

Licensure Examination for Teachers Results from 2010 to 2013 of PUP San Pedro's Bachelor in Secondary Education Major in Mathematics and English Graduates and its Relationship on their Academic Performance

Asia Pacific Journal of
Multidisciplinary Research
Vol. 4 No.4, 17-22
November 2016
P-ISSN 2350-7756
E-ISSN 2350-8442
www.apjmr.com

**Joanne F. Antonio, Rolan J. Malvar, Marissa B. Ferrer,
Elizabeth L. Pambuena**
Polytechnic University of the Philippines – San Pedro Campus, Philippines
rjmalvar@gmail.com

Date Received: July 13, 2016; Date Revised: August 30, 2016

Abstract - *The study analysed the academic performance and the Licensure Examination for Teachers results of the graduated Bachelor in Secondary Education major in Mathematics and English students of the Polytechnic University of the Philippines, San Pedro Campus. The principal aim of this research is to determine the relationship of their performance in the Licensure Examination for Teachers to their academic performance. This study also determined the weaknesses of the students in their academic performance that have a great impact on their LET performance. The respondents of the study were all the 2010-2013 graduates of BSEd major in English and major in Mathematics who passed the licensure examination for teachers. Weighted mean and Pearson coefficient of correlation were used to analyze the gathered data. Findings revealed that the BSE major English have their lowest academic performance and LET performance in General Education subjects, among which were General Statistics and College Algebra. The BSEd major in Mathematics, on the other hand, have their lowest academic performance and LET performance in the general education subjects, among which were Study and Thinking Skills in English and Philippine Literature. A very weak linear relationship existed between the academic performance and LET performance of the students with respect to the General Education subjects. There were also weak linear relationships between the academic performance and LET performance of the students in terms of Professional Education and Field of Specialization subjects. As a whole, there was a moderate linear relationship between the academic performance and LET performance of the students.*

Keywords: *Licensure Examination for Teachers, Academic Performance, Republic Act No. 7836*

INTRODUCTION

Quality education is one of the priorities of the Philippine government. To ensure a minimum level of competency for teachers, a law was created mandated by Republic Act No. 7836, an 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, otherwise known as the Philippine Teachers Professionalization Act of 1994. Every graduate of education courses must take this exam to be able to have a license to teaching elementary and high school [7].

The Polytechnic University of the Philippines (PUP) San Pedro Campus has been producing quality graduates of Bachelor in Secondary Education (BSED) major in Mathematics and major in English for the past 6 years. Majority of these graduates are already LET passers. Based on the data from Professional Regulation Commission, PUP San Pedro Campus is always above the national passing percentage in the Licensure Examination for Teachers for the past 6 years with an average passing percentage of 54.95%. Since the first batch of LET passers in PUP San Pedro, there has been no existing

study about the relationship of academic performance in the LET performance of BSED major in Mathematics and English graduates in PUP San Pedro campus, hence this study.

OBJECTIVES OF THE STUDY

The principal aim of this study is to determine if the Licensure Examination for Teachers of PUP San Pedro graduates of BSED major in Mathematics and major in English is related to their academic performance. Specifically, the researchers will identify their weakness in the different areas of LET such as General Education, Professional Education and Field of Specialization.

THEORETICAL AND CONCEPTUAL FRAMEWORK
Independent Variable Dependent Variable

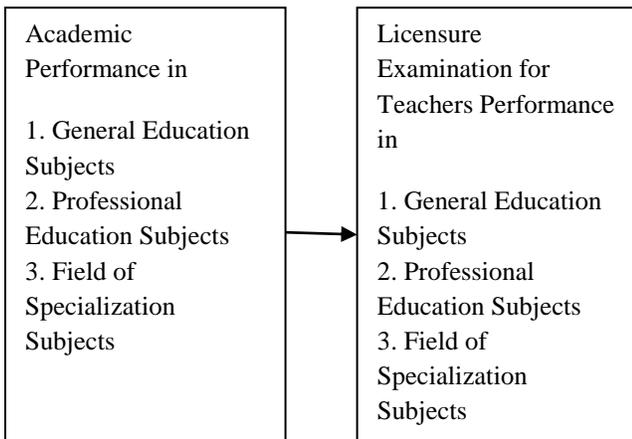


Figure 1: Conceptual Paradigm

This study is anchored on “Perspective Transformation Theory” of Mezirow. According to Mezirow(1985), learning process of using previous experiences, learning and prior interpretative meanings to construct new and/or revised interpretations and meanings of such experiences to guide future actions. His concept of transformational learning is directed to personal development and growth.

Another theory that will help the researchers in conducting this study is the “Operant Conditioning Theory” by B.F. Skinner). This theory can be described as a process that attempts to modify behavior through the use of positive and negative reinforcement. Through operant conditioning, an individual makes an association between a particular behavior and a consequence. [8]

To guide the researchers in this study, a research paradigm was constructed. The model shows the independent variables such as academic performance in general education subjects, professional education subjects and Field of specialization subjects. The researcher will verify whether these variables will have a relationship on the LET performance of the graduates in the three subject areas of LET.

REVIEW OF LITERATURE

Pascua and Navalta (2011) pointed out in their study that degree of course is associated with LET performance; the higher the General Point Average, the higher the expected LET performance; the higher is the English proficiency, the higher is the LET performance; and as the respondent’s Admission Test Score increases, the LET score also tends to get high. Other findings of the study were: Most of the respondents were female; BEEed graduates; MAPEH majors (for the secondary level); had grade point averages of 2.00-2.25; had English proficiency levels that were higher than half of the total examinees for the English Proficiency Test; and had received a score of 42-51 in the Admission Test. All the respondents passed in their own fields of specialization except for Agriculture/Fishery Arts. Most of the respondents passed the General Education (Gen. Ed) component, Professional Education (Prof. Ed) component and the Specialization component of the Licensure Examination for Teachers (LET) [4].

Figuerres [6], in his study to establish the relationship of Magsaysay Memorial College Education Graduates’s performance in the Licensure Examination for Teachers to their academic achievement, concluded that a significant relationship existed between the student’s academic performance and the chance of passing the Professional Education and Specialization components of the Licensure Examination for Teachers (LET). The better the students’ grade in major subjects, the greater the chance of them passing the board examination.

Garcia [3] on the other hand, reveals that the correlation coefficient between examinees’ academic performance and licensure examination rating is very high in the Field of Specialization subjects, weak positive correlation in the Professional Education subjects. However, correlation in the examinees’ academic performance and Licensure Examination for Teachers rating in general is moderately significant. He further concluded in this study that the academic

performance (grade average) of examinees is no guarantee (not a determinant) on passing the licensure exam. This was based on the data of the respondents of PRC LET examinees of Southern Leyte State University – San Juan from 2007-2010, in his study that concluded whether the Academic Performance can be considered as a determinant in passing the Licensure Examination for Teachers.

Salundaguit [5] found out that there was a significant relationship between academic performance of BEED graduates and their Licensure Examination for Teachers results and using Somer's d , it was found out that there existed a positive correlation between academic performance and LET, which means that students with higher academic performance tend to pass the LET.

Allaga [1] studied the academic predictors of the LET performance of the Rizal Technological University teacher education graduates. They found out that there was a moderate correlation between the LET performance and academic performance in the general education subjects, while a slight correlation was found out between the LET performance and academic performance in professional education and field of specialization subjects. As a whole there is a very weak relationship between the LET performance of the graduates and their academic performance.

METHOD

This study used a descriptive-correlational research method through a collection of secondary data. According to Best (1987), the descriptive study is used when the research involves description, recordings, analysis and interpretation of condition that exists. Survey means an investigation of a field to discover current practices, trends, and/or norms which may or may not include recommendations based in the data gathered. [2] The respondents of this study will be all the 2010-2013 graduates of BSED major in English and major in Mathematics who passed the licensure examination for teachers. The results of the Licensure Examination for Teachers were gathered from the Philippine Regulation Commission.

Frequency and percentage are used to describe the distribution of the respondents with respect to their course. Weighted mean was used to describe the academic performance of the respondents in the three subject areas of LET. Pearson Correlation was used to determine the existence of relationship between the

academic performance and LET performance of the respondents.

RESULTS AND DISCUSSIONS

Majority of the respondents (83 or 54.25%) are BSE major in English, while 70 or 45.75% of the respondents are BSE major in Mathematics.

In terms of general education subjects, students from Bachelor in Secondary Education major in English have a satisfactory performance in "General Statistics" and "College Algebra" with a mean grade of 2.73 and 2.53 respectively, which are the lowest among the 18 general education subjects. As a whole, they have a good performance in the general education subjects with a mean grade of 2.32.

In terms of professional education subjects, students from Bachelor in Secondary Education major in English have satisfactory performance in "Developmental Reading 1", with a mean grade of 2.39, which is the lowest among the 14 professional education subjects. As a whole, they have a good performance in the professional education subjects with a mean grade of 1.95.

In terms of the field of specialization subjects, students from Bachelor in Secondary Education major in English program have a satisfactory rating in "Advanced English Grammar", with a mean grade of 2.49 which is the lowest among the subjects. As a whole they have a good performance in the field of specialization subjects with a mean grade of 2.31.

The Bachelor in Secondary Education major in Mathematics students a satisfactory academic performance in "Writing in the Discipline" with a mean grade of 2.47, which is the lowest among the 17 subjects of general education. As a whole, they have a good academic performance in the general education subjects with a mean grade of 2.22.

In terms of professional education subjects, the BSED major in Mathematics students have a "good" academic performance in "Foundations of Education" with a mean grade of 2.24, which is the lowest among the 15 subjects. As a whole, they have a "Very good" academic performance in the professional education subjects with a mean grade of 1.81.

In terms of Field of Specialization Subjects, the Bachelor in Secondary Education major in Mathematics students have a "satisfactory" academic performance in differential calculus with a mean grade of 2.40, which is the lowest among the 15 subjects. As a whole, the BSED major in Mathematics students

have a “good” academic performance in their field of specialization subjects.

Table 1. Performance in the Licensure Examination for Teachers in Secondary Education major in English and Mathematics from Year 2010 to 2013

Subject Area	Course			
	English	VI	Mathematics	VI
General Education	78.98	S	79.47	S
Professional Education	77.60	S	76.80	S
Field of Specialization	76.02	S	78.73	S
General Average	77.25	S	78.11	S

S- Satisfactory

As shown in Table 1, the Bachelor of Secondary Education major in English students have their highest performance in the General Education subjects of LET with a satisfactory rating of 78.98%. They also have a satisfactory performance in the Professional Education subjects with a mean grade of 77.6%. They got their lowest performance in the Field of Specialization area of LET with a mean grade of 76.02%. As a whole they have a satisfactory performance in LET with a satisfactory rating of 77.25%.

The Bachelor in Secondary Education major in Mathematics students has their highest performance in the General Education subjects of LET with a satisfactory rating of 79.47%. They also have a satisfactory rating of 78.73% in the field of specialization area of LET. Lastly, they have a satisfactory rating of 76.8% in the professional education area of LET, which is the lowest among the 3 subject areas. As a whole they have a satisfactory rating of 78.11% in the Licensure Examination for Teachers.

Table 2. Relationship of Licensure Examination for Teachers of Bachelor in Secondary Education major in English Students to their Academic Performance from Year 2010 to 2013

Subject Areas	r value	Interpretation
General Education	-0.1989	Very Weak Relationship
Professional Education	-0.3765	Weak Relationship
Field of Specialization	-0.2797	Weak Relationship
As a whole	-0.4554	Moderate Relationship

Table 2 shows the relationship between the LET performance of BSED major in English students and their academic performance from year 2010 to 2013. There is a very weak linear relationship between the LET performance and Academic performance of the students in the General Education subjects with a Pearson-correlation value of -0.1989.

There is also a weak linear relationship between the LET performance and academic performance of the students in the professional education and field of specialization subjects with a Pearson-correlation value of -0.3765 and -0.2797 respectively. This indicates that as the academic performance of the students in the general education, professional education and field of specialization subjects increases, their LET performance in the three subject areas also increases. As a whole, there is a moderate linear relationship between the academic performance of the BSED major in English students and their performance in the Licensure Examination for teachers with a Pearson correlation value of -0.4554.

Table 3. Relationship of Licensure Examination for Teachers of Bachelor in Secondary Education major in Mathematics Students to their Academic Performance from Year 2010 to 2013

Subject Areas	r value	Interpretation
General Education	-0.1133	Very Weak Relationship
Professional Education	-0.3556	Weak Relationship
Field of Specialization	-0.4050	Moderate Relationship
As a whole	-0.5694	Strong Relationship

Table 3 shows the relationship between the LET performance of BSED major in Mathematics students and their academic performance from year 2010 to 2013. There is a very weak linear relationship between the LET performance and Academic performance of the students in the General Education subjects with a Pearson-correlation value of -0.1133. There is also a weak linear relationship between the LET performance and Academic performance of the students in the professional education subjects with a Pearson-correlation value of -0.3556. A moderate linear relationship can be seen between the LET performance and academic performance of the students in the field of specialization subjects with a Pearson-correlation value of -0.4050. This indicates that as the academic performance of the students in

the general education, professional education and field of specialization subjects increases their LET performance in the three subject areas also increases. As a whole, there is a strong linear relationship between the academic performance of the BSED major in Mathematics students and their performance in the Licensure Examination for teachers with a pearson-correlation value of -0.5694.

CONCLUSION

The BSED major in English students weakest performances in the following general Education subjects: “Study and Thinking Skills”, “Philippine Literature”, “Masterpiece of World Literature”, “Writing in the Discipline”, “College Algebra”, and “General Statistics”. As a whole they have good performance in the general education subjects.

Likewise, the BSED major in English students have their lowest performances in “Foundations of Education” and “Developmental Reading 1”. In terms of the field of specialization subjects, the BSED major in English students have their lowest academic performance in “Principles of Literary Criticism”, “Creative Writing”, and “Advanced English Grammar”.

On the other hand, the BSED major in Mathematics have their lowest academic performance in “Plane Geometry”, “Study and Thinking Skills”, “Philippine Literature”, and “Writing in the Discipline” among the 16 general education subjects. In terms of their professional education subjects, they have their lowest academic performance in “Foundations of Education”.

In terms of their Field of Specialization subjects, they have their lowest academic performance in “Analytic Geometry”, and “Differential Calculus”.

The Bachelor in Secondary Education major in English students have a satisfactory rating in the General Education area of the Licensure Examination for Teachers, which is their highest performance among the three subject areas. They also scored satisfactorily in the Professional Education and Field of Specialization subjects of LET. They got the lowest performance in the Field of Specialization area of LET.

On the other hand, the Bachelor in Secondary Education major Mathematics students has a satisfactory rating in the general education area of LET, which is the highest among the three subject areas. They also got a satisfactory rating in the professional education and field of specialization area

of LET. They got their lowest performance in the professional education area of LET.

Based on the result, there is a very weak positive linear relationship between the academic performance of the BSED major in English students and their LET performance in terms of the General Education subjects. There is also a weak linear relationship between their academic performance and LET performance in terms of the professional Education subjects. A weak linear relationship was also found in their academic performance and LET performance in terms of Field of Specialization subjects. As a whole, there is a moderate linear relationship between their academic performance and LET performance.

Likewise, there is a very weak linear relationship between the academic performance and LET performance of the BSED major in Mathematics students in terms of the general education subjects. There is also a weak linear relationship in their academic performance and LET performance in terms of professional education subjects. A moderate linear relationship was also found in their academic performance and LET performance in terms of their Field of Specialization subjects. As a whole there is a strong linear relationship in the academic performance and LET performance of BSED major in Mathematics students.

RECOMMENDATION

The academic institution of PUP San Pedro Campus should focus on strengthening the academic performances of the BSED major in English and Mathematics students in General Education subjects specially in “Writing in the Discipline”, “College Algebra”, and “General Statistics”, where they got their lowest performances. They should also focus on strengthening the academic performance of the students in Foundation of Education, Developmental Reading, Principles of Literary Criticism, Creative Writing, Advanced English Grammar, Analytic Geometry and Differential Calculus.

The Academic Institution of PUP San Pedro Campus should also create and facilitate different review sessions that will help their BSED major in English and Mathematics students to uplift their performances in Licensure Examination for Teachers.

REFERENCES

- [1] Allaga, W. A. et'al (2013): Academic Predictors of the Licensure Examination for Teachers'

- Performance of the Rizal Technological University Teacher Education Graduates. *IJERT* Volume 4 [4] 2013
- [2] Best, J.W., & Kahn, J.V.,(1998) *Research in Education*, Singapore: Prentice Hall, Simon & Schuster (Asia) Pet Ltd.
- [3] Garcia, G. C. (2013) Academic Performance as Determinant to Pass the Licensure Examination for Teachers, *JPAIR Multidisciplinary Journal*, 2, 69-75
- [4] Pascua J. and Navalta, Jane D. (2011). Determinants of L.E.T. Performnce of the Teacher Education Graduates in a State University, *Research Journal College of Education (COED)* Vol. 1 No.a , Nueva Ecija University of Science and Technology – Cabanatuan City , January-December 2006, ISSN 1908-6962.
- [5] Salundaguit, D. (2009). Relationship between the Academic Performnce of BEED Graduates and their Licensure Examination for teachers Result SY 2003-2008. *CED Research Journal* Vol. 1 No. 2, Jose Memorial State University – Tampilisan Campus, Zamboanga Del Norte, January 2010, ISS No. 2094-1730.
- [6] Figuerres, N. R. 1998. “Relationship of Magsaysay Memorial College Education Graduates’ Performance in the Licensure Examination for Teacher from 1996 to 1998 Vis-à-vis their Academic Achievement.”
- [7] <http://www.prc.gov.ph>, Board of Professional Teachers. Board Law
- [8] <http://www.learning-theories.com/operant-conditioning-skinner.html>: Classical and Operant Conditioning (Skinner).

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)