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PERFORMANCE OF EDUCATION GRADUATES IN THE LICENSURE EXAMINATION FOR TEACHERS (LET)

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Abstract

Passing the Licensure Examination for Teachers (LET) is an indication of quality education offered by Teacher Education Institutions (TEI's) in the country. In response to the call for academic excellence, this study analyzed the results of the performance of Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) graduates of Cavite State University Naic in LET from 2013 to 2015 through documentary analysis and descriptive-correlational research. Analysis of the LET Performance revealed that the institutions' passing percentage in terms of number of passers, on the average, is above the LET National Passing Percentage for both the secondary and elementary education graduates. LET takers recorded the highest average ratings in general education followed by professional courses while the lowest was attained by the BSEd takers in major courses. English major recorded the highest average ratings, followed by Math major, while Biological Science major lagged behind. The LET performance of the first takers exceeds those of the repeaters. Possible interventions were suggested to strengthen instructions and enhance LET Performance. It is likewise recommended to study the predictors of LET Performance in the future researches.

Keywords

Licensure Examination for Teachers, Performance, Education Graduates

1. Introduction

The Licensure Examination for Teachers (LET) is the assessment required of all applicants for registration as professional teachers as mandated by RA 7836. It is given twice a year in places and dates determined by the Board of Professional Teachers. Licensure examination is one of the factors that influence the quality of teachers and teaching in the country; thus, a passing average performance in LET is one of the outcome indicators under curriculum and instruction parameter of the new OBQA instrument of AACCCUP evaluation.

Likewise, performance in the LET has been identified as one of the output indicators in the Normative Financing Scheme in determining the financial allocations given to State Universities and Colleges. Normative Funding, adopted since 2005, refers to the application of a set of objectives, criteria and norms that are designed to promote and reward quality instructions, research and extension services as well as financial prudence and responsibility (DBM-CHED, 2004).

In recognition of the vital role of teachers in nation building, the Philippine government promulgated RA 7836 also known as the Teacher professionalization Act of 1994. The act aims to promote the development and professionalization of teachers and supervise and regulate LET administered by the Philippine Regulatory Commission (PRC). It is believed that passing the licensure examination can improve the quality of teaching since it is assumed that LET is a good measure of competencies reflected in the National Competency-Based Teacher Standards (NCBTS) that are needed for effective teaching in the country. LET intends to distinguish between those who are capable to enter the teaching profession in terms of skills and competencies measured by the examination from those who are not. This is done ideally to limit the supply of teachers only to those who are competent.

The examination for secondary levels consists of three (3) parts, namely: general education, professional education and field of specialization, whereas, LET for elementary level covers only the general education and professional education courses. The preparation of future teachers for both elementary and secondary educational sectors is a very important function assigned to pre-service educators of Teacher Educational Institutions (TEI's). One of the

immediate concerns of every TEI is to achieve a high passing percentage in the licensure examination since this is an indicator of good quality program being offered by such institution. The classroom teacher is the key-learning support person responsible for supervising and facilitating the learning process and the activities of the learners. An effective and competent faculty therefore is necessary for the realization of educational goals of every institution.

The Philippine Business for Education (PBED) conducted a study regarding LET Performances of Teacher Education Institutions in the Philippines covering the period of October 2009 to September 2013. The findings revealed 52% and 56% National Passing Rate for Elementary LET and Secondary LET respectively. Moreover, there are 601 TEI's for elementary LET and 796 TEI's for secondary LET who performed below their respective national passing rates, while 107 TEI's for elementary LET and 151 TEI's for secondary LET had at least 75% of their students passed LET. The study further exposed the top performing TEI's as PNU Manila for Category A (with at least 1,000 takers), UP Diliman for Category B (500-999 takers), and DLSU for Category C (250-499 takers). In addition, it was recommended to close down programs of TEI's that consistently performed poorly for five years.

A number of studies were already undertaken in different TEI's in the country in order to improve the performance in the board examination. The study conducted by Quiambao, Baking, Buenviaje, Nuqui, and Cruz, (2015) discovered that teachers' educational attainment and length of service, quality of library and laboratory facilities, students' intelligence quotient (IQ) and grade point average (GPA) were very significant set of predictors for passing LET; hence these factors should be given considerations in developing policies for a better LET performance.

Another study conducted in four state universities in Region I revealed that gender, high school average grade, college entrance score, attendance to review class and academic performance were significant predictors in passing the board exam of BSEd Science graduates (Ferrer, Buted & Ferrer, 2015). The findings of Hena, Ballado, Dalucapas, Ubane, & Basierto (2014) conducted at the University of Northern Philippines indicated that college Grade Point Average (GPA), Otis-Lennon School Ability Test (OLSAT) rating and English placement test passing were found to significantly affect performance in LET.

The Three-Tired Theory of LET Performance Enhancement developed by Faltado in 2013 expounds that performance in LET is predicted by three aspects, admission and retention policy, curriculum and instruction and faculty competence. Cortez, Alipante and Lajato (2017),

focused on the cognitive, emotional and physical aspects of the graduates. Their study revealed that the cognitive and emotional domains were significant predictors in passing LET; therefore, education graduates should consider their average grades and test anxiety before taking the board examination.

Cavite State University-Naic, one of the satellite campuses of Cavite State University, is one of the TEI's in the country offering Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd). Like any other TEI's, it similarly aim to produce high percentage of LET passers. Presently, education graduate does not have a place in the teaching profession unless he/ she is a LET passer. It is an accepted dictum that you cannot give what you do not have and you cannot teach what you do not know (Ferrer et al, 2015). Therefore, necessary measures must be studied and implemented regularly to assure quality academic endeavours.

Based on these contexts, the researcher analysed the LET Performance of the BSEd and BEEd graduates of Cavite State University-Naic for the last three years. Investigating the performance in the licensure examination will serve as baseline data for future studies, framework for future policies to strengthen instructions in General Education, Professional Education and Specialization courses, and determine the areas of concern to improve the LET performance of CvSU-Naic.

1.1 Objectives of the Study

The primary purpose of this study is to analyze the performance in the Licensure Examination for Teachers (LET) of CvSU Naic for the last three (3) years.

Specifically, the study aims to:

- Determine the profile of BSEd and BEEd LET takers of CvSU-Naic described in terms of course, specialization, category (first timer or repeater) and batch;
- Compare the average LET performance per batch of BSEd and BEEd graduates with the National Passing Percentage;
- Ascertain the average ratings of BSEd graduates in general education, professional education and specialization courses;
- Determine the average ratings of BEEd graduates in general education and professional education;

- Find out the significant difference in the LET performance in terms of specialization and category; and
- Ascertain the relationship between examinees' profile and LET performance.

2. Theoretical and Conceptual Framework

Several studies and literature were reviewed to back up this research study.

2.1 Related Studies

Figuerres (2013) analyzed the LET Performance of University of Northern Philippines. Her findings showed that there were more examinees who garnered higher scores compared with those who obtained lower scores exhibiting a negatively skewed distributions of LET scores in general education, professional education and specialization courses. Moreover, the examinees score exhibited platykurtic distributions showing extreme scores. For BEEd, the institutional passing rates were consistently higher than the national passing rates and specialization is significantly correlated with LET performance. Furthermore, she expounded that fresh graduates of the teacher education programs tend to perform higher in the LET than those who took the LET at later examination schedule.

The findings of Esmeralda and Espinosa (2015) in Carlos Hidalgo Memorial State College revealed that the BEEd showed a greater confidence in academics, indicating the need to enhance the level of academic preparations of the BSEd in general education and major subjects during pre-service years. However, these findings were in contradiction to the study made by Guanson and Marpa (2013) of PNU who asserted that graduates in the secondary education perform better in the licensure examination and LET takers find difficulty in the areas of professional education and major subjects.

Pachejo and Allaga (2013), in their study regarding academic predictors in LET performance of education graduates in Rizal Technological University, found that there is a linear relationship between the overall LET ratings and the three academic courses such as general education, professional education courses and specialization. Their findings was supported by the study conducted by Rabanal in 2016 who analyzed the performance of BEEd graduates in the University of Northern Philippines. Her study likewise revealed that academic achievements in general education, professional education and major courses were significantly related to the different test components in the board examination. 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.

Corpuz, et al (2014) analyzed the LET performance of education graduates in TIP and noted that the LET takers obtained the lowest score in their field of specialization, the first takers had a much higher passing percentage than the repeaters, and the year or date of LET administration does not contribute to the passing or failing of the examinees.

2.2 Literature Review

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. LET is a five and a half to nine-hour exam for future elementary and secondary teachers respectively. The test items consist of multiple choice types of questions with four (4) options.

Examinees from the elementary and secondary levels must obtain an average rating of 75%, with no rating of 50% or below in any of the component subjects. In the elementary level, 40% of the general rating comes from General Education and 60% comes from Professional Education. In the Secondary level, 20% of the average rating comes from General Education, 40

% from Professional Education and 40% from Field of Specialization (retrieved from PRC website).

The latest CHED statistics revealed that there are 119,091 BEEed examinees in 2016. Out of this number, only 35,395 or 29.72% passed the LET for elementary level. On the other hand, there are 144,588 BSEd examinees in the same year, only 49,966 or 34.56% successfully hurdled the board exam for secondary level (CHED, 2017).

The Philippine Regulatory Commission (PRC) promulgates the registration and issuance of valid professional license for education graduates who successfully passed the Licensure Examination for Teachers (PRC, 2000). As a partner agency, the Commission on Higher Education (CHED) monitors the performance of Teacher Education Institutions (TEI's) to ensure competency and quality of instructions in the Philippines. In response to CHED's mandate for quality education, the academe must assure the effectiveness of their educational programs offered through analyzing the board performance and the determinants/ predictors for success in Licensure Examination for Teachers. It is worth noting that most of the related studies mentioned above are geared towards this endeavor.

2.3 Conceptual Framework

The conceptual paradigm of the study was given below:

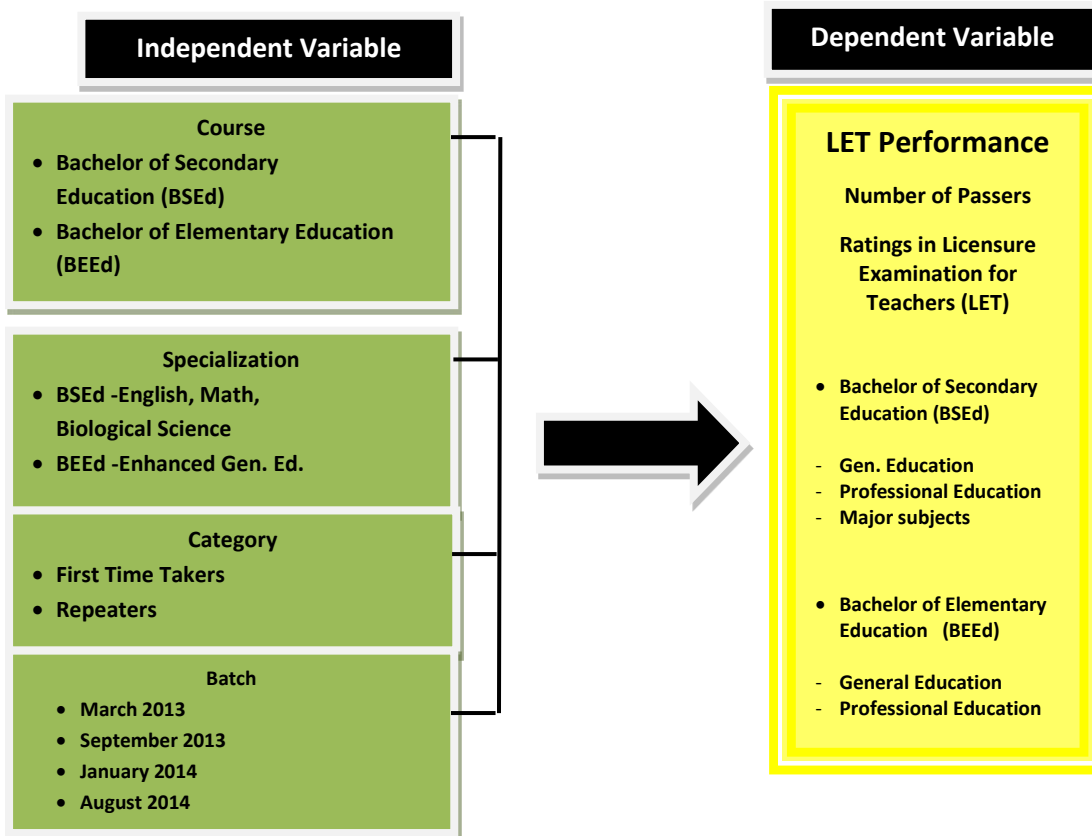


Figure 1: *The Research Paradigm*

The paradigm shows that the profile of LET takers such as course, specialization, category and batch factor tend to affect the performance in the Licensure Examination for Teachers (LET) of BSEd and BEEd graduates.

3. Methodology

The study included all of the LET takers from April 2013 to August 2015 comprising of six batches. The study made use of the analytical method of research, documentary analysis of data taken from the official results of LET released by the Professional Regulatory Commission (PRC). The results of the study were analyzed using the following statistical tools:

1. Descriptive statistics such as frequency counts and percentages were used to describe the profile of the LET takers; percentage was utilized in reporting the average LET performances;

2. One-Way ANOVA was used to examine the significant differences in the LET performance in terms of specialization; Tukey’s HSD was used for multiple comparison in LET performance in different major subjects;
3. T-Test was used to examine the significant difference in the LET performance between the first takers and repeaters; and
4. Multiple Regression was used to analyze the relationship existing between LET and examinees profile.

SPSS was used in the investigation of data for ANOVA, t-test, and multiple regression.

The following hypotheses were tested in this investigation: 1) there is no significant difference in the performance of LET takers in terms of specialization and category; and 2) there is no significant relationship between LET performance and the predictor variables such as course, specialization, and category and batch factor.

4. Results and Discussion

4.1 Profile of the LET Takers

The LET takers are education graduates of CvSU-Naic who finished either the Bachelor of Secondary Education (BSEd) or the Bachelor of Elementary Education (BEEd). Their profiles were presented in Tables 1 and 2.

Table 1: *Profile of the Bachelor of Secondary Education (BSEd) LET Takers*

Criteria	Mar. 2013	Sept. 2013	Jan. 2014	Aug. 2014	Mar. 2015	Sept. 2015	Total	%
Category								
First Timers	5	17	9	9	7	14	61	31.60
Repeaters	33	20	28	14	20	27	132	68.40
Total	38	37	37	23	27	31	193	100.00
Specialization								
English	14	7	13	11	11	10	66	34.20
Math	8	14	11	4	7	7	51	26.42
Bio. Science	16	16	13	8	9	14	76	39.38
Total	38	37	37	23	27	31	193	100.00

It can be observed from Table 1 that there are 193 BSEd LET takers from 2013 to 2015. Out of this number 61 (31.60%) are first time LET takers, and 132 (68.4%) are repeaters; 66 (34.20%) are English major, 51 (26.42%) are Math major, and 76 (39.38%) are Biological Science major.

Table 2: Profile of the Bachelor of Elementary Education (BEEd) LET Takers

Criteria	Mar. 2013	Sept. 2013	Jan. 2014	Aug. 2014	Mar. 2015	Sept. 2015	Total	%
Category								
First Timers	3	13	5	8	0	6	35	62.50
Repeaters	4	5	3	6	1	2	21	37.50
Total	7	18	8	14	1	8	56	100.00
Specialization								
Enhanced GE	7	18	8	14	1	8	56	100.00

It can be noted from the table that there are 56 BEEd LET takers from 2013-2015. There are 35 (62.50%) first time LET takers, and 21 (37.5%) repeaters. All of them have Enhanced General Education as their major field since this is the only specialization offered in the campus.

4.2 Comparison between the average LET performance (in terms of number of passers) per batch with the National Passing Percentage (NPP)

The LET Performance in terms of number of passers per batch of both the BSEd and BEEd examinees were compared with the National Passing Percentage, the results were shown in tables 3 and 4.

Table 3: Average LET Performance per Batch and National Passing Percentage of BSEd

Batch	Passers			Failures			CvSU-Naic Passing Percentage	National Passing Percentage (NPP)	Difference
	<i>FT</i>	<i>R</i>	<i>T</i>	<i>FT</i>	<i>R</i>	<i>T</i>			
March 2013	5	14	19	0	19	19	50.00	39.61	10.39
Sept. 2013	9	5	14	7	16	23	37.84	39.75	-1.91
Jan. 2014	8	7	15	1	21	22	40.54	28.41	12.13
Aug. 2014	6	0	6	3	14	17	26.09	34.40	-8.31
March 2015	4	4	8	3	16	19	29.63	31.63	-2.00
Sept. 2015	12	3	15	2	14	16	48.39	41.75	6.64

Total	44	33	77	16	100	116	38.75	35.93	2.82
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Legend: FT – First Time Takers R – Repeaters T – Total

It can be perceived from the table that in terms of number of successful examinees, there are more failures (116) than passers (77), 86.21% of those who failed are repeaters. The institution’s passing percentage for each batch of LET takers varies. There are three batches of LET takers exceeding the NPP while three batches recorded below the NPP. March 2013 batch recorded the highest passing percentage (50.00 %) and registered a difference of 10.59% above NPP. On the other hand, August 2014 batch noted down the lowest passing percentage (26.09%) disclosing 8.31% below NPP. The institution’s average Passing Percentage is 38.75%, which is 2.82% above the average NPP of 35.93% for the period under study.

Table 4: Average LET performance per batch and National Passing Percentage of BEEd

Batch	Passers			Failures			CvSU-Naic Passing Percentage	National Passing Percentage (NPP)	Difference
	FT	R	T	FT	R	T			
March 2013	3	1	4	0	3	3	57.14	27.88	29.26
Sept. 2013	13	1	14	1	3	4	77.78	31.18	46.60
Jan. 2014	4	2	6	1	1	2	75.00	28.98	46.02
Aug. 2014	5	1	6	3	5	8	42.86	35.74	7.12
March 2015	0	0	0	0	1	1	0.00	27.42	-27.42
Sept. 2015	5	0	5	1	2	3	62.50	31.36	31.14
Total	30	5	35	6	15	21	52.55	30.43	22.12

Legend: FT – First Time Takers R – Repeaters T - Total

Table 4 discloses that in terms of number of passers, there are more LET passers (35) than those who failed (21). The institution’s passing percentage is always above the NPP except for March 2015 when there is only one repeater examinee who failed in LET. The highest passing percentage, 77.78 %, was recorded by September 2013 LET takers which is 46.60% above NPP, whereas the lowest, 0.00 %, was documented by March 2015 examinees as mentioned above.

The preceding tables, (Tables 3 and 4) revealed that the average percentage passing of the BEEd graduates (52.55%) is higher than those of their BSEd counterparts (38.75%). This is in

agreement with the findings of Pascua and Navalta (2011) of Nueva Vizcaya State University, who asserted that BEEd performed better than BSEd and all other courses combined such as BS Math, BSAExt, BSHT, BSIE, BSAEd. However, these findings opposes to the study made by Guanson and Marpa (2013) of PNU who asserted that graduates in the secondary education graduates perform better in the licensure examination as compared to elementary education graduates.

4.3 Average ratings of BSEd graduates in different test components

The average ratings of BSEd in General Education, Professional Education, and Major Courses; and the average ratings for General Education and Professional Education courses of the BEEd were shown in Table 5 and Table 6 respectively.

Table 5: *Average LET Ratings per Batch of BSEd Graduates in Different Test Components*

Batch	General Education	Professional Education	Major Courses	Average Rating
March 2013	78.11	70.79	70.47	72.13
Sept. 2013	72.62	69.59	70.57	70.59
Jan. 2014	74.70	71.92	67.19	70.58
Aug. 2014	67.33	64.67	64.08	64.97
March 2015	73.22	68.93	66.33	68.75
Sept. 2015	73.71	71.68	67.32	70.34
Average Rating	73.28	69.60	67.66	69.56

It can be noted from Table 5 that the average ratings in General Education, Professional Education and Major courses of BSEd LET takers varies. The examinees obtained the highest average rating in General Education, 73.28, followed by Professional Education, 69.60, while the lowest rating was obtained in Major Courses, 67.66.

The finding conforms to the study conducted by Guanson and Marpa (2013) in PNU which concludes that professional education and major subjects were areas in the licensure examination where graduates find difficulty.

Table 6: *Average LET Ratings per Batch of BEEd Graduates in Different Test Components*

Batch	General Education	Professional	Average Rating
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		Education	
March 2013	73.57	71.29	72.66
Sept. 2013	77.00	74.28	75.91
Jan. 2014	74.75	75.62	75.10
Aug. 2014	72.36	68.21	70.70
March 2015	75.00	70.00	73.00
Sept. 2015	76.62	70.12	74.02
Average Rating	74.88	71.59	73.56

The table reveals that the examinees' rating in general education is always higher than the rating in professional education except for January 2014 LET takers. The average rating in general education was 74.88%, while that in Professional education was 71.59%. The overall average rating was 73.56% for the period under study. The findings conform to the study of Figuerres (2013) asserting that the institutional passing rates were consistently higher than the national passing rates for LET elementary.

Table 7: Average LET Rating of BSEd Graduates in Different Major Courses per Test Component

Major Courses	General Education	Professional Education	Major Courses	Average Rating
English	75.6	72.7	70.3	72.24
Math	75.3	70.4	71.0	71.60
Biological Science	72.0	68.1	64.9	67.48
Average	74.1	70.3	68.4	70.44

It can be seen from the table that the English majors recorded the highest mean rating for General Education, 75.6% and Professional Education, 72.7%, Math majors documented the highest rating in Major courses, 71.0 %, the Biological Science major logged the lowest mean ratings in the three component subjects of LET. As regards the average rating, the English major recorded the highest, 72.24, followed by Math major, 71.60, while the Biological Science major lagged behind at 67.48.

4.4 Analysis of Variance in the LET Ratings of BSEd Major in English, Math and Biological Sciences

To further test the significant difference in the LET Ratings of LET takers based on their specialization, an analysis of variance was completed, the result was shown in the Table 8.

Table 8: ANOVA Table Showing the Significant Difference between the LET Performance of English, Math and Biological Science LET Takers

		Sum of Squares	df	Mean Square	F	Sig.
Gen. Education	Between Groups	557.871	2	278.936	4.495	.012**
	Within Groups	11789.963	190	62.052		
	Total	12347.834	192			
Professional Courses	Between Groups	719.978	2	359.989	4.496	.012**
	Within Groups	15213.546	190	80.071		
	Total	15933.523	192			
Major Courses	Between Groups	1485.738	2	742.869	7.226	.001**
	Within Groups	19534.003	190	102.811		
	Total	21019.741	192			
General Average	Between Groups	935.385	2	467.692	7.253	.001**
	Within Groups	12252.165	190	64.485		
	Total	13187.550	192			

** Significant at 1% level (highly significant)

The data analysis shows that there is a high significant difference between the LET performance of BSEd in terms of their rating in each subject and their general average. The English major recorded the highest general average in LET rating ($M = 72.24$, $SD = 7.60$), followed by Math major ($M = 71.60$, $SD = 7.51$) while the Biological Science major logged as the lowest ($M = 67.48$, $SD = 8.71$).

The data was further subjected to Tukey HSD for multiple comparisons, in order to confirm where the differences occurred between groups. The result of post hoc test was reflected in the Table 9.

Table 9: Tukey HSD Table Showing the Multiple Comparisons between the LET Performance of English Major, Math Major and Biological Science Major LET Takers

Dependent	(I)	(J)	Mean	Std.	Sig.
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Variable	Specialization	Specialization	Difference (I-J)	Error	
Gen. Education	English	Math	.31538	1.46560	.975
		Bio Sci	3.61093*	1.33084	.020*
	Math	English	-.31538	1.46560	.975
		Bio Sci	3.29555	1.41767	.055
	Bio Sci	English	-3.61093*	1.33084	.020*
		Math	-3.29555	1.41767	.055
Professional Courses	English	Math	2.27692	1.66484	.360
		Bio Sci	4.52996*	1.51177	.009**
	Math	English	-2.27692	1.66484	.360
		Bio Sci	2.25304	1.61040	.343
	Bio Sci	English	-4.52996*	1.51177	.009**
		Math	-2.25304	1.61040	.343
Specialization	English	Math	-.70000	1.88649	.927
		Bio Sci	5.34049*	1.71303	.006**
	Math	English	.70000	1.88649	.927
		Bio Sci	6.04049*	1.82480	.003**
	Bio Sci	English	-5.34049*	1.71303	.006**
		Math	-6.04049*	1.82480	.003**
General Average	English	Math	.64692	1.49405	.902
		Bio Sci	4.76413*	1.35667	.002**
	Math	English	-.64692	1.49405	.902
		Bio Sci	4.11721*	1.44519	.013*
	Bio Sci	English	-4.76413*	1.35667	.002**
		Math	-4.11721*	1.44519	.013*

* Significant at 5% level

** Significant at 1% level (highly significant)

The result of the Tukey's Highly Significant Difference (HSD) test for Multiple Comparisons between the LET Performance in terms of the general average of English Major, Math Major and Biological Science Major shows that a) the difference between the LET performance of English major and Math major is not significant, hence, the null hypothesis

stating that there is no significant difference in the LET performance of LET takers in terms of specialization is accepted; b) the difference between the LET performance of Math major and Biological Science major is significant, the 95% confidence interval for this difference shows that, on the average that the LET rating of the English majors exceeds those Biological Science majors, therefore, the null hypothesis stating that there is no significant difference in the LET performance of LET takers in terms of specialization is rejected; and 3) the difference between the LET performance of English major and Science major is highly significant, the 99% confidence interval for this difference shows that, on the average that the LET rating of the English majors exceeds those of the Biological Science majors, consequently, the null hypothesis stating that there is no significant difference in the LET performance of LET takers in terms of specialization is disconfirmed in favor of the research hypothesis.

4.5 T-Test for Significant Difference in the LET Performance in Terms of Average Rating between the First Takers and Repeaters (by year)

Table 10: T-Test Table for BSEd LET Takers by Category

Category	N	Mean	SD	Standard Error of the Mean
First Takers	3	76.11	0.66	0.38
Repeaters	3	67.81	2.50	1.45

NOTE: The average rating were computed in terms of performance per year (hence N=3) since there was a semester when there was no recorded LET takers.

Independent Samples Test

	Lavene's Test for Equality of Variances		T – test for Equality of Means						
	<i>F</i>	<i>Sig</i>	<i>t</i>	<i>df</i>	<i>Sig (two-tailed)</i>	<i>Mean Diff</i>	<i>Std. Error Difference</i>	<i>95% CI of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>
Equal Variance Assumed	106.21	0.0093	5.56	4	0.0052	8.30	1.4928	4.15	12.44
Equal Variance not Assumed			5.56	2	0.0308	8.30	1.4928	1.88	14.72

The results from the t-test for equality of means shows that there is a statistically significant difference between the first takers (M=76.11, SD=0.66) and the repeaters (M = 67.81, SD = 2.5) in terms of their ratings in LET, since the computed $t(2) = 5.56$, $p = 0.0303$. The 95%

confidence interval for this difference shows that, on the average the LET performance of the first takers exceeds those of the repeaters by a magnitude of 1.88 to 14.72. In the light of this finding, the null hypothesis stating that there is no significant difference in the LET performance in terms of category was rejected.

Table 11: T-Test Table for BEEd LET Takers by Category

Category	N	Mean	SD	Standard Error of the Mean
First Takers	3	76.24	2.42	1.40
Repeaters	3	67.13	2.52	1.46

NOTE: The average rating were computed in terms of performance per year (hence N=3) since there was a semester when there was no recorded LET takers.

Independent Samples Test

	Lavene's Test for Equality of Variances		T – test for Equality of Means						
	<i>F</i>	<i>Sig</i>	<i>t</i>	<i>df</i>	<i>Sig (two-tailed)</i>	<i>Mean Diff</i>	<i>Std. Error Difference</i>	<i>95% CI of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>
Equal Variance Assumed	0.7006	0.4907	4.52	4	0.0052	8.30	1.4928	3.51	14.71
Equal Variance not Assumed			4.52	2	0.0308	8.30	1.4928	2.69	15.53

The results from the t-test for equality of means for BEEd LET takers shows that there is a statistically significant difference between the mean performance in three years between the first takers ($M = 76.24$, $SD = 2.42$) and the repeaters ($M = 67.13$, $SD = 2.52$), since the computed $t(4) = 4.52$, $p = 0.0052$. The 95% confidence interval for this difference shows that, on the average the LET performance of the first takers exceeds those of the repeaters by a magnitude of 3.51 to 14.71. In the light of this finding, the null hypothesis stating that there is no significant difference in the LET performance in terms of category was rejected.

The above-mentioned outcomes, for both BSEd and BEEd LET takers, fit in the conclusion of Figuerres (2013) where she asserted that the fresh graduates of the teacher education programs of the University of Northern Philippines tend to perform higher in the LET than those who took the LET at later examination schedule. Similarly, they are in conformity

with the study of Catura in 2007 (as cited by Corpuz et al, 2014) expounding that age is inversely related with the performance in LET. Younger reviewees, or the first time LET takers, have better chances of passing LET than the older ones.

These outcomes could perhaps be explained by the principle of memory retention which expounds that recent events are more easily remembered. First time LET takers are usually fresh graduates and they can still recall and remember the principles and concepts they studied in their pre-service education upon taking LET a few months after graduation. On the other hand, repeaters tend to forget the principles and concepts they had learned during their pre-service education if they take the licensure exam several years after graduation.

4.5 LET Performance and Examinees' Profile

The relationships between the LET performance and examinees profile were explored using multiple regression analysis, the results of which were shown in Table 12 below.

Table 12: Multiple Regression Table Showing the Relationship between the General Average and the Examinees Profile

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540 ^a	.291	.277	7.11083

a. Predictors: (Constant), Course, Batch, Category, Specialization

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5051.239	5	1010.248	19.980	.000 ^b
	Residual	12287.017	243	50.564		
	Total	17338.256	248			

a. Dependent Variable: General Average

b. Predictors: (Constant) Course, Batch, Category, Specialization

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	85.747	3.442		24.911	.000
	Course	2.484	1.644	.124	1.511	.132
	Category	-8.479	1.002	-.495	-8.466	.000*
	Specialization	-1.178	.624	-.161	-1.890	.060
	Batch	-.774	.267	-.158	-2.896	.004*

a. Dependent Variable: General Average

The multiple regression analysis indicated that the coefficients of two of the examinees profile (category and batch) were significant at 1% level, suggesting a significant negative relationship between the LET performance and the category of LET takers and LET performance and batch factor. The change in the predicted score, general average, is associated with a unit change in the predictor variables, category and batch.

Since the p-value for category (.000), is ≤ 0.05 , there is sufficient evidence that it affects the general average of the LET takers. More so, the negative slope (-8.479) indicates that as the general average increases, the category decreases. This explains that first time LET takers (category 1) have higher general average than repeaters (category 2).

On the other hand, batch as predictor variable has a p-value of .004 which is likewise ≤ 0.05 ; this implies that there is sufficient evidence that it affects the general average of the LET takers. The year or date of LET administration contributes to passing or failing of the examinees. However, the negative slope, -.774, indicates a negative relationship. This explains that the LET performance, in terms of general average decreases per batch, there is a negative trend in terms of general average from March 2013 to September 2015. The finding is conflicting with that of Corpuz et al (2014) who in their study about the LET performance of education graduates in TIP asserted that the year or date of LET administration does not contribute to the passing or failing of LET takers.

The result of the present study indicates that though the LET performance in terms of number of passers exceeded the National Passing Percentage most of the times, however, in terms of rating, the performances are quite low. Those who passed LET might not have very high ratings but those who failed have low scores. This is quite alarming because if the trend continues, the LET Performance of the institution will decrease in the following years. Therefore, a serious intervention must be done by the campus to reverse the trend.

5. Conclusions and Recommendations

In the light of the foregoing results, the following conclusions and recommendations were drawn.

The institutions' passing percentage in terms of number of passers, on the average, is above the LET National Passing Percentage for both the secondary and elementary education graduates, however, BEEd graduates' performance was higher than those of their BSEd counterparts. The LET takers achieved the highest rating in general education courses, followed by professional courses while the lowest rating was attained by the BSEd in major courses. In terms of ratings, there is no significant difference between the LET performance of English major and Math major, nevertheless, there is significant difference between the LET performance of Math major and Biological Science major, and there is a high significant difference between the LET performance of English major and Biological Science major.

The LET performance of the first takers and the repeaters in terms of their ratings for both BSEd and BEEd differs significantly, on the average the LET rating of the first takers exceeds those of the repeaters. The examinees profile such as category and batch factor exhibited significant negative relationships with the LET performance.

Along these findings, it was evident that the performance of BSEd LET takers in specialization courses is quite low; hence, it is highly recommended that LET review should give more emphasis on major courses, especially the Biological Science major, who recorded the lowest average rating in LET. Refresher courses related to licensure examination can be facilitated in Special Topics handled through seminar type strategies. The Teacher Education Department (TED) of the institution must likewise conduct studies analyzing the integration of the PRC-LET competencies and DepEd-CHED-NCBTS requirements in the different subject in the curricula.

It was a common observation among TEI's that repeaters pull down the Institutional Passing Percentage (IPP) in LET. First takers got higher chances of passing LET than the repeaters. It is highly recommended that an intervention should be done among the repeaters, e.g., a review class for them to be facilitated by the Teacher Education Department (TED) of the campus. In addition, a serious retention policy /strict measure on who can continue in the BSEd and BEEd programs must be institutionalized. Moreover, a follow-up study using other variables/ correlates/ predictors of the performance in Licensure Examination should be undertaken.

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