Performance on the Licensure Exam for Teachers among Liceo de Cagayan University Education Graduates

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ABSTRACT

Liceo de Cagayan University started its BSE and BEED offerings during the first semester of the school year 1993-1994. This year, the College of Education is set for level III PACU-COA Accreditation. One of the ten areas to be evaluated is the LET performance of the graduates for the last 4-5 years. This study was undertaken to determine the LET performance of the BSE and BEED graduates from 2011 to 2014. Specifically, this study sought to determine the LET performance of the graduates in three subject areas included in the board exam namely general education, major subjects and professional education; to determine whether general weighted average (GWA) and pre-board performance were significantly correlated to LET Performance and whether the two independent variables can significantly predict the outcome of Licensure Examination for Teachers. Since the study involves describing the LET performance and correlating it with GWA and pre-board performance, descriptive-correlation method of research was employed in this study. The data used in this study were LET Results of BSE and BEED graduates sourced from the PRC; General Weighted Average computed from the transcript of records of the graduates and the pre-board in-house LET review results. The statistical treatment and Computations of the mean, frequency, correlation and regression were done using the SPSS. Findings revealed that LET performance of the LDCU graduates for the last four years was low for general education, moderate for major subjects and high for professional education. Results for the computations of correlation

showed that General Weighted Average (GWA) and LET performance have moderate positive correlation whereas pre-board and LET performance have a high positive correlation. Lastly, Results of the computation of linear regression reveal that both GWA and pre-board performance can significantly predict the outcome of the licensure examination for teachers.

Keywords: General weighted average, Pre-board performance, LET performance.

INTRODUCTION

One of the legal basis of teaching profession in the Philippines is Republic Act 7836 which is also known as the Philippine Teachers Professionalization Act of 1994 prohibits individuals to practice teaching in the Philippines without passing the licensure examination for teachers given by Professional Regulatory Commission (San Mateo, 2003).

The scope for secondary level includes three subject areas namely professional education-40%, major subjects-40% and general education-20%. Likewise, for the elementary level, the scope only include two subject areas namely, professional education-60%, and general education 40% (Bernardez, 2011).

The licensure examination for teachers used only the multiple choice type of test for the 450 questions included in the board exam. This test according to Casinto (2009) is effective in determining the knowledge of the examinees for both simple and complex concepts. It is also practical, reliable and effective assessment tool to use since it can be quickly checked and scored. LET existence is good for both teacher education institutions and department of education. The LET results can be used as a basis for evaluating the quality of graduates teacher education institutions have produced. On the other hand, Aquino (2004) claims that LET assures that only competent and qualified people will enter the teaching profession, and those incompetent will have no chance to practice teaching. Ricote (2008) on his part added that LET is important because it speaks of the good qualities of teachers, and it creates a significant impact on the achievement of the students.

Every teacher education institution desires for all their graduates to pass the LET if not top the board exam. Unfortunately, LET National passing percentage for secondary and elementary level for the past five years is only ranging from 20% to 40%. In fact, results of LET given last 26, 2014 revealed that only 11,120 out of 38,377 BEED examinees (28.98%) and 12,033 out of 42,358

BSED examinees (28.41%) have passed (www.letresults.com). This poor result indicates that majority of the LET takers failed to pass the exam. Salandanan (2001) suggested that in order to attain the desired LET performance, it is a must that teacher education institutions must have good faculty line up who can deliver effective instruction and will be able to contribute and improve student's academic performance coupled with more advanced facilities, equipment, and educational materials.

Increasing the passing percentage of graduates is not only a challenge to every teacher education institution but a national and institutional priority that needs to be solved. In addressing LET concerns, it is very important to study various factors that may influence or predict LET performance like graduate's personality, mastery of the subject matter, proficiency and other unrecognized extraneous factors like familiarity to type of test, lack of practice exercise, absence of competent exam coach, high level of anxiety and poor self-motivation towards the board exam (Reganit, 2010). Considering that LET is a requirement to practice teaching in the Philippines, it is very important that pre-service teachers be focused on their academic goals. Researches like the one pointed out by Pekrun (2009) concluded that achievement like in passing the LET can be significantly predicted by graduate's academic goals. On the other hand, graduates with greater academic precision during the senior year have increased the probability of passing licensure examination (Waterhouse, 1993).

The curriculum, instruction, research, community extension and the in and off-campus teaching experiences are meant for the graduates to develop self-efficacy. Those graduates who took the LET with self-efficacy have a high chance of passing the exam because according to Lent (1986) self-efficacy is a predictor of academic performance like the LET. As evidence to this claim, Bernard Weiner (2011) on his research conducted at Batanes State University discovered that there is a significant correlation between academic performance and LET performance.

This study was conducted purposely to analyze the BSE and BEED LET performance of Liceo de Cagayan University for the last 4 years and to determine whether general weighted average (GWA) and pre-board performance are significantly correlated and predictors of LET Performance.

OBJECTIVES OF THE STUDY

This study aimed to determine the performance in Licensure Examination for Teachers of Liceo de Cagayan University Teacher Education graduates. Specifically, it aimed to: 1) determine the Licensure Examination Performance of the graduates in General Education, Major Subjects, and Professional Education; 2) determine the passing percentage of Liceo de Cagayan University from 2011 to 2014; and 3) determine if General Weighted Average and Pre-board LET Review Performance can predict the outcome of Licensure Examination for Teachers.

FRAMEWORK

This study is anchored on the theory of attribution developed by Weiner (1992). The theory states that success and failure of an individual are attributed to motivation and academic performance. In the context of LET, this theory means that LET success is attributed to the higher level of motivation and excellent academic performance. On the other hand, LET failure is also attributed to lack of motivation and poor academic performance. Arends (1993) on his part used attribution theory to relate student's success and motivation. Agno (2012) added that students' failures or successes are attributed to abilities, efforts, lucks and the difficulty of the learning task. This means that graduates who can put their abilities, efforts and lucks together and can perform well no matter how difficult the learning tasks are, likely to succeed.

In taking the LET, knowledge on professional education, major subjects, and general education is highly needed if an examinee wishes to pass the LET. To illustrate this, Piaget's Schema Theory states that a number of contents graduates bring in during the LET exam determine how examinees will interpret and understand LET exam questions (McNeil, 1990). For Walberg (1992) success in the LET is also attributed to an ideal affective behavior, cognitive development, adapted productivity model, prior academic achievement and the quality of instruction provided by a group of effective teachers to students. To help the LET examinees come up with the correct answers, Borich (2004) suggested that each examinee should have a high level and functional metacognition. It is a mental process that guides individual how to think, internalize, understand and recall the content. Moore (2003) added that metacognition also serves specialized functions and enables one to have invisible thinking skills, self-interrogation, self-checking, self-monitoring, analyzing, and mnemonics for classifying and

recalling content.

Conard (2006) in his study found out that academic achievement such as college GPA and personality traits are predictors of any academic outcomes and student development. This finding provides evidence that LET as a type of academic test can be attributed and predicted by academic achievement and personality traits. LET comprising of simple to complex questions is an example of Maximum performance test because it measures achievement, intelligence, and aptitude. It is a type of test that requires examinees to obtain a cut-off score of 75% to pass and requires the highest possible score to top the exam (Hopkins 2010). In this study, the general weighted average (GWA) of the BSE and BEED graduates, as well as the pre-board performance, were used as the independent variables. These variables were correlated to LET performance and were investigated as LET performance predictors.
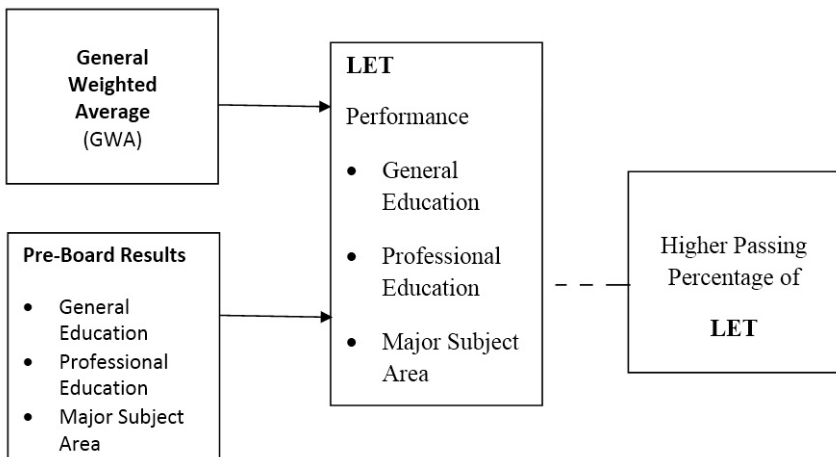
Schema of the Study

Figure 1. Schema of the Study Showing the Relationship Between the Variables.

METHODOLOGY

This study used the descriptive-correlational method of research. General Weighted Averages (GWA) of BSE and BEED graduates were taken from the Office of the Registrar and the Pre-board results during the in-house L.E.T. review were taken from the College of Education of the university. The pre-board examination covers two areas namely General Education and Professional Education. The pre-board performance during the in-house L.E.T. review is the combination of two areas. On the other hand, L.E.T. ratings of 117 BSE and 81 BEED graduates from 2011 to 2014 were sourced from the records of the Philippine Regulatory Commission (PRC). Statistical Package for the Social Sciences, Version 14 (SPSS, V.14) was used for the statistical treatment of the data.

RESULTS AND DISCUSSION

Table 1. Frequency Distribution and Mean of LET Results of
Liceo De Cagayan University from 2011 to 2014

Subject	N	F (0 to 74.9)	f (%)	f (75-100)	f (%)	Mean
General Education	198	98	49.49	100	50.50	70.82
Major Subjects	117	57	48.71	60	51.28	71.56
Professional Education	198	77	38.89	121	61.11	72.65

Table 1 shows the L.E.T. performance of BSE and BEED graduates of Liceo de Cagayan University for general, major and professional education subjects for the last four years. As shown in the table, 50.50% of the graduates obtained a passing grade in general education, 51.28% for major subjects and lastly 61.11% for the Professional Education subjects. Likewise, the graduates scored the highest mean in Professional Education followed by major subjects and General Education. The data reveal that of the three subject areas included in the board exam, LDCU Education graduates have low performance in General Education,

moderate performance in major subjects and high performance in professional education. The low performance in general education can be attributed to the findings of dela Pena (2010) that instructors used low cognitive questions in their test despite the new trends in asking questions. To provide assistance to those who failed the exam, Miralles (2011) suggested that they should avail of Peer study networking, peer coaching, comprehensive reviewing and other tutorial activities.

Table 2. Distribution of LDCU and National Passing Percentages
from 2011 to 2014

Year	BSE Passing Percentage (Ave.)		BEED Passing Percentage (Ave.)	
	National	LDCU	National	LDCU
2011	28.86 %	32.50 %	19.21 %	15.79 %
2012	34.17 %	39.16 %	45.87 %	48.21 %
2013	39.68 %	46.16 %	29.48 %	52.42 %
2014	31.41 %	57.36 %	32.36 %	53.31 %
Over-all Mean	35.53%	43.79%	31.73%	42.43%

Table 2 presents the L.E.T. National and LDCU passing percentages for BSE and BEED from 2011 to 2014. As shown in the table, for year 2011 LDCU BSE 32.5% passing is 3.64 % higher than the 28.86% National passing whereas LDCU BEED 15.79% Passing is 3.42% lower than the 19.21% National passing. For 2012, LDCU BSED 39.16% passing is 4.99% higher than 34.17% National Passing whereas LDCU BEED 48.21% passing is 2.34% higher than 45.87% national passing. For 2013, LDCU BSE 46.16% passing is 6.48% higher than 39.68% national passing whereas, LDCU BEED 52.42% passing is 22.94% higher than the 29.48% national passing. For 2014, LDCU BSE 57.36% passing is 25.95% higher than the 31.41% national passing whereas LDCU BEED 53.31% passing is 20.95% higher than the 31.73% national passing. The data reveal that L.E.T. performance of LDCU for BSE and BEED graduates have gradually increased from 2011 to 2014. The data also indicate that the LDCU BSE passing percentages are higher than the national passing percentages from 2011 to 2014 whereas the LDCU BEED passing percentages are higher than the national passing percentages from 2012 to 2014.

Table 3. Linear Regression Model for Predicting L.E.T. Performance Based on
General Weighted Average (GWA) of the BSE and BEED Graduates

Test Area	R		r^2	
L.E.T. Performance	0.639: p (0.000) < 0.05		0.408	
Model	Regression Coefficient	Standard Error	t	Sig.
Constant	97.486	4.231	23.040	0.000
GWA	-12.089	2.331	-5.187	0.000

$$Y=97.486 + (-12.089)x$$

Table 3 presents the correlation between the General Weighted Average (GWA) of the BSE and BEED graduates and the L.E.T. performance. As reflected, the value of r is 0.639 and the significance (p) value is 0.000. This value implies that there is a significant moderately positive correlation between the two variables at 0.05 levels. According to Altares (2012), when the value of correlation (r) is from 0.51 to 0.70 this can be interpreted that there is a moderately positive correlation. The value of r2 which is 0.408 indicates that 40.8 % of the performance in L.E.T. is attributed to the general weighted average of the graduates. Results of the simple regression analysis show that the regression coefficients are significant indicating that general weighted average is a valid predictor of L.E.T. performance. The derived regression equation formula is Y=97.486 + (-12.09) x. From this formula, it can be inferred that for every unit increase in GWA, there is -12.089 corresponding L.E.T. performance. Applying the formula, if one obtains a 1.5 GWA then the predicted performance in the L.E.T is 79.35. This finding conforms to the finding of Gerundio (2015) that significant predictors of success in passing the licensure examination for would-be elementary teachers include general percentage average. Furthermore, findings of this study agree to the findings of Miralles (2011) that significant relationship existed between BEED and BSED LET overall ratings and academic performances of students and Garcia (2013) which states that correlation in examinees academic and Licensure Examination for Teachers rating in general is moderately significant. Academic performance (grade average) of examinees gives no assurance (not a determinant) on passing PRC (LET) examination. Tarun (2014) on the other side claimed that general weighted average of the reviewees in GenEd and MajorCore can significantly predict LET performance.

Table 4. Linear Regression Model for Predicting L.E.T. Performance based on Pre board Performance of the BSE/BEED graduates

Test Area	R		r^2	
L.E.T. Performance	0.71: p (0.000) < 0.05		0.501	
Model	Regression Coefficient	Standard Error	T	Sig.
Constant	-21.283	14.765	-1.442	0.157
Pre-board Performance	1.200	.183	6.566	0.000

$$Y=-21.283 + 1.2X$$

Table 4 presents the correlation between the Pre-board of the BSE and BEED graduates and the L.E.T. performance. As reflected, the value of r is 0.71 and the significance (p) value is 0.000. This value implies that there is a significant high positive correlation between the two variables at 0.05 levels. According to Altares (2012), when the value of r is from 0.71 to 0.9 this can be interpreted that there is high positive correlation. The value of r2 which is 0.501 indicates that 50.1% of the performance in L.E.T. is attributed to the pre-board performance of the graduates. Results of the simple regression analysis show that the regression coefficients are significant indicating that preboard performance is a valid predictor of L.E.T. performance. The derived regression equation formula is Y= -21.283 + 1.2X. From this formula, it can be inferred that for every unit increase in preboard, there is 1.2 corresponding L.E.T. performance. Applying the formula, if one obtains an 85% rating in the preboard then the predicted performance in the L.E.T is 80.71. This finding conforms to the claim of Reganit (2010) that an examinee's performance in any test is influenced by personal traits, knowledge or proficiency. Extraneous factors, often unrecognized, likewise cause equal or stronger influences. These include test sophistication, practice, coaching, anxiety and motivation and response styles. Gerundio (2015) added that significant predictors of success in passing the licensure examination include pre-board overall performance. This finding also affirms that there is a significant correlation between performances in the two examinations. Ratings obtained by the graduates in the mock examination can validly predict performance in the L.E.T. (Montemayor, 2009).

CONCLUSIONS

Based on the findings of this study, it can be concluded that BSE and BEED graduates of Liceo de Cagayan University for the last 4 years (2011-2014) scored low performance in general education, moderate performance in major subjects and high performance in professional education. Likewise, the passing percentages for both BSE and BEED graduates have increased gradually and consistently higher than the national passing percentages from 2011 to 2014. This study also found out that the general weighted average (GWA) and pre-board L.E.T. review performance of the BSE and BEED graduates have significant correlations to L.E.T. performance and the two independent variables can significantly predict the outcome of licensure examination for teachers.

RECOMMENDATIONS

It is therefore recommended that the College of Education of Liceo de Cagayan University should continue with its in-house L.E.T. review program. To address the problem of general education, all general education subjects included in the licensure examination for teachers should be strictly handled by licensed and BSE/BEED degree holder instructors. Furthermore, board type multiple choice questions should be used during the major exams to orient students in answering board type questions. It is also recommended that extra time should be added for general education and major subjects during the in-house LET review. Lastly, the college may consider increasing the passing score for the pre-board exam from 75 to 80. Those who will fail to get 80 during the pre-board exam should be given further one-on-one or small group review sessions to increase their probability of passing the board exam.

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