachers. Passing the Licensure Examination for Teachers (LET) is a good indicator that the competencies and standards reflected in the Philippine Professional Standards for Teachers (PPST) are acquired by the graduates during their preservice training. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

Moreover, passing the board examination will not only give them honor and prestige but will also give them a competitive edge over those who are non-LET passers. Passing the Licensure Examination for Teachers is not a simple matter. It requires adequate preparation and readiness. More importantly, it requires good knowledge and background as they obtain a rating of at least 75% in the three areas of General Education and Professional Education for BEED graduates, and General Education, Professional

Education, and their Specialization for BSED graduates to pass the licensure examination.

In the context of Liceo de Cagayan University, the College of Teacher Education took several initiatives to maintain and even surpassed the previous performance in the LET. Hence, selective retention was implemented to retain the most qualified and competent students. In-house review was also conducted and raising the cut-off scores for professional education courses, and major subjects were in place. Incorporating Mechanics on LET subject in the curriculum has long been practiced wherein during the student final semester together with their internship they are enrolled in this subject. In this subject the students underwent a comprehensive review of the areas to be tested in the LET such as general education courses, professional courses, and major subjects for the secondary education students. It is on this premise that the researchers are motivated to conduct this investigation to ascertain if the GWA and the grade in Mechanics on LET have a significant relationship with the graduates' performance in the LET.

Moreover, the results of this study are deemed necessary for Teacher Education administrators in setting the optimum admission requirements for entry into a teacher education program and the retention policies to remain in the program. Hence, this study is conceived.

2. Framework

The researchers reviewed several studies that provided them a wider horizon and direction to this research venture. The performance of the students in every institution plays a vital role in determining the quality of education, which eventually guarantees the efficiency and effectiveness in application of a chosen profession or career. It suggests

higher standard of performance of instructional system and as a result, the performance of the students in the licensure examination reflects the institution's efficiency as well as the intellectual capacity of the students. More so, the performance in the board examinations is taken as one of the measures of the quality of a program. If the rate of the first attempt passing is high, then it is a good measure of program excellence.

The Licensure Examination for Teachers (LET) is the assessment required of all applicants for registration as professional teachers as mandated by RA 7836 (Act to strengthen the regulation and supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers and for Other Purposes). LET is currently the most numbered examinees being administered twice a year in places and dates determined by the Board of Professional Teachers.

LET is composed of three test components: the General Education (GE courses) comprised of the following subjects: English, Filipino, Mathematics, Science, Social Sciences, and Information and Communication Technology (ICT); the professional education courses including Child and Adolescent Development, Facilitating Learning, Principles of Teaching 1 and 2, Curriculum Development, Developmental Reading, Assessment of Learning 1 and 2, Teaching Profession, and Social Dimension of Education; and the different specialization courses in English, Mathematics, Biological Science, Physical Science, Music, Arts and Physical Education and Health (MAPEH), Technology and Livelihood Education (TLE), Social Studies, and Computer Education. The examination for secondary levels consists of these three (3) components, general education, professional education, and field of specialization; though, for elementary level, LET covers only the general education and professional education courses (Duka, 2013).

Previous studies have indicated that the performance of Education Graduates in Licensure Examination is influenced by several factors. Rabanal (2016) in her study found out that academic achievements in general education, professional education and major courses were significantly related to the different test components in the board examination. However, the findings of Garcia (2013) deviated slightly from those mentioned above in professional education courses where a weak positive correlation with LET performance was noted. Moreover, the study of Puertos (2015) revealed that the general weighted average (GWA) and pre-board LET review performance of the BSED and BEED graduates have significant correlations to LET performance and the two variables can significantly predict the outcome of licensure examination for teachers. Likewise, the study of Pacheco and Allaga (2013) showed that very weak relationship existed between the LET performance and academic grades of the LET takers.

More so, the study of Rudio (2016) pointed out that there is a significant relationship between the academic performance of the graduates for BEED and BSED programs in the LET and the degree of correlation ranges from low moderate and high except for negligible correlation obtained in the general

education/LET for secondary level. On the other hand, Dagdag, Sarmiento, & Ibale (2017) in their study found out that college admission test (CAT) had a positive and moderate significant correlation with the LET performance both in the Professional and General Education components of the LET.

On the other hand, the study conducted by Rabanal & Manzano (2018) showed that there is an inverse significant relationship of general weighted average (GWA) and practicum performance and LET performance. This implies that a high general weighted average and practicum performance are not guarantees to a good performance in the licensure examination. This is also supported by the findings of Garcia (2011) that there is a weak positive correlation between academic performance and LET performance; hence, the academic performance cannot be considered as a good predictor of LET performance.

3. Objectives of the study

This study aimed to determine the performance of LDCU graduates in the Licensure Examination for Teachers for Academic Year 2018. Specifically, the study aimed to answer the following questions:

- 1) What is the overall performance of the first takers in the Licensure Examination for Teachers?
- 2) What is the overall performance of the first takers along the following areas: general education courses; professional education courses; and major subjects?
- 3) What is the grade weighted average and performance in Mechanics on LET subject of the first takers?
- 4) Is there a significant relationship between the performance of the first takers in the Licensure examination and their grade weighted average and performance in Mechanics on LET?

4. Methodology

This study made use of the correlational method of research with documentary analysis. The LET ratings were secured from the office of the dean hence, the office has copies of the results of the LET from the Professional Regulations Commission (PRC). The GWA and grade in Mechanics on LET were secured from the school automate. The documents were analyzed using descriptive statistics such as frequency counts to ascertain number of takers who passed and failed in the examination. Mean and standard deviation were used to ascertain the takers performance in the areas tested in the LET and their GWA and grade in Mechanics on LET subject. Pearson Product Moment Coefficient of Correlation was used to find out if the GWA and grade in Mechanics on LET are statistically related to the graduates' performance in the licensure examination for teachers.

5. Results and Discussion

Problem 1: What is the overall performance of the first takers in the Licensure Examination for Teachers?

Table 1: Performance of BEED First Takers in the Licensure Examination

	Passed	Failed	Total Takers	Institutional Performance	National Performance
March 2018	5	2	7	71.42	29.91
September 2018	13	22	35	37.14	48.03

Table 1 shows the performance of the BEED first takers in the licensure examination. It can be inferred from the table that the BEED first takers on March 2018 performed better as compared to the national performance as shown by their performance ratings of 71.42 and 29.91 in the order given. In addition, the first takers during the September 2018 had a low performance vis-a-viz the national performance as depicted by their ratings of 37.14 and 48.03 respectively. The data further suggest that the BEED takers performed better during the March 2018 compared with the September LET takers as evident on the institutional performance of 71.42 and 37.14 respectively.

Table 2: Performance of BSED First Takers in the Licensure Examination

	Passed	Failed	Total Takers	Institutional Performance	National Performance
March 2018	2	4	6	33.33	29.91
September 2018	23	17	40	57.5	48.03

Table 2 presents the BSED first takers in the licensure examination. It can be noticed from the table that 6 and 40 took the examination on March and September 2018 examination respectively. For March 2018 out of 6 examinees, 2 were able to pass the examination and 4 did not make it. In like manner, among the 40 takers in the September 2018 examination 23 made it and 17 failed. Furthermore, the data in the table also reveals the institutional and national performance. It can be deduced from the table that the performance of the College of Teacher Education of Liceo de Cagayan University is above 100 percent passing rate compared to the national passing performance. Liceo's performance is 33.33% and 57.5% against the national performance of 29.91% and 48.03% for March and September 2018 examination respectively. However, though the passing rate of the institution is above the national performance the college can reflect from the results on how to uplift the graduates' performance in the LET by revisiting the curriculum, processes, and practices of the academic community.

Problem 2: What is the performance of the first takers along the following areas: general education courses; professional education courses; and major subjects?

Table 3: Performance of First Takers in the LET Components

	General Education Courses		Professional Education Courses		Major Subjects	
	Mean	SD	Mean	SD	Mean	SD
BEED	67.14	11.67	71.74	10.5	-	-
BSED	78.82	6.75	75.89	8.17	71.37	8.91

The data in table 3 reveals the overall performance of the BSED and BEED first takers in the licensure examination. It can be gleaned from the table that the BSED takers performed better in the general education courses and professional courses as depicted in their mean ratings. The BEED had an overall mean rating of 67.14 with a standard deviation of 11.67 in general education and an overall mean rating of 71.74 with a standard deviation of 10.5. The data imply that the BEED overall performance in the first subject in the LET is not good hence the PRC set the passing rate at 75.

As to the performance of BSED takers they both performed better in the general education component with an overall mean rating of 78.82 and 75.89 in the professional education component. The finding implies that the BSED first takers had a passing mark based on the PRC standard of 75. The data contradict to the findings of Bellen, J., Abela, R., and Truya, R. (2017); Antiojo, L. (2017); Manzano, M. (2018) that the BEED takers performed better in general education test component of the LET. Perhaps this can be attributed to the fact that only two results of the LET were covered in this investigation.

Furthermore, the BSED takers performed better in general education component followed by the professional education component and performed least in the major subject component as depicted by their mean ratings of 78.82, 75.89, and 71.37 respectively. The finding conforms to the study conducted by Guanzon and Marpa (2013) in Philippine Normal University which revealed that professional and major subjects were the areas in the licensure examination where graduates find difficulty. Likewise, the study of Antonio, J., Malvar, R., and Ferrer, M. (2016) collaborates with this finding that the Bachelor of Secondary Education major in English students have their highest performance in the General Education subjects of LET with a satisfactory rating of 78.98%. They also have a satisfactory performance in the Professional Education subjects with a mean grade of 77.6%. They got their lowest performance in the Field of Specialization. This is supported by the finding of Dagdag, Sarmiento, & Ibale (2017), and Antiojo (2017) that the LET takers obtained the lowest rating in their major. This result suggests the need to do more interventions to increase their LET scores most especially in their field of specialization.

Problem 3: What is the grade weighted average and performance in Mechanics on LET subject of the first takers?

Table 4: Grade Weighted Average and Performance in Mechanics on LET subject

	Grade Weighted Average			Performance in Mechanics on LET		
	Mean	Description	Standard Deviation	Mean	Description	Standard Deviation
BEED	1.78	Very Satisfactory	0.26	1.74	Very Satisfactory	0.43
BSED	1.62	Very Satisfactory	0.27	1.64	Very Satisfactory	0.42

Table 4 presents the grade point average and the performance of the graduates in the subject Mechanics on LET. Based on the grading system of the university both the BEED and BSED graduates had a very satisfactory performance in their academics as evident on their GWA, BEED 1.78 and BSED 1.62. In like manner, they also had the same performance in the subject Mechanics on LET as revealed by their mean ratings of 1.74 for BEED and 1.64

for BSED. The data entail that the BEED performed better than the BSED graduates based on their mean ratings.

Problem 4: Is there a significant relationship between the performance of the first takers in the Licensure examination and their grade weighted average and performance in Mechanics on LET?

Table 5: Correlation Analysis between BEED LET Performance and Grade Weighted Average and Performance in Mechanics on LET

Independent Variables	Correlation Coefficient (r)	Probability Level	Descriptive Rating
Grade Weighted Average	-0.650**	0.000	High Negative Correlation
Performance in Mechanics on LET subject	-0.053**	0.002	Negligible Negative Correlation

**Correlation is significant at 0.01 level (2-tailed)

It can be noted in Table 5 that there is a negative significant relationship of general weighted average (-0.650) and performance in Mechanics on LET subject (-0.053). This suggests that the graduates who obtained a lower performance in their academics and in their Mechanics on LET subject tend to perform better in the LET. Further, this implies that a high GWA and grade in Mechanics on LET are not guarantees to pass in the licensure examination. The finding corroborates to the finding of Rabanal & Manzano (2018) that there is an inverse significant relationship of general weighted average and practicum performance with LET performance.

On the other hand, the study of Rabanal (2016), Bellen, J., Abela, R., and Truya, R. (2017); Antiojo, L. (2017) contradicted the finding, that LET performance is significantly related to the academic achievement of the respondents. Those who obtained a higher academic performance tend to perform better in the licensure examination. The result can be attributed to the scope of the study that only two sets of examination are covered March and September 2018 examinations. However, the null hypothesis that GWA and performance in Mechanics on LET subject are not statistically related to LET performance is rejected because the probability levels of the two variables is $p(0.000 \text{ and } 0.002) < 0.05$. Therefore, GWA and grade in Mechanics on LET are negatively related to LET performance.

performance in Mechanics on LET as revealed by the P-value of-0.597. However, the hypothesis that there is no significant relationship between performance in the LET and GWA and grade in Mechanics on LET is rejected hence the P-value of.000 is less than the probability level 0.05.

The results find support to the previous finding of this study that GWA and grade in Mechanics on LET is inversely related to the performance of the BEED takers. On the other hand, the result of the study conducted by Pachejo&Allaga (2013) negates this finding that the better performance of the graduates in the college academic subjects, the better is the performance in the overall rating of LET.

6. Conclusions

Based on the significant findings the following conclusions are drawn: the overall performance ratings of the BEED and BSED first time takers surpassed the national performance. The overall mean rating of the BSED graduates both in professional courses and general education components of the LET examination had a passing rate, however a failing rate was obtained in the specialization area. The overall mean rating of the BEED graduates was below the passing rate as stipulated by the PRC. In addition, the GWA and grade in Mechanics on LET are inversely related to their performance in the licensure examination. Therefore, the high academic performance and grade in Mechanics on LET of the graduates are not guarantees to pass the licensure examination.

7. Recommendations

The academic community may consider intensifying their admission and retention policies as to admit and retain only the most qualified students. Likewise, an enhancement and intensive review program may be undertaken specifically in the general education and major subject areas to prepare the graduates for the licensure examination. The CTE may continually review the curriculum to include varied professional activities as well as specialization courses for the students to have a better preparation in taking the LET and a higher chance for them to be employed. Moreover, the college may continue the in-house review program and increased the number of sessions in general education and specialization components of the LET. Finally, a follow up study employing other variables, a wider scope, and

Table 6: Correlation Analysis between BSED LET Performance and Grade Weighted Average and Performance in Mechanics on LET

Independent Variables	Correlation Coefficient (r)	Probability Level	Descriptive Rating
Grade Weighted Average	-0.635**	.000	High Negative Correlation
Performance in Mechanics on LET	-0.597**	.000	Moderate Negative Correlation

**Correlation is significant at 0.01 level (2-tailed)

Table 6 presents that correlation analysis between BSED LET performance and grade weighted average and performance in Mechanics on LET. It can be discerned from the table that there is a high negative correlation between grade weighted average and performance in the licensure examination as evident on R-value of-0.635 and P-value of.000. This means that GWA of the graduates is not a guarantee to pass the LET. This holds the same to

predictors of the performance in the Licensure Examination may be undertaken to validate the findings of this study.

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