Licensure Examination for Teachers (LET) Performance of the University of Northern Philippines Graduates

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Abstract

The study analysed the Licensure Examination for Teachers' (LET) performance of the 2012 to 2014 teacher education graduates of the University of Northern Philippines (UNP). It looked into the graduates' profile in terms of the UNP-CAT rating, TAT result, general weighted average, practicum performance, and attendance in review classes. Further, it determined the graduates' performance along the components of the licensure examination and its relationship to their profile and the differences in the performance of the three groups of graduates. The study utilized the descriptive method of research and data were gathered from students' records. The data gathered were subjected to the following statistical tools: frequency count, percentage, mean, Simple Correlation Analysis and ANOVA. The findings showed that majority of the graduates have passing scores in the UNP-CAT, "Low Passed" ratings in the TAT, "Very Good" general weighted average, "Very Good" practicum performance and most of them attended review classes. LET results show that the BEEd and BSEd graduates have "Passing" performance in all the components while the BSIE has "Below Passing" performance. A significant difference exists in the LET performance of the three groups of graduates. The personal profile of the graduates correlate significantly with their LET performance. It is strongly recommended that a more stringent admission and retention policies for the College of Teacher Education be employed to ensure a better performance in the licensure examination.

Keywords: Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSE), Bachelor of Science in Industrial Education (BSIE), Licensure Examination for Teachers (LET)

Background of the Study

One measure of quality and excellence in Teacher Education Institutions (TEIs) is high passing performance in the licensure examination. TEIs are constantly in search of ways in improving performance in the licensure examination to meet the demands of accreditation, SUC levelling, and international marketability of graduates, among others. With this consideration, the researchers conceptualized this study to

determine factors that affect the licensure examination performance of the teacher education graduates of the University of Northern Philippines for the examination periods, 2012-2014.

It is highly hoped that the findings of this study will provide the necessary input in enriching the teacher education curriculum and in strengthening the professional education courses to better prepare the graduates for the licensure examination.

Objectives of the Study

The study determined the performance of the teacher education graduates in the Licensure Examination for Teachers (LET) during the examination periods 2012 to 2014 and some personal factors that may possibly affect it.

Specifically, it sought answers to the following questions:

1. What is the profile of the teacher education graduates in terms of:
   a. UNP-CAT rating,
   b. TAT result,
   c. General Weighted Average,
   d. Practicum Performance, and
   e. Attendance in review classes?

2. What is the performance of the Bachelor of Elementary Education (BEEd) graduates in the LET for the examination periods, 2012-2014 along the following components?
   a. general education courses, and
   b. professional education courses?

3. What is the performance of the Bachelor of Secondary Education (BSEd) and Bachelor of Science in Industrial Education (BSIE) graduates in the LET for the examination periods, 2012-2014 along the following components:
   a. general education courses,
   b. professional education courses, and
   c. specialization courses?

4. Is there a significant difference in the LET performance of the three groups of respondents?

5. Is there a significant relationship between LET performance and each of the following personal factors:
   a. UNP-CAT rating,
   b. TAT result,
   c. General Weighted Average,
   d. Practicum Performance, and
   e. Attendance in review classes?

Theoretical Framework

The researchers reviewed varied related studies and literatures to support the present study.

A high percentage of passing in the licensure examination is crucial in Teacher Education Institutions (TEIs) because it spells out quality and excellence resulting to a high marketability of graduates in the local, national and even international arena.

Visco (2015) declared that the birth of the ASEAN Economic Community (AEC) signalled the beginning of the free trade between the 10-member countries where products and services, among other things will have a single market and production base.

This opened opportunities for teacher education graduates of the country to explore the international market. However, this necessitates them to perform

comparably with their counterparts from other international teacher education institutions. They must be able to meet the stringent requirements of prospective employer institutions which includes a good passing performance in the licensure examination.

The Philippine Business for Education (PBEd) made a comparison of the LET performance of different private and public teacher education institutions between 2009-2013 and 2014 and came about with the following list of top performing schools: **Category A** (1,000 and above takers) 1) University of the Philippines – Diliman (97%); 2) University of Santo Tomas (94%); 3) Philippine Normal University – Manila (93%); 4) Xavier University (90%); and 5) Saint Louis University (87%); **Category B** (500-999 takers) 1) De La Salle University (99%); 2) University of Saint La Salle (86%); 3) Ateneo de Naga University (85%); 4) Bohol Island State University (85%); and 5) University of Southeastern Philippines – Tagum (85%); **Category C** (250-499 takers) 1) Silliman University (90%) and 2) Saint Bridget's College (84%). PBEd monitors the performance of TEIs in the licensure examination to continuously improve the quality of teacher education in the country.

As TEIs continue to search for ways of improving their teacher education programs, studies are constantly conducted to determine factors that could possibly affect the licensure examination.

Bañez and Pardo (2016) analysed the 2015 LET performance of the Bachelor of Secondary Education (BSEd) major in Biological and Physical Sciences graduates of the University of Northern Philippines. Results showed that most of the respondents graduated from public high schools; their performance in the UNP-CAT is almost equally distributed from very good, good and passing; nearly all of them obtained a passing mark in the TAT; and a great majority of them attended LET review. Their overall LET performance is above the national passing percentage in general education, professional education and major subjects. The respondents with high CAT rating and who attended LET review have better LET performance along the general education and professional education components.

The level of performance in the LET of the BSEd and BEEd graduates of higher education institutions in Abra are below the national passing percentage. Furthermore, the College Admission Test result and attendance in LET review significantly influenced LET performance. Visco (2015) recommended for the intensification of the admission and retention policies and the provision of review classes to the graduates.

The study undertaken by Fataldo (2014) on the correlates of performance of selected public and private teacher education institutions in the licensure examination discovered that admission and retention policy significantly correlated with LET performance and hence could be a predictor of performance in the licensure examination. He recommended for a selective admission and retention of students.

Rabanal (2013) analysed the performance of the Bachelor in Elementary Education (BEEd) 2013 graduates of the University of Northern Philippines (UNP) in the Licensure Examination for Teachers (LET) and the academic achievement along three subject components. The study found that the graduates have "Good" academic achievement and is significantly related to LET performance. Results also showed that most of the graduates passed the LET. She recommended that TEIs should continuously search for professional development activities for students to improve their teaching competencies and professional

preparation to yield quality output for the licensure examination leading towards better employment of graduates.

The study of Pachejo (2013) found that the overall academic average correlates moderately to the LET overall rating showing a direct substantial relationship. This means that the better the performance of the graduates in the college academic subjects, the better are their performance in the LET.

The study on the academic performance as a determinant in passing the Licensure Examination for Teachers by Garcia (2011) showed that academic performance has a weak positive correlation with the professional education component of the LET and very high correlation with the major courses; however, when LET performance was taken as a whole it bore a moderately significant correlation with academic performance. He concluded that academic performance may not be a good determinant in passing the LET.

However, the study of Pascua and Navalta (2011) on the determinants of LET performance discovered that high grade point average (GPA) results to a high LET performance.

In another study conducted by Rabanal (2012) she found that academic achievement of the respondents in general education, professional education and major courses significantly correlate with the LET performance.

Figuerres (2010) analysed the LET performance of the teacher education graduates for examination periods2001 to 2010. She found that the institutional passing percentage for both the elementary and secondary levels were consistently above the national passing percentage and that specialization courses significantly affect LET performance.

Bañez (2002) found in her study that majority of the UNP-CTE LET takers had "Very Good" performance in their senior high school, obtained a score ranging from 60-69 in the UNP-College Admission Test (UNP-CAT), had "Good" performance in general education subjects and "Very Good" performance in their professional and major subjects.

In the same study, she found that at the UNP Main Campus when the six variables: average grade in senior high school, UNP-CAT score, average grade in general education, professional and major subjects were taken singly, all the variables were not significantly related to the LET performance. However, the combined effect of these variables on the LET performance showed significance at 0.05 level. This implies that each student variable does not stand alone but needs all the other variables to influence LET performance. She further implied that students who garnered higher senior high school average, UNP-CAT score, and average grade in general education, professional and major subjects and attended more LET review were those who garnered higher LET results.

Malinnag (2000) also found in his study that the UNP-CTE graduates had "Good" average grades in general education and professional education subjects and "Average" performance in the Philippine Board Examination for Teachers (PBET). From 1986 to 1988, the average grades in general education and professional education subjects significantly influenced the PBET performance.

The present study has similarities with the studies reviewed because it also looked into variables such as UNP-CAT rating, TAT result, general weighted average, practicum performance, and attendance in LET review and its effect to the performance of the teacher education graduates in the licensure

examination. The result of the study will provide the College of Teacher Education necessary input to improve the performance of graduates in the licensure examination.

Conceptual Framework

The paradigm drawn from the conceptualization of the study is presented below:

Independent Variables   **Dependent Variables**

Personal Profile
a. UNP-CAT Rating;
b. TAT Result;
c. General Weighted Average;
d. Practicum Performance; and
e. Attendance in LET Review.

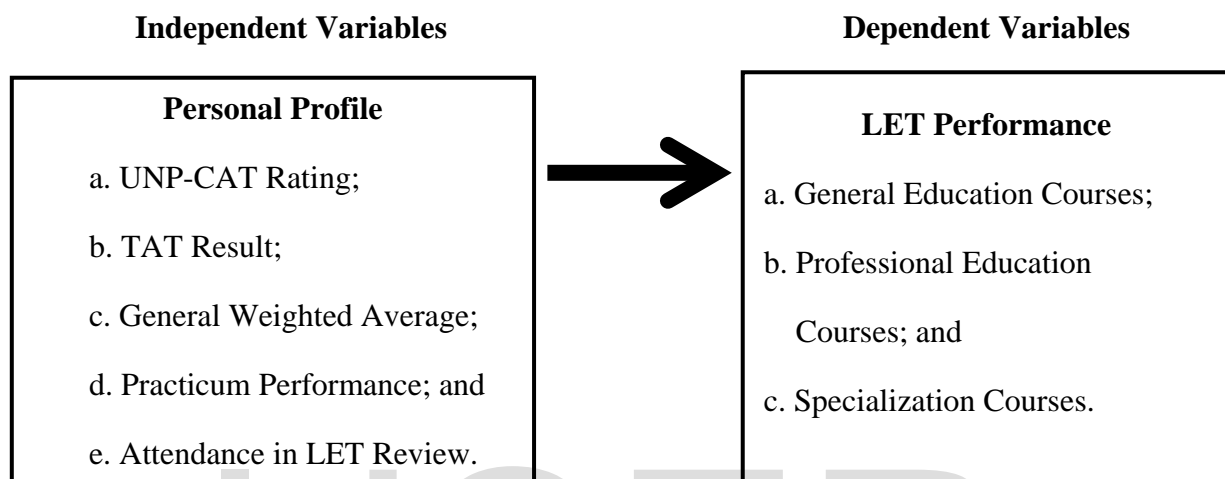| LET Performance |
|---|
| a. General Education Courses; |
| b. Professional Education Courses; and |
| c. Specialization Courses. |

Figure 1.The Research Paradigm

The paradigm shows that the profile of the respondents such as UNP-CAT rating, TAT result, general weighted average, practicum performance, and attendance in LET review could affect the LET performance along the general education, professional education and specialization courses of teacher education graduates.

Assumption

In this study, the researchers considered the assumption that the LET performance of the graduates along general education, professional education and specialization courses can be predicted by their UNP-CAT rating, TAT result, general weighted average, practicum performance, and attendance in LET review.

Hypotheses

Based on the problems raised in the study, the following hypotheses were formulated:

1. There is no significant relationship between the LET performance and personal profile of the respondents.
2. There is no significant difference of LET performance between and among the three groups of respondents.

Methodology

The study employed the descriptive-correlational method of research. It utilized documents as its main source of data. The LET ratings were secured from the Office of the Educational Statistics Task Force of the Professional Regulations Commission (PRC) upon request for the examination periods 2012-2014. The UNP-CAT ratings and the TAT results were gathered from the UNP Testing Center. For the general

weighted average and practicum performance of the graduates, the photocopied Official Transcript of Records from the Registrar's Office were used. Data on the attendance in LET review was retrieved from the Dean's office and from the results of interviews conducted.

The respondents of the study were the graduates of the College of Teacher Education (CTE) of SY 2011-2012 to 2013-2014.

Table 1 presents the distribution of the respondents.

Table 1
Distribution of Respondents

School Year	Curricular Programs			Total
	BEEd	BSEd	BSIE	
2011-2012	49	33	30	112
2012-2013	70	60	42	172
2013-2014	120	67	59	246
Total	239	160	131	**530**

The data gathered were treated statistically using the following tools:

1. The frequency count and percentage were used to determine the level of performance of the graduates in the UNP-CAT, TAT, general weighted average, practicum performance, and attendance in LET review.
2. The mean was used to determine the level of performance of the graduates in theLET.
3. Simple Linear Correlation Analysis was used to determine if there exists a significant relationship between the profile of the respondents and LET performance.
4. One-Way Analysis of Variance (ANOVA) was used to determine the significant difference in the performance of the groups of graduates.

RESULTS AND DISCUSSIONS

Profile of the Graduates

The study looked into the following profile of the respondents:

On UNP-CAT Rating. A great number of the graduates (223 or 43.1%) got ratings described as "Passing".

On TAT Result. Majority of the graduates (391 or 75.6%) got results described as "Low Passed".

On General Weighted Average. Majority of the graduates (314 or 60.7%) got a general weighted average described as "Very Good".

On Practicum Performance. Almost all of the graduates (497 or 96.1%) got practicum grades described as "Very Good".

On Attendance in LET Review. The graduates who attended LET review

(422 or 81.6%) outnumbered those who did not (94 or 18.2 %).

LET Performance of Teacher Education Graduates

The LET performance of the teacher education graduates for the periods 2012 to 2014 are presented in the following tables.

Table 3A
Bachelor of Elementary Education (BEEd) LET Performance

LET Components	YEAR											
	2012			2013			2014			As a Whole		
	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd
General Education	78.64	P	2.77	78	P	4.56	79.63	P	4.13	78.91	P	4.08
Professional Education	80.55	G	3.82	76.99	P	6.78	79.04	P	4.91	78.71	P	5.52
General Average	79.79	p	3.08	77.39	P	5.61	79.27	P	4.31	78.79	P	4.64

Legend: VG – Very Good; G – Good; P – Passing; BP – Below Passing

The general average in the LET of all the batches of the BEEd graduates show a passing performance. It can be noted that 2012 graduates got the highest mean (x=80.55) along professional education. The passing performance in the LET of the BEEd graduates is an indication of a relatively strong foundation in both the general and professional education courses. This further implies that the faculty who handled these courses were able to impart the essential knowledge and develop the necessary skills among these graduates.

Table 3B
Bachelor of Secondary Education LET Performance

LET Components	YEAR											
	2012			2013			2014			As a Whole		
	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd
General Education	78.56	P	3.76	77.5	P	6.26	76.35	P	5.18	77.47	P	5.45
Professional Education	78.56	P	4.57	73.3	BPM	7.25	75.62	P	6.69	75.83	P	6.65
Specialization Courses	74.78	BPM	9.10	77.95	P	6.98	78.51	P	6.22	77.08	P	7.28
General Average	77.1	P	4.12	77.6	P	6.09	76.97	P	5.26	77.22	P	5.40

Legend: VG – Very Good; G – Good; P – Passing; BPM – Below Passing Mark

The table presents that the general average in the LET of all the batches of BSEd graduates show a passing performance. However, it can be noted that the 2012 graduates got a "Below Passing Mark" along their specialization courses which may indicate that their preparations in their major subjects may have been deficient; hence, they were not able to attain

a passing performance. Further, the 2013 graduates also got a 'Below Passing Mark" along professional education which may imply also that their preparation in the professional education courses is also deficient. Further, this may imply that there was insufficiency in the essential knowledge that was imparted as well as the development of necessary skills.

Table 3C
Bachelor of Science in Industrial Education (BSIE) LET Performance

LET Components	YEAR											
	2012			2013			2014			As a Whole		
	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd	$\overline{X}$	DR	Sd
General Education	69	BPM	7.8	66.81	BPM	7.7	68.36	BPM	7.29	68.06	BPM	7.48
Professional Education	68.17	BPM	8.8	67.74	BPM	8.28	64.46	BPM	8.98	66.79	BPM	8.76
Specialization Courses	72.67	BPM	5.03	67.94	BPM	7.04	72.49	BPM	6.52	71.03	BPM	6.77
General Average	70.13	BPM	5.65	67.61	BPM	6.6	68.65	BPM	6.71	68.80	BPM	6.52

Legend: G – Good; P – Passing; BPM – Below Passing Mark

A close examination of the LET performance of all the batches of the BSIE graduates show a consistent "Below Passing Mark" performance in all the components. This performance of the BSIE graduates may indicate that their preparations in all the components is deficient. Considering that the academic programs of these graduates are on the technical-vocational fields (electronics technology and home economics) and they spend more time in the laboratories rather than in the classroom; they may not have been able to acquire the essential knowledge as well as to develop the necessary skills to perform well in the licensure examination. Considering further, that these are the students who were not required to take the Teaching Aptitude Test (TAT) before they could proceed to the second year, then there was not a reliable way of gauging their aptitude for teaching.

Significant Differences in the LET Performance of the Teacher Education Graduates

The succeeding tables show the significant differences in the LET Performance of the Teacher Education graduates.

Table 4A
Levene's Test of Equality of Error Variances[a]

F	df1	df2	Sig.
6.340	8	468	.000

The result of Levene's Test of Equality of Error Variances[a] is significant. This means that the three groups of graduates are significantly different from one another.

Table 4B
Analysis of Variance (ANOVA) on the Significant Differences of Over-all
LET Performance of Teacher Education Graduates
for the Period 2012-2014

Dependent Variable: LET
Average Rating

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	7528.774[a]	8	941.097	32.144	.000	.355	257.151	1.000
Intercept	2091811.711	1	2091811.711	71447.520	.000	.993	71447.520	1.000
Course	6037.317	2	3018.659	103.105	.000	.306	206.209	1.000
Year	118.761	2	59.381	2.028	.133	.009	4.056	.418
course * year	166.732	4	41.683	1.424	.225	.012	5.695	.444
Error	13701.915	468	29.278					
Total	2793280.520	477						
Corrected Total	21230.690	476						

a. R Squared = .355 (Adjusted R Squared =
.344)
b. Computed using alpha = .05

The Analysis of Variance table shows that there are significant differences in   the   LET performance of the three groups of graduates who took the examination for the period 2012 to 2014.

Table 4C
Multiple Comparisons on the Significant Difference between the LET Performance of the Three Groups of Respondents

Dependent Variable: LET Average Rating							
	(I) Course	(J) Course	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	BEED	BSE	1.5446*	.56430	.024	.1589	2.9302
		BSIE	10.1921*	.65918	.000	8.5734	11.8108
	BSE	BEED	-1.5446*	.56430	.024	-2.9302	-.1589
		BSIE	8.6475*	.70275	.000	6.9219	10.3732
	BSIE	BEED	-10.1921*	.65918	.000	-11.8108	-8.5734
		BSE	-8.6475*	.70275	.000	-10.3732	-6.9219

Since the F-ratio yielded a significant result, the Scheffe Test was employed to determine which pair of groups significantly differed in their means. The multiple comparisons show that there is a significant difference between the LET performance of the BEEd and BSEd graduates. The BEEd graduates performed significantly better than the BSEd. The BEEd took the licensure examination under two components: the general education and the professional education, while the BSEd took the licensure examination under three components: the general education, professional education and the specialization courses. Hence, it can be deduced that LET for the elementary level is relatively easier than the secondary. This could be a plausible explanation why the BSEd graduates performed significantly lower than the BEEd.

Likewise, the BEEd LET performance is significantly higher than the BSIE. The consistently low performance in the LET of the BSIE graduates could be attributed to their curriculum. The specialization courses in their curriculum may not jibe with the LET competencies in Technology and Livelihood Education which is the composition of the specialization courses in the LET. Furthermore, the BSIE curriculum has even less professional education subjects compared to the BEEd and BSEd.

Similarly, the BSEd graduates have significantly higher LET performance than the BSIE. It is to be noted that students who opt to pursue BSIE during the period of the study were not required to take the TAT and others were failures of the TAT.

Correlation Coefficient Showing the Relationship between LET Performance and the Personal Profile of Teacher Education Graduates

Table 5 shows the correlation coefficient between LET performance and the personal profile of the teacher education graduates

Table 5
Correlation Coefficient between LET Performance and the Personal Profile

Personal Profile	Correlation Coefficient	Probability
UNP-CAT Rating	.583**	p<.05
TAT Result	.571**	P<.05
General Weighted Average	-.558**	P<.05
Practicum Performance	-.211**	P<.05
Attendance in LET Review	.160**	P<.05

** Correlation is significant at the 0.01 level

It can be noted that all the personal profile of the graduates significantly correlate with LET performance. This means that the respondents who obtained higher UNP-CAT rating, TAT result, practicum performance and those who attended the LET review classes tend to perform better in the LET. This implies that these variables contribute significantly in the success of graduates in taking the LET. This supports the findings of Bañez and Pardo (2016) who found that UNP-CAT score and attendance in LET review classes significantly correlate with LET performance.

Visco (2015) also found that TAT result and attendance in LET review significantly influenced LET performance.

This also supports the finding of Fataldo (2014) that admission (College Admission Test Rating) and retention policy (Teaching Aptitude Test Result) significantly correlated with LET performance.

On the other hand, it can also be noted that there is an inverse significant relationship of general weighted average and practicum performance with LET performance. This means that graduates who garnered a lower performance in their academics and in their practicum tend to perform better in the LET. This could further imply that a high general weighted average and practicum performance are not guarantees to a good performance in the licensure examination.

The findings of the present study supports 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.

However, this finding contradicts the findings of Rabanal (2013) and (2011), Pachejo and Allaga (2013), Pascua and Navalta (2011), who all found that academic performance significantly correlates with LET performance. Those who garner a higher academic achievement tend to perform better in the licensure examination.

Conclusions

Based on the salient findings of the study, the following conclusions were drawn: (1) a great number of the teacher education graduates got "Passing" ratings in the UNP-CAT; majority got "Low Passed" in the TAT; majority got "Very Good" general weighted average; almost all got "Very Good" practicum grades and the graduates who attended LET review outnumbered those who did not; (2) the BEEd and the BSEd graduates had a consistent "Passing" performance in all the components of the LET while the BSIE had

a consistent "Below Passing Mark" performance in all components; (3) a significant difference existed in the LET performance between and among the three groups of graduates; and (4) all the personal profile variables significantly correlated with LET performance.

Recommendations

Based on the conclusions established in the study, the following recommendations are made: (1) the university may consider intensifying their admission and retention policies so as to admit only the most qualified students; (2) an enhancement and an intensive review program may be undertaken to better prepare graduates for the licensure examination; (3) the university may consider reviewing the teacher education curriculum to include varied professional development activities as well as the specialization courses in order to better prepare the graduates for the licensure examination; (4) the specialization courses of the BSIE Program may be reviewed and enhanced to include the necessary competencies in the different components of the Technology and Livelihood Education; (5) another study may be undertaken to consider school-related and teacher-related factors that may affect performance in the LET.

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