

Influencing variables on teacher education graduates' performance in the licensure examination for teachers

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Abstract

This study focused on the Performance of the Teacher Education Graduates in LET or Licensure Examination for Teachers (General Education, Professional Education, and Specialization subjects) and its possible association with student-related variables (4th year high school grade, college admission tests) and LET-related challenges (physical, academic, personal, and psychological). This study used a quantitative type of research specifically documentary analysis, descriptive survey, and descriptive-correlational type and utilized data from teacher education graduates during the past five school years starting at 2014-2019. The study utilized convenience sampling to gather responses from 63 voluntary participants in a private Higher educational institution in Quezon province. Findings revealed that there is a need to address unstable ratings in the LET, as well as academic, psychological, and personal challenges. Also, it was found out that high performance in some college entrance tests was shown to prepare students in passing the LET. The output of this study was an intervention program on LET preparations to improve board performance rating.

Keywords: board performance, LET-related challenges, licensure examination for teachers, student-related variables, teacher education

Influencing variables on teacher education graduates' performance in the licensure examination for teachers

1. Introduction

The standard teaching credential in the Philippines is a four-year bachelor's degree. Elementary school teachers are qualified through a Bachelor of Elementary Education, and secondary school teachers through a Bachelor of Secondary Education. The curriculum for both these programs is tailored to the level of education and is set by the Commission on Higher Education. It comprises general education subjects, education-related subjects, subject specialization, and practical teaching. Teacher education graduates must pass the licensure examination (LET) for teachers to be hired in public and private schools and practice their chosen profession. Passing the licensure examination gives teacher aspirants a high reputation, honor, and edge compared to non-LET teacher applicants.

According to Cristobal (2020), the Licensure Test for Teachers (LET) is the only national assessment in the Philippines that can be used to evaluate the quality of Teacher Education outputs. In 1996, the Republic Act 7836, known as the Teachers' Professionalization Act, shifted the responsibility for teachers' certification from the Civil Service Commission (CSC) to the Professional Regulation Commission (PRC). The licensing goal is to persuade the public that the instructor meets those levels of competence. The research locale is committed to providing quality education to its learners. It also aims to produce globally competitive graduates in different fields. One of these fields is Teacher Education, one of the institution's programs that undergoes board examinations. The curricular offering of the said school is properly aligned to the competencies of the PRC, highlighting a standard for learners through meeting a maintaining grade, thus focusing on students' general weighted average (GWA).

Aside from college GWA, prospective college students are also required to be screened with their high school grades and pass entrance examinations to enter the institution. Also, LET takers are reportedly experiencing challenges before and during the actual examinations. Thus, this study aims to determine if there are positive associations between student-related variables and LET-related challenges to the graduates' performance in the LET. The institution also posted consistently higher than National average passing rates for first-taker examinees in the past nine years. As one of the bases for PAASCU accreditation, it must be given proper attention to maintain, better yet, increase its passing rate. It is hoped that this study's findings will provide the necessary input to enrich the teacher education curriculum and strengthen professional education courses to better prepare graduates for licensure examinations.

Statement of the Problem - The study's objective is to determine the Performance of Teacher Education Graduates in the Board Licensure Examination for Teachers (BLET) as the basis for a proposed intervention program. Specifically, it will also answer the following questions:

- What is the performance of the Teacher Education graduates in the BLET for the examination periods of 2014-2019 along the following components: General Education subjects, Professional Education subjects, and Specialization Subjects (BSED)?
- What are the student-related variables of the graduates of the teacher education program in terms of fourth-year high school grades, college admission tests, and college GWA?
- What are the BLET-related challenges met by the graduates of the Teacher Education Program in terms of physical, academic, personal, and psychological challenges?
- Is there a significant relationship between the LET performance of the teacher education graduates and the student-related variables?

- Is there a significant relationship between the LET performance of the teacher education graduates and the LET-related challenges?
- Based on the findings of the study, what intervention program on LET preparations can be devised to improve BLET performance rating?

Hypotheses – the following hypotheses were tested at a 0.05 level of significance:

- H₀₁-There is no significant relationship between the BLET performance of the teacher education graduates and the student-related variables.
- H₀₂-There is no significant relationship between the BLET performance of the teacher education graduates and the LET-related challenges.

Significance of the Study - The study will primarily help the following: school officials, who will have a greater awareness of the circumstances facing the college and will be more inclined to support the implementation of the suggested intervention program. They will be far more inclined to assist the college in its efforts to receive a high-performance rating in BLET as a result. Second, faculty members would be made aware of their vital role in shaping the next generation of teachers. This will motivate them to rethink their methods in order to promote more effective learning. Thirdly, this research will assist students at the College of Teacher Education develop a strong passion for carrying out their professional obligations as teachers. Additionally, the results of this study can be used as a guide to help people both before and throughout taking BLET.

Scope and Limitations - This study focused on the Performance of Teacher Education Graduates in BLET and its possible association with student-related variables and LET-related challenges. This study utilized data from Teacher Education graduates during the past five school years, i.e., SY 2014-2019. These academic years were selected based on the availability of entrance exam data for graduates from these years. The LET takers who enrolled from SY 2020-2022 have no entrance exam data due to the pandemic. The latest entrance examination covering 2022 onwards has a new format called SATA. The LET performance data were divided into General Education, Professional Education, and Specialization subjects. The school's Registrar's Office provided only the average rating for these subjects. The student-related variables included the respondents' 4th year high school grade and college admission tests: The Otis-Lennon School Ability Test (OLSAT), Verbal Reasoning Test, Numerical Ability Test, and Language Usage Test. The school's guidance office provided all of these.

2. Methodology

Research Design - This study utilized a quantitative type of research, specifically documentary analysis, descriptive survey, and descriptive-correlational type. Documentary analysis was utilized in obtaining the performance of the Teacher Education graduates in the BLET for the examination periods of 2014-2019 along the following components: general education subjects, professional education subjects, and specialization subjects (BSED), as well as the records containing the student-related variables. A descriptive survey was used to determine the LET-related challenges. In contrast, the descriptive-correlational type of research was used to determine if there is a significant relationship between the LET performance of the graduates, the student-related variables, and the LET-related challenges. The output of this study was an intervention program on LET preparations to improve BLET performance ratings.

Research Locale - The research was conducted in a private higher education institution in Quezon province that has offered a teacher education program since 1941. Being one of the pioneers in offering the degrees BSEd in various primary and BEEd programs, the institution was also noted for recording higher than the National percentage in the Board Licensure Examination for Teachers (BLET) in the last nine years. The school was chosen since there is a need to improve its board performance further through the developed intervention program.

Respondents - The study's participants were the BSEd and BEEd graduates of the College of Teacher

Education who took the BLET from 2014-2019. Only the first-time takers were included in the study. Convenience sampling was utilized from the Registrar's Office's email list. From the records, there were 191 graduates involved in the study, 139 of whom were BSEd graduates and 52 were BEEd alumni, of whom only 63 responded upon the administration of the instrument within the study period.

Research Instrument - The research instrument used in this study is a questionnaire containing indicators about the challenges the education graduates encounter in taking the BLET. The questionnaire is divided into four parts: physical, academic, personal, and psychological challenges. The questionnaire used a four-point Likert scale and was validated by three experts. The questionnaire was uploaded as a Google form accessible by the respondents through their email addresses.

Data Gathering Procedure - The graduates' academic records, such as average grades in Fourth Year High School, College Admission Test, and GWA, were secured from the Registrar's office and the records from the Guidance office. Moreover, the BLET performance data of the BSEd and BEEd graduates was acquired from the Dean's Office, specifically, the graduates' ratings in General Education, Professional Education, and Specialization. The school President's approval of the study's conduct was primarily sought. When the approval of the President was secured, request letters asking for the graduates' academic records were forwarded to the Registrar, Guidance Office. A request letter securing the names and ratings of board passers and non-board passers of the BLET from the college dean was likewise obtained.

Statistical Treatment - Percentage rating was used to describe the academic achievement and BLET performance of the BSEd and BEEd graduates. This was categorized along the following descriptive values: 90% and above Excellent; 85%-89% Very Satisfactory; 80%-84% Satisfactory; 75%-79% Fair; 74% and below Poor. Pearson Product Moment Correlation or Spearman rho was utilized to test the relationship between the graduate-related and faculty-related variables with BLET performance, depending on whether the data distribution was normal or not normally distributed using the Shapiro-Wilk test.

Ethical Considerations - The researchers are aware of the data privacy and confidentiality issues that may arise in this study. Hence, all laws, rules, and regulations were strictly followed and enforced, including the Data Privacy Act of 2012 and the guidelines set by the Professional Regulations Commissions upon the release of the BLET data. Data from the various offices were treated with integrity and confidentiality with full consideration of the substantial effect of variables on the outcome of this study. Thus, the researchers ensured that the requested data were secured and protected.

3. Results and Discussion

3.1 Performance of Teacher Education Graduates and Student-related Variables

Table 1

Performance of the Teacher Education Graduates in the BLET for the Examination Periods of 2014-2019

Year	General Education	Professional Subjects	Specialization	Average	Description
2014	76.00	76.50	79.50	77.33	Fair
2015	84.00	82.00	86.00	84.00	Satisfactory
2016	84.50	79.63	79.17	81.10	Satisfactory
2017	82.94	81.11	81.27	81.77	Satisfactory
2018	84.63	81.00	81.33	82.32	Satisfactory
2019	87.53	78.53	83.18	83.08	Satisfactory
<i>Average</i>	83.27	79.80	81.74	81.60	Satisfactory

Description Satisfactory Fair Satisfactory

Note : 90% and above: Excellent; 85%-89%: Very Satisfactory; 80%-84%: Satisfactory; 75%-79%: Fair; 74% and below: Poor

Table 1 shows the performance of the graduates in the BLET for the examination periods of 2014-2019. There were three categories of subjects taken, namely: General Education, Professional Subjects, and

Specialization for BSED graduates. As to the first category (General Education), there is an increase in percentage from the year 2014 to 2019 except for the year 2017 (82.94 %) which has a decrease of 1.56 % as compared to the previous year (2016) which has an 84.50% passing rate. Meanwhile, the Professional subjects and Specialization categories have unstable ratings. There is a down and up rating performance in all years covered in the study.

Moreover, passing the board exams signifies an excellent curriculum. A high percentage of first-time pass rates is a reliable sign of a program's excellence. Dagdag, Sarmiento, and Ibale (2017) discovered a favorable and moderately significant link between the performance on the CAT and the LET's Professional and General Education components. However, the study by Rabanal and Manzano (2018) found a significant and negative association between practicum performance, the general weighted average (GWA), and LET performance. This shows that excellent practicum performance and a solid general weighted average do not guarantee a strong licensure exam performance. Garcia's (2011) findings, which indicate that there is only a weakly positive correlation between academic success and LET success, lend further support to this. As a result, academic performance cannot be considered a valid predictor of LET success.

In the study of Brobo and Valle (2022), they stressed that passing the board examination does not only give student graduates the honor and prestige but also give them a competitive edge over non-LET passers. The findings show that 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 in the LET examinations in both professional subjects and general education components. The overall mean rating was higher in the professional education area and lower in the general education area in both programs. The BSED program had the lowest mean rating on their primary subject. Both graduates in the two programs performed better in their academics

Table 2

Student-related Variables (4th Year Grade and GWA) for periods 2014-2019

Year	GWA	Description	4th Year Grade	Description
2014	77.60	Fair	85.06	Very Satisfactory
2015	84.00	Satisfactory	no available data	-
2016	80.95	Satisfactory	86.89	Very Satisfactory
2017	81.21	Satisfactory	87.09	Very Satisfactory
2018	81.58	Satisfactory	88.84	Very Satisfactory
2019	81.75	Satisfactory	87.24	Very Satisfactory
Average	81.18	Satisfactory	87.02	Very Satisfactory

Note: 90% and above: Excellent; 85%-89%: Very Satisfactory; 80%-84%: Satisfactory; 75%-79%: Fair; 74% and below: Poor

Table 2 shows that the scores for both GWA and 4th-year grades in 2014 are the lowest among the given years. This suggests that the students in 2014 may have faced challenges or difficulties in achieving higher grades compared to the other years. It would be interesting to investigate further the factors or reasons that contributed to this difference in performance. Expectedly, though yet to be performed in the data in Table 2, the relationship between subject performance and GWA is such that more robust performance in individual subjects contributes to a higher overall GWA. If a student consistently performs well in all subjects, their GWA will reflect that high level of performance. Conversely, poor performance in one or more subjects will bring down the overall GWA (Rodriguez et al., 2022).

OLSAT, the Otis-Lennon School Ability Test, is a standardized test used to assess students' cognitive abilities and reasoning skills. The scores obtained on the OLSAT are often reported as scaled scores or percentiles rather than traditional letter grades or numerical averages. These scores are used to provide insights into a student's cognitive strengths and areas of potential. Figure 3 shows that most respondents performed at an average level in the college admission test based on the OLSAT scores. However, it is also worth noting that 30% of the respondents fell into the deficient category. This suggests that factors or reasons may contribute to

this difference in performance. Further investigation could help identify and address those factors to improve future outcomes.

Table 3

Respondents' College Admission Test in Terms of OLSAT for Periods 2014-2019

Category	Frequency	Percentage
Superior	0	0
Above Average	0	0
Average	30	85.71%
Below Average	1	2.86%
Low	3	8.57%
Very Low	1	2.86%
Total	35	100.00%

Note: 90% and above: Excellent; 85%-89%: Very Satisfactory; 80%-84%: Satisfactory; 75%-79%: Fair; 74% and below: Poor

Table 4

Respondents' College Admission Test in terms of Verbal Reasoning for periods 2014-2019

Category	Frequency	Percentage
Superior	0	0
Above Average	10	28.57%
Average	22	62.86%
Below Average	0	0
Low	2	5.71%
Very Low	1	2.86%
Total	35	100.00%

A college admission test often includes a section on Verbal Reasoning, which assesses a student's ability to understand and analyze written information, draw conclusions, make inferences, and evaluate arguments based on provided text passages. This measures a student's reading comprehension, critical thinking, vocabulary, and logical reasoning skills. Based on the information provided in Figure 4, 63% of the respondents achieved an average level of Verbal Reasoning. Following that, 28% of the respondents achieved an above-average level. It is important to note that the "average" can vary based on the specific college admission test in consideration, the country's educational system, and the group's norms. Some students naturally excel in verbal reasoning, while others might find it more challenging. Research by Dickson and Karabenick (2018) supports this finding. The paper examined factors influencing college grades, including academic self-efficacy and learning strategies. It highlighted the role of cognitive skills like verbal reasoning in academic success, where most respondents have average verbal reasoning skills.

Table 5

Respondents' College Admission Test in terms of Numerical Ability for periods 2014-2019

Category	Frequency	Percentage
Superior	2	5.71%
Above Average	9	25.71%
Average	21	60.00%
Below Average	2	5.71%
Low	1	2.86%
Very Low	0	0
Total	35	100.00%

A numerical ability entrance test for college assesses a student's proficiency in mathematical and quantitative skills. These tests commonly evaluate a student's quantitative reasoning, problem-solving abilities, and mathematical knowledge. Figure 5 shows the diverse split of profiles on Numerical Ability, which has been migrated into four components; on the accounts of the data, 60% takes the majority by Average level, followed by a noticeable difference in the Above Average level by 25%, and worth noting the Low, Below Average, and Superior abilities with percentages of 3%, 6%, 6% respectively. This means the respondents have average numerical abilities while varying at other levels. Similarly, one aspect found in a study is the need for experience

optimization, a good understanding of mathematical content, and reasoning in the numerical thinking process. The numerical abilities of the pre-service teachers were obtained. Pre-service teachers need consistent self-efficacy scores on understanding math content reflecting numerical ability scores (Norton, 2019).

Table 6

Respondents' College Admission Test in Terms of Language Use for Periods 2014-2019

Category	Frequency	Percentage
Superior	0	0
Above Average	20	57.14%
Average	11	31.43%
Below Average	3	0
Low	1	2.86%
Very Low	0	0
Total	35	100.00%

Figure 6 indicates that the overall accumulation of data in terms of Language Use has been spread out into four areas, with the significant leading percentage of 57% from the "Above Average" group followed by 31%, which pertains to the "Average" group and lastly by percentages of 3% and 9% from "Low" and "Very Low" categories, respectively. In contrast, a correlational study of 346 pre-service teachers in Turkey revealed that pre-service teachers' weakest areas were in the musical-rhythmic and verbal/linguistic domains (Erdem & Keklik, 2020).

3.2 Challenges Met by the Graduates of the Teacher Education Program

Table 7

Physical Challenges Met by the Graduates of the Teacher Education Program

Indicators	Weighted Mean	Qualitative Index
1. Electricity problem	1.80	Disagree
2. Insufficient furniture	1.84	Disagree
3. Overcrowded room	1.94	Disagree
4. Interruption during exam	2.06	Disagree
5. Non-cooperation behavior of examination authorities	1.81	Disagree
6. Late delivery of question papers	1.77	Disagree
7. Improper sitting plan	1.69	Disagree
8. Issues with online registration processes	2.16	Disagree
9. No core group to conduct review classes for the students	1.92	Disagree
10. Physical presence of parents	1.52	Disagree
Total Weighted Mean	1.85	Disagree

Note: 1.00-1.50 Strongly Disagree; 1.51-2.50 Disagree; 2.51-3.50- Agree; 3.51-4.00 Strongly Agree

Table 3 shows the physical challenges met by the graduates. It is revealed that all the indicators have nothing to do with their BLET performances as they unanimously disagree, with a weighted mean of 1.52. Specifically, the highest mean (WM=2.16) indicates that the respondents disagree that they have no issues with online registration processes. The lowest mean (WM=1.77), although lowest, reveals that the respondents disagree that they experienced challenges regarding the late delivery of question papers. This contradicts the study of Mensah, Acquah, Frimpong, & Babah (2020). They found that the physical environment challenges were electricity problems, insufficient furniture, and overcrowded rooms. In line with these challenges, it was found that challenges regarding the management and conduct of exams were invigilation issues, interruption during exams, non-cooperation behavior of examination board authorities, late delivery of question papers, improper sitting plan, and leakage of examination questions.

Table 8*Academic Challenges Met by the Graduates of the Teacher Education Program*

Indicators	Weighted Mean	Qualitative Index
1. Insufficient review materials	2.08	Disagree
2. Change of Curriculum	2.11	Disagree
3. Lack of professional preparations of reviewers	2.08	Disagree
4. Lack of competency guide on major courses	2.09	Disagree
5. Insufficient knowledge of GE subjects/find difficulty in Professional subjects	2.33	Disagree
6. The curriculum was not well-organized	2.00	Disagree
7. Fewer updates on the development of the examination content	2.08	Disagree
8. Items in the examination are not covered during a stay in the college	2.17	Disagree
9. Unreliable sources	1.92	Disagree
10. Lack of pre-requisite knowledge and skills	1.98	Disagree
Total Weighted Mean	2.08	Disagree

Note: 1.00-1.50 Strongly Disagree; 1.51-2.50 Disagree; 2.51-3.50- Agree; 3.51-4.00 Strongly Agree

The respondents in the study disagreed with all the indicators presented in terms of academic challenges, resulting in an average score of 2.08. According to the respondents, academic challenges may not significantly impact the graduates' board performance. However, it is essential to note that this is based on the respondents' perceptions and may not necessarily reflect the objective reality. Worth noting is the highest mean obtained by one indicator. It shows that the respondents disagree that they need more knowledge of GE subjects or find difficulty in Professional subjects (WM=2.33). On the other hand, one study revealed that problems encountered by the students in preparation for the Licensure Examination for Teachers were insufficient review materials, insufficient time to focus on the review, financial problems, difficulty understanding the content, inability to enroll in review classes, lack of emotional and psychological preparedness, irrelevant review materials, attitude problem, inconsistent answers in the review materials, some graduated several years passed, change of curriculum, health problems and overconfident (Mensah et al., 2020).

Table 9*Personal Challenges Met by the Graduates of the Teacher Education Program*

Indicators	WAM	Qualitative Index
1. Lack of trust in God	1.50	Strongly Disagree
2. Financial problems	2.06	Disagree
3. Being lazy/work avoidance	2.31	Disagree
4. Inability to enroll in review classes	1.83	Disagree
5. Not regularly attending the LET review	2.16	Disagree
6. Graduated several years before taking the exam	1.53	Disagree
7. Health problems	1.66	Disagree
8. Overconfidence	1.61	Disagree
9. Lack of focus during lectures or unwillingness to learn during class lectures	2.28	Disagree
10. Lack of study habits/poor study skills	2.17	Disagree
Total Weighted Mean	1.91	Disagree

Note: 1.00-1.50 Strongly Disagree; 1.51-2.50 Disagree; 2.51-3.50- Agree; 3.51-4.00 Strongly Agree

Based on the average score of 1.91, the respondents in the study disagreed with the personal challenges presented in Table 9. This indicates that they do not believe that personal challenges have a significant impact on their board performance. However, it is essential to note that this is based on the respondents' perceptions and may not necessarily reflect the objective reality. While the respondents in the study may not perceive personal challenges as having a significant impact on their board performance, it is essential to determine the actual impact of personal challenges on board performance. Factors such as stress, anxiety, and personal issues can affect an individual's ability to perform well on board exams, and it is essential to understand these factors to provide appropriate support and interventions to the students. Specifically, the respondents strongly disagree that they lack trust in God (WM=1.50), while the lowest weighted mean of 2.31 means that the respondents disagree on laziness/work avoidance.

Table 10

Psychological Challenges Met by the Graduates of the Teacher Education Program

Indicators	Weighted Mean	Qualitative Index
1. Examination of stress/anxiety	2.78	Agree
2. Fear of failing	3.17	Agree
3. Difficulty in concentrating	2.59	Agree
4. Panic attack	2.27	Disagree
5. Afraid of high expectations from family members	2.86	Agree
6. I am afraid of losing my job if I concentrate more on my review	2.41	Disagree
7. Improper mindset	2.30	Disagree
8. Performance-inhibiting difficulties	2.34	Disagree
9. Improper mindset	3.02	Agree
10. Fear of judgment of others for exam results	3.02	Agree
Average Weighted Mean	2.68	Agree

Note: 1.00-1.50 Strongly Disagree; 1.51-2.50 Disagree; 2.51-3.50- Agree; 3.51-4.00 Strongly Agree

Based on the average mean score of 2.68, the respondents in the study agreed that psychological challenges can be a factor that affects board performance. This suggests that psychological factors such as anxiety, stress, and mental health issues may have an impact on how well students perform on board exams. It is important to address these challenges and provide appropriate support and interventions to help students manage their psychological well-being and improve their board performance. This is supported by the findings of the Philippines' (2013) study, where academic predictors of the licensure examination for teachers were investigated. In the study, aside from the academic factors, it was found that other factors, such as programs on the review of the College, students' physical, emotional, and mental conditions, and the financial capability of the student's family and family background were not used as predictors.

Table 11

Summary of the LET-related Challenges Met by the Graduates of Teacher Education Program

Sub-variables	WAM	Qualitative Index
1 Physical Challenge	1.85	Disagree
2 Academic Challenge	2.08	Disagree
3 Personal Challenge	1.91	Disagree
4 Psychological Challenge	2.68	Agree
Overall Average WAM	2.13	Disagree

Table 11 shows the summary of the LET-related challenges met by the graduates of Teacher Education Program. Among the four, psychological challenges garnered a description of Agree with the WAM of 2.68. Psychological challenges can be a factor that affects the board performance of the graduates of Teacher Education.

3.3 Influence of Student-related Variables and LET performance

Table 12 shows a significant positive relationship between General Education results in the LET and all student-related variables except for OLSAT. The graduates' GWA depicts a moderate relationship to GE, while the 4th-year grades, verbal reasoning, numerical ability, and language ability indicate a low correlation to General Education. It is important to note that correlation does not necessarily imply causation, and further research is required to determine the causal relationship between GE results and the student-related variables. However, the results suggest that these variables may be important factors to consider when assessing the impact of GE on board performance.

Table 12

Pearson-r/Spearman Rho Result on Finding the Significant Relationship Between Student-Related Variable and LET Performance (General Education Subjects)

Variables being correlated to GE (M=84.6)	df	Mean	r-value/rho-value	p-value	Degree of Relationship	Decision	Impression at 0.05 level of significance
GWA	51	81.3	0.650	<.001	Moderate	Reject Ho	Significant
4 th Year Grade	45	87.3	0.458	<.001	Low	Reject Ho	Significant
OLSAT	33	2.71	0.227	0.095	Negligible	Failed to Reject Ho	Not Significant
Verbal Reasoning	33	3.09	0.378	0.013	Low	Reject Ho	Significant
Numerical Ability	33	3.26	0.403	0.008	Low	Reject Ho	Significant
Language	33	3.40	0.371	0.014	Low	Reject Ho	Significant

Table 13

Pearson-r/Spearman Rho Result on Finding the Significant Relationship Between Student-Related Variable and LET Performance (Professional Subjects)

Variables being correlated to Professional (M=79.9)	df	Mean	r-value/rho value	p-value	Degree of Relationship	Decision	The impression at 0.05 level of significance
GWA	51	81.3	0.776	<.001	High	Reject Ho	Significant
4 th Year Grade	45	87.3	0.385	0.004	Low	Reject Ho	Significant
OLSAT	33	2.71	0.511	<.001	Moderate	Reject Ho	Significant
Verbal Reasoning	33	3.09	0.256	0.069	Negligible	Failed to Reject Ho	Not Significant
Numerical Ability	33	3.26	0.464	0.002	Low	Reject Ho	Significant
Language	33	3.40	0.176	0.156	Negligible	Failed to Reject Ho	Not Significant

Table 13 shows the correlation between LET Performance in the Professional subject area and various student-related variables. GWA, 4th-year grade, OLSAT, and Numerical Ability correlate significantly positively with Professional tests in the LET, while Verbal Reasoning and Language are not significant. GWA has the highest correlation, followed by OLSAT, and 4th-year grade and Numerical Ability have a lower correlation. The study revealed a significant and robust correlation between the graduates' general weighted average in college and LET performance. In a study, the BSEd profile influencing licensure examination performance was an aptitude for college work, GPA, and average in general education and professional education courses. On the other hand, the graduates' profile that predicts BSEd performance in the LET included sex, aptitude for college work, and the GPA obtained in general education courses (Dela Rosa, & Vargas, 2021). In another study, a significant correlation was found between the total raw scores in the OLSAT and the GPA of the students. Results have shown that the OLSAT as an entrance examination tool is a valid predictor of the performance of incoming students to college (Medallon, & Cataquis, 2011).

Table 14

Pearson-r/Spearman Rho Result on Finding the Significant Relationship Between Student-Related Variable and LET Performance (Specialization Subjects)

Variables being correlated to Specialization (M=81.6)	df	Mean	r-value/rho value	p-value	Degree of Relationship	Decision	Impression at 0.05 level of significance
GWA	51	81.3	0.823	<.001	High	Reject Ho	Significant
4 th Year Grade	45	87.3	0.436	0.005	Low	Reject Ho	Significant
OLSAT	33	2.71	0.897	<.001	High	Reject Ho	Significant
Verbal Reasoning	33	3.09	0.242	0.133	Negligible	Failed to Reject Ho	Not Significant
Numerical Ability	33	3.26	0.459	0.014	Low	Reject Ho	Significant
Language	33	3.40	-0.147	0.585	Negligible	Failed to Reject Ho	Not Significant

Among the student-related variables, only GWA, 4th-year grade, OLSAT, and Numerical ability were found to have a significant relationship with the specialization area test in the LET. GWA and OLSAT correlate highly with the specialization area test, while 4th-year grade and Numerical ability correlate poorly. Verbal Reasoning and Language were not found to have a significant correlation with the specialization area test in the LET.

3.4 Influence of LET-related Challenges on the LET Performance of Graduates

Table 15

Spearman Rho Result on Finding the Significant Relationship Between LET-related Challenges and LET Performance (General Education Subjects)

LET-related Challenge being correlated to GE (M=84.6)	Mean	rho-value	p-value	Degree of Relationship	Decision	Impression at 0.05 level of significance
Physical Challenge	1.85	-0.177	0.188	Negligible	Failed to Reject Ho	Not Significant
Academic Challenge	2.08	-0.085	0.709	Negligible	Failed to Reject Ho	Not Significant
Personal Challenge	1.91	-0.101	0.455	Negligible	Failed to Reject Ho	Not Significant
Psychological Challenge	2.63	-0.008	0.514	Negligible	Failed to Reject Ho	Not Significant

Table 15 reveals the test of a significant relationship between LET-related challenges and LET performance in terms of General Education subjects. It can be gleaned that all *p*-values are greater than 0.05 level of significance, hence failing to reject the null hypothesis. Therefore, there is no significant relationship between General Education (GE) performance in the LET and LET-related challenges.

Table 16 reveals the test of a significant relationship between LET-related challenges and LET performance in terms of Professional subjects. It can be gleaned that all *p*-values are greater than 0.05 level of significance, hence failing to reject the null hypothesis. Therefore, there is no significant relationship between LET performance in Professional Education subjects and LET-related challenges.

Table 17 reveals the test of a significant relationship between LET-related challenges and LET performance in terms of Specialization subjects. It can be gleaned that all *p*-values are greater than 0.05 level of significance, hence failing to reject the null hypothesis. Therefore, there is no significant relationship between LET performance in Specialization subjects and LET-related challenges.

Table 16

Pearson-r/Spearman Rho Result on Finding the Significant Relationship Between LET-related Challenges and LET Performance (Professional Subjects)

LET-related Challenges being correlated to Professional Subjects (M=79.9)	Mean	r or rho-value	p-value	Degree of Relationship	Decision	Impression at 0.05 level of significance
Physical Challenge	1.85	0.174	0.197	Negligible	Failed to Reject Ho	Not Significant
Academic Challenge	2.08	0.101	0.455	Negligible	Failed to Reject Ho	Not Significant
Personal Challenge	1.91	0.237	0.075	Negligible	Failed to Reject Ho	Not Significant
Psychological Challenge	2.63	0.063	0.644	Negligible	Failed to Reject Ho	Not Significant

Table 17

Pearson-r/Spearman Rho Result on Finding the Significant Relationship Between LET-related Challenges and LET Performance (Specialization Subjects)

LET-related Challenges being correlated to Specialization Subjects (M=81.6)	Mean	r-value	p-value	Degree of Relationship	Decision	Impression at 0.05 level of significance
Physical Challenge	1.85	-0.056	0.717	Negligible	Failed to Reject Ho	Not Significant
Academic Challenge	2.08	-0.057	0.712	Negligible	Failed to Reject Ho	Not Significant
Personal Challenge	1.91	-0.013	0.935	Negligible	Failed to Reject Ho	Not Significant
Psychological Challenge	2.63	-0.151	0.328	Negligible	Failed to Reject Ho	Not Significant

4. Conclusions

The following conclusions were derived based on the key findings:

- The licensure examination for teachers is a crucial benchmark, ensuring that graduates meet a certain competency standard before entering the teaching profession. This examination evaluates theoretical knowledge, practical teaching skills, and ethical considerations, guaranteeing that educators are well-prepared to guide the next generation of learners. The unstable ratings in these areas during the last five years compelled comprehensive investigation.
- College entrance tests are a crucial initial step, as they gauge a student's preparedness for higher education. These tests assess various skills, from academic knowledge to critical thinking and problem-solving abilities. High performance in college entrance tests opens doors to reputable institutions. It reflects a student's dedication, discipline, and potential for success in their chosen field of study, especially in licensure examinations.
- Challenges in the board exam vary in academic, psychological, and personal. Student teachers must demonstrate competence in various subjects, teaching methods, and educational theories. Additionally, the emotional and psychological toll of the examination process must be considered. Addressing these challenges requires a multi-faceted approach. Educational institutions can offer comprehensive program preparation that would bridge the gap between theory and practice.
- The relationship between college entrance tests and licensure exam performance should be viewed as a continuum rather than a strict cause-and-effect correlation. While solid results in college entrance

tests can indicate a promising start. They must be complemented by dedicated efforts to excel in the complex and dynamic realm of education. The success of teacher licensure exams is influenced by a combination of pedagogical expertise, practical experience, and academic grounding.

4.1 Recommendations

Based on the findings of the study and the conclusions drawn from them, the following are recommended:

- To ensure that only the most competent students are accepted and retained, the College of Teacher Education may consider tightening admission and retention rules.
- Similarly, the review program, specifically in the general education and critical subject areas, should be further strengthened to prepare the graduates for the licensure examination as well as regularly modifying the curriculum to include a variety of professional activities in addition to specialized courses to keep up with the growing times and to be globally relevant and competitive. This will better prepare the students for the LET and increase their job chances.
- The college may also continue its internal review program and increase the sessions it provides for the general education and specialized portions of the LET.
- A follow-up study incorporating more variables can be conducted. The results of this study may be validated by looking at determinants of performance on the licensure examination.

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