

# Correlates of Performance in the Licensure Examination for Teachers

Asia Pacific Journal of  
Multidisciplinary Research

Vol. 7 No.2, Part II 65-74

May 2019

P-ISSN 2350-7756

E-ISSN 2350-8442

www.apjmr.com

CHED Recognized Journal

ASEAN Citation Index

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*Date Received: October 3, 2018; Date Revised: April 2, 2019*

**Abstract** – *The study was conducted to determine the factors which likely explain the performance of the Bachelor of Science in Education (BSEd) and Bachelor of Elementary Education (BEEd) graduates in the Licensure Examination for Teachers (LET). The study specifically described the profile of the graduates; high school and college academic performance, practice teaching, and comprehensive review and; the review scheme adopted in preparation for the licensure examination. The research was conducted using the descriptive -correlation design. Data were gathered using a data guide, documentary analysis, and interview and were analysed using frequency count, percent, mean, chi-square test and Pearson r. Findings of the study revealed that the graduates are mostly female, single and slightly older in age than the regular age of a college graduate. In terms of academic performance, findings revealed that the graduates have done well in their high school and undergraduate courses which suggest strong academic preparation. Preparation for LET was done through in-house and self-guided review supplementation. BSEd and BEEd graduates performed best in the Professional Education component, while poorest performance is on the General Education. Moreover, the overall performance in terms of the mean general average rating for BSEd and BEEd are below the passing rate. Variables which correlate significantly to LET performance were age, high school, and college academic performances, and performance in a comprehensive review. Hence, doing well in the different basic, professional and major subjects and in the comprehensive review increases the chances of the graduates in passing the board examination.*

**Keywords** – *Correlates of Licensure Examination, Curriculum, Licensure Examination Performance.*

## INTRODUCTION

It is the mandate of the state to protect and promote the rights of all its citizens to quality education. Likewise, the state shall aim to promote and maintain access to it by all its citizens. From this mandate, there is a need to ensure that all aspects of the educative process shall all work towards the attainment of this goal. This includes the education and training of the pre-service teachers which led to the proclamation of the Higher Education Act of 1994 (RA 7722). The Act provides that quality education could be attained by strengthening the education and training of teachers through a national system of excellence for teacher education.

The Higher Education Institutions (HEI's), particularly the Teacher Education Institutions (TEI's) are responsible for the education and training of the pre-service teachers. As such, it is upon them that the quality of education of the pre-service teachers depends on. Consequently, the acquisition

of quality basic education among Filipino children lies in the quality of pre-service teacher education. Thus, HEI's are mandated to commit and practice the development of a culture recognizing the importance of quality and continuous enhancement of the quality of their services.

Provision for basic education should not compromise quality hence, it is essential that conscious effort is made in order not to compromise the attainment of the goals of basic education. This is defined in the Philippine Teachers Professionalization Act of 1994 [1]. The Act provides that individuals engaged in teaching, supervision, and administration of all elementary and secondary schools in the Philippines pass the Licensure Examination for Teachers. CHED on its part, issued Memorandum Order (CMO) No. 30, series 2004[2] that provides guidelines on the implementation of the Revised Policies and

Standards for the Undergraduate Teacher Education Curriculum.

With CHED as responsible agency to oversee the implementation of CMO No. 30 and the Professional Regulation Commission (PRC) as an agency responsible for the enforcement of regulatory policies on regulation and licensing of Filipino Professional teachers, then HEI's can be assured that professionals are globally competitive and committed.

The above statement contends that the professionalization of the practice of the teaching profession through the implementation of the New Teacher Education Curriculum [2] particularly the licensing of the teachers is vital in the acquisition of quality basic education. It is, therefore, necessary as stipulated above for any TEI's to determine any possible hindrances in producing quality and competitive teacher-education graduates. There is a need to determine contributory factors to the performance in the licensure examination. The need to identify areas where the Cagayan State University may improve the performance of their graduates in the licensure examination was sought in this study. Thus, living by the University's motto "Educating for the best"

#### **OBJECTIVES OF THE STUDY**

The study determined the correlates of performance in the Licensure Examination for Teachers among the Cagayan State University graduates. Specifically, the study elicited information on the profile of the Teacher Education graduates, academic performances on their high school, college, practice teaching and comprehensive review and review scheme they adopted. Moreover, the performance in the LET and the factors that correlate with LET performance were sought.

#### **METHODS AND MATERIALS**

The descriptive-correlation research design was used in the study. It is a scientific study in which a investigation on the associations between variables is sought. Correlation research allows one to identify what variables may be related [3].

In this study, the overall LET and by the component performance of the graduates of CSU College of Teacher Education were described after which the relation to the non-intellective and intellective attributes of the graduates was determined.

The non-intellective graduate attributes refer to the profile variables and the adapted review scheme while the intellective variables refer to the high school, college, practice teaching and comprehensive review academic performances.

A total of 45 graduates of the school year 2013-2014 participated in the study, 25 were BSEd and 20 were BEEd graduates. This comprises the entire graduates who took the September 2014 Licensure Examination for Teachers.

The researcher obtained the official list of the graduates as well as their addresses from the Registrar's Office. The list of the graduates who took the September 2014 LET was obtained from PRC Region 02. A data guide was used to obtain personal information from the respondents including the scheme employed in preparation for the licensure examination. Attached to the data guide is the informed consent form if signed allows the researcher to obtain their academic records from the University Registrar's Office. Copies of the respondents' LET results were obtained from them in person and some were sent on-line through the electronic mail.

Data gathered were analyzed using appropriate descriptive statistical tools, descriptive statistics such as frequency, percent, mean, and standard deviation. The Chi-Square test was used to describe the degree of association between the non-intellective variables and LET ratings. Pearson Product Moment Correlation was used to test the relationship between intellective variables and LET ratings.

#### **RESULTS AND DISCUSSIONS**

##### **Non-Intellective Attributes of the Graduates**

Table 1 shows the non-intellective attributes of the College of Teacher Education graduates who took the September 2014 LET. It could be gleaned from Table 1 that the graduates are predominantly female, comprising 86.67 percent of the 2014 LET takers; and predominantly single, comprising 91.11 percent of the entire LET takers.

With a mean age of 22.16 and an SD of 3.12, it could be surmised that the graduates are older than the expected or regular age of students who have just graduated from a Four-Year Teacher Education course when the licensure examination was taken.

It could likewise be observed that there were more BSEd comprising 55.55 percent of the respondents, this is consistent with the trend of the number of LET takers of CSU-Aparri College of Teacher Education, for the last three years. Furthermore, among the BSEd,

37.78 percent are majors in English and 17.78 percent are math major. Lastly, all the BEEd respondents are generalists.

**Table 1. Profile of the Graduates**

Variable	Number of Respondents (f)	% of Distribution
<b>1. Age</b>		
below 21	18	40
21	11	24.44
above 21	16	35.56
<b>Total</b>	<b>45</b>	<b>100</b>
<b>Mean Age</b>		<b>22.16</b>
<b>SD</b>		<b>3.212</b>
<b>2. Sex</b>		
Male	6	13.33
Female	39	86.67
<b>Total</b>	<b>45</b>	<b>100</b>
<b>3. Course</b>		
BSEd	25	55.56
BEEd	20	44.44
<b>Total</b>	<b>45</b>	<b>100</b>
<b>4. Field of Specialization</b>		
Math	8	17.78
English	17	37.78
Generalist	20	44.44
<b>Total</b>	<b>45</b>	<b>100</b>
<b>5. Civil Status</b>		
Married	4	8.89
Single	41	91.11
<b>Total</b>	<b>45</b>	<b>100</b>

**Adopted LET Review Scheme**

Review Scheme refers to the review plan employed by the CSU Teacher Education graduate to prepare for the licensure examination. The graduate may have attended the review classes conducted by CSU Teacher Education Department or any other Review Centers or the graduate had done a personal review. Table 2 shows the distribution of 2014 LET takers’ adopted review scheme.

The graduates’ adopted scheme of the review was primarily the attendance to CSU conducted LET review and supplemented it with the self-guided review (scheme 3) done after each review sessions and continuously doing the self-review even after the 5-week CSU-conducted review.

This result indicates that despite difficulties in life, the graduates’ family managed to support their attendance to the CSU conducted review. It could be gleaned from Table 2 that none of the graduates enrolled in review sessions in Private Review Centers. Likewise, it is interesting to note that 33.33 percent of

them opted to do a self-guided review. When this 33.33 percent were interviewed, their inability to attend CSU review sessions were due to lack of financial support to pay the cost of the LET review held in Tuguegarao City.

**Table 2. Review Scheme Adopted by the Graduates**

Scheme	f	%
(1) CSU In-house Review	9	20
(2) Self-guided Review	15	33.33
(3) Employed Both Schemes (1 & 2)	21	46.67
(4) Attended Review Conducted by Private Review Centers	0	0
<b>Total</b>	<b>45</b>	<b>100</b>

During the follow-up (Phone) interview among the 15 respondents, their reasons for their non-attendance to the CSU In-house review are the following, arranged according to the frequency of responses: “lack of financial support”, “prioritized job hunting” and “family concerns were attended to”. With a lack of financial support given as the most frequent reason.

**Intellective Attributes of the Graduates**

The graduates’ high school performance is represented by their general weighted average. This is reflected on the school card submitted as admission requirement filed at the CSU Registrar’s office. Table 2 reflects this performance.

As reflected in Table 3, the graduates have an average high school academic performance. With the majority of them (71 percent) having an average grade of 85 and better and with a mean average grade of **87.33**. These results suggest that the graduates had surpassed the minimum average grade requirement set for admission by the College of Teacher Education[4].

**Table 3. High School Academic Performance of the Graduates.**

General Weighted Average	BSEd		BEEd	
	F	%	f	%
91 - 94	5	20	0	0
88 - 90	12	48	6	30
85 - 87	7	28	13	65
82 - 84	1	4	1	5
<b>Total</b>	<b>25</b>	<b>100</b>	<b>20</b>	<b>100</b>
<b>Mean Grade</b>	<b>88.88</b>		<b>86.70</b>	
<b>SD</b>	2.27		1.73	

Comparing the High School performance of the BSEd and the BEEd graduates, the BSEd has a mean average grade which is 88.88, higher than the BEEd’s

mean general average grade of 86.70. This observed difference suggests that the BSEd had better pre-college qualification than the BEEd group. However, both groups met the admission requirement of the College which is an average grade of 85 or better.

College academic performance of the graduates refers to their performance in the courses Practice Teaching (PT) and Comprehensive Review and in their overall academic courses. The overall academic performance refers to the average of the aggregate grades of the respondents in all their academic courses. Table 4 shows these performances.

**Table 4. College academic performance of both BSEd and BEEd graduates.**

Grade Pt Average	PT		Comprehensive Review		All Courses	
	F	%	F	%	F	%
1.0 - 1.24	14	31.11	0	0		
1.25 - 1.49	24	53.33	0	0	1	22.22
1.50 - 1.74	6	13.33	0	0	9	20.00
1.75 - 1.99	1	2.22	28	62.22	20	44.45
2.0 - 2.24	0	0	17	37.78	15	33.33
<b>Total</b>	45	100	45	100	45	100
<b>Mean Grade</b>	<b>1.22</b>		<b>2.09</b>		<b>1.91</b>	
<b>SD</b>	<b>0.18</b>		<b>0.12</b>		<b>0.21</b>	

The Practice Teaching course exposes the would-be teachers to actual classroom setting as they perform the duties and tasks of an Elementary or Secondary School teacher. This course is the culmination of the immersion activities of the respondents through the Field Study courses which ends at the last semester of their curricular program. The mean grade in the Practice Teaching course of the graduates is **1.22**. As per CSU standard, a grade of 1.0 to 1.25 is tantamount to an **Excellent** University performance [4] Hence, the performance in the Practice Teaching course of the 2014 graduates is **Excellent**.

The Practice Teaching grade is based on the actual teaching performance in the classroom, therefore this result denotes that the graduates have shown a well accepted work performance and attitude as pre-service teachers. Since in this subject, total immersion in the real life of becoming a teacher is expected, the graduates had brought into actual practice those that were learned in the content, theory courses, strategies of teaching as well as to put into test the pedagogical content acquired in related courses prior to Practice Teaching. Hence, an excellent performance in this subject suggests another opportunity for better preparation for the Licensure Examination.

The Comprehensive Review has become part of the Curriculum of CSU for the BSEd and BEEd programs; it is credited as an 8-unit course for the graduating students enrolled along with their Practice Teaching course. The graduates had fairly performed in their Comprehensive Review. A mean grade of 2.09 and a very small SD (0.1217) suggests that a good University performance in the Comprehensive Review was observed [4]. The data suggest that in general, the graduates attended the review sessions religiously which resulted in an average performance in the Comprehensive Review.

Since one basis of the computation of grade for the Comprehensive Review is the graduate's performance in the test administered after the review sessions, the result further implies that both groups were contentious in their attendance to the review sessions conducted every Saturday and/or Sunday. It can be observed further from this result, that a favorable attitude among the graduates about this review program of the College was developed. The graduates may have realized the importance of the College' review program as a means to prepare them for the licensure examination. Hence, despite the preparation for the review which divides their time between preparations for their duties as student-teachers from Monday to Friday, since the Comprehensive Review course is simultaneously taken with Practice Teaching, the graduates managed to do well in the Comprehensive Review.

Finally, the graduates are considered average in their college academic performance. With a mean general point average (GPA) of 1.91 and an SD of 0.21, this denotes that the 2014 graduates performed fairly well in the College's standard of academic performance. An average GPA of 1.91 as per CSU standard is a **good** academic achievement [4].

Moreover, with good college academic performance and good performance in the Comprehensive Review and Practice teaching, the findings could show that the respondents are indeed academically prepared for the licensure exam.

**Performance in the Licensure Examination**

The licensure examination performance of the graduates is a major basis to gauge the performance of a Teacher Education Institution as a provider of

quality teacher education. The table below shows the over-all performance of the graduates.

Table 5 presents the general LET rating of the graduates grouped per curricular program. Comparing the performance of the BSEd and BEEd graduates, 8 percent of the BSEd and 15 percent of the BEEd earned LET ratings within 80-85. More from the BEEd graduates have a high level of performance. Moreover, 40 percent of the BSEd and 30 percent of the BEEd received a passing but low score (75-79). However, both groups over-all LET performance is below the passing mark, considering a mean rating of 71.86 and 70.23 for BSEd and BEEd, respectively. The over-all mean rating of the graduates is 71.13, which is below the passing score of 75.

**Table 5. Over-all LET Performance of the Graduates.**

Rating	BSEd		BEEd	
	F	%	F	%
80-85	2	8	3	15
75-79	10	40	6	30
below 75	13	52	11	55
Total	25	100	20	100
<b>Mean Rating</b>	<b>71.86</b>		<b>70.23</b>	
<b>Over-all Mean Rating</b>	<b>71.13</b>			

*Below 75 = Failed, 75 – 79 = Low Passing Score, 80 – 85 = High Passing Score*

The LET results reflect the graduates' dismal mastery of the competencies measured in the licensure examination. The competencies tested in the licensure examination cover the theories and concepts in the general education, professional education and the specialization (major) courses in the Teacher Education curricular programs. The results likewise suggest that there is a need to study whether the concepts and skills developed and given emphasis by the faculty of the Teacher Education Department during instruction were those measured in the licensure examination. Were those measured in the licensure examination included during instruction and were they thoroughly discussed? This result likewise has certain implications on the licensure examination preparations done by the graduates. Did the graduate give a more focused, intensive personal review and preparation for the LET? Were the review sessions attended religiously by the graduates? Were the concepts reviewed during the Comprehensive Review sessions capture those that were covered in the LET?

### LET Component Performance

The ratings of the respondents to each component of the Licensure Examination provided the researcher with a more detailed description of which area of the LET did the respondents performed better or poor. The three components of the LET are General Education, Professional Education, and Field of Specialization. For CSU-A, the specializations were English and Mathematics among BSEd graduates and Content Course (or Generalist) for the BEEd graduates. The subjects/competencies measured in each LET component are listed in the Appendices.

It can be gleaned in Table 6, the ratings of the graduates to each component of the LET. Among the three components, the respondents performed best in Professional Education with a mean rating of 72.51, and the least performance is on the General Education component with a mean rating of 69.42.

The **General Education component** of the LET covers competencies in the basic courses of English, Filipino, Mathematics, Science, Social Science and Information and Communication Technology. The overall mean ratings were 70.92 and 67.55 for BSEd, and BEEd, respectively. For both curricular programs, 69.42 was the computed mean rating. These ratings are much lower than the passing rate which is 75, hence the performance is not satisfactory. Based on these findings, with over-all mean LET rating across courses which are much lower than the passing rate of 75, the researcher surmised that the graduates' poor performance in the general education component of the LET suggests that the graduates have not acquired enough knowledge, concepts, and skills necessary for mastery of the competencies measured in this component of the LET.

The course-contents covered were the basic courses taken by the graduates in their first three semesters in the University. With this, the unsatisfactory performance in general education could likewise be due to **forgetting**. According to the **Interference Theory of Forgetting [5]**, forgetting happens because other things get in the way. Interference comes from information acquired before what is being tried to remember or from new information acquired. One type of interference is **retroactive inhibition**. According to Tria, et al., retroactive inhibition is the result of later learning getting in the way of earlier learning. Thus, new material interferes with the process of recalling previously stored information. Since the general education subjects were taken more than two years

prior to the licensure exam; it is possible that the respondents have forgotten the knowledge and primary skills supposedly learned from the basic courses because they became engrossed with learning new concepts and skills in their professional and major subjects. Moreover, it is possible too that materials learned during instruction were more of isolated facts thus, was not considered meaningful by the graduates. The memory of meaningful materials is less susceptible to forgetting than the memory of isolated facts [5].

the range of knowledge and skills of the teacher-education graduates needed in the practice of the teaching profession. These courses are divided into three broad categories: Theories & Concepts in Education; Methods and Strategies and Field Study.

Among the BSEd takers, 4 earned a rating within 80-85, 9 earned a rating within 75-79 and, 12 did not pass this LET component. Among the BEEd takers 4 earned scores within 80-85 and 4 passed but with low scores (75-79), 12 failed in the professional education component.

It is likewise revealed in Table 6 that the mean rating of the BSEd and BEEd graduates were 73.36 and 71.45, respectively. Further, over-all mean rating in the professional component is 72.51, which is below the passing score. This means that the respondents did not perform well enough in this LET component, to earn a passing rate of 75. Findings manifest that the graduates were not able to cope with the specific competencies that were measured under the three subject-categories of the professional education courses. The three subject-categories are defined separately, however, all courses should be taught in an integrated manner. Meaning, discussions of theory and concepts should be linked to the development of methods and strategies and to experiential learning during their field study [8]. Thus, in the licensure examination, items written under this LET component are those that assess the ability of the graduates: (1) to understand, rationalize and reflect on the various strategies, processes and issues related to the teaching profession; (2) to facilitate and evaluate learning in diverse types of students in a variety of learning environments; and (3) to apply, verify and reflect on various theories and principles associated with the different components of the teaching-learning processes [9]. One likely explanation on the unsatisfactory performance of the graduates in this LET component points to a limited preparation of graduates and inadequacy of knowledge, skills, and application of the different concepts, theories, and principles about the teaching-learning process.

The **Specialization component** of the LET measures the ability of the BSEd graduates to teach in any of the different learning areas in high school and for the BEEd graduates, the ability to teach across the different learning areas in grade school. In CSU-A, specialization courses are either Mathematics or English for BSEd, and Content Course for BEEd. The BEEd Content courses correspond to the various

**Table 6. By component LET performance of the graduates.**

Component	General Education					
	BSEd (n=25)		BEEd (n=20)		Both (N=45)	
Rating	F	%	f	%	f	%
80-85	1	4	1	5	2	4.44
75-79	10	40	5	25	14	31.1
below 75	14	56	14	70	29	64.4
<b>Over-all mean</b>	<b>70.92</b>		<b>67.55</b>		<b>69.42</b>	
SD	6.87		9.57		8.26	

  

Component	Professional Education					
	BSEd (n=25)		BEEd (n=20)		Both (N=45)	
80-85	4	16	4	20	8	17.8
75-79	9	36	4	20	12	26.7
below 75	12	48	12	60	25	55.6
<b>Over-all mean</b>	<b>73.36</b>		<b>71.45</b>		<b>72.51</b>	
SD	6.98		10.12		8.47	

  

Component	Specialization					
	BSEd-Math (n=8)		BSEd-English (n=17)		BEEd (n=20)	
80-85	1	12.5	2	11.8	2	10
75-79	1	12.5	9	52.9	9	45
below 75	6	75	6	35.3	9	45
<b>Over-all Mean</b>	<b>67.88</b>		<b>72.8</b>		<b>70.45</b>	
SD	7.72		9.48		7.72	

*Below 75 = Failed, 75-79 = Low Passing Scores, 80-85 = High Passing Scores*

This result agrees with the findings of Yanto [6] and Azurin [7], both found out that one of the low ratings of the LET takers is on general education. In which, they associated the result to the inadequacy of acquired knowledge, concepts, and skills from the subject areas under the general education courses.

The **Professional Education component** represents the area assessed in the LET that measures

learning areas in elementary education curriculum, which are in addition to the related General Education requirements. The over-all mean rating for the Specialization component was: BSEd-Math, 67.88; BSEd-English, 72.88 and BEd, 70.45.

In all the three components, the BSEd takers registered higher mean ratings than the BEd takers. Moreover, both the BSEd and BEd LET takers' poorest performance is on the General Education component of the LET.

**Table 7. Relationship between non-intellective variables and LET performance**

Variable	X <sup>2</sup>	p-value, df=33,66	Interpretation
Sex	34.183	0.411	Not Significant
Civil Status	30.595	0.587	Not Significant
Course	32.175	0.508	Not Significant
Major	67.379	0.430	Not Significant
Review Scheme	78.714	0.136	Not Significant
<b>Age</b>	<b>69.886</b>	<b>0.017</b>	<b>Significant</b>

The study hypothesized that there is no relationship between LET performance and the non-intellective and intellective variables considered in the study. The independent variables were: Sex, Civil Status, Specialization and Course; High School Academic Performance (HSGA); College Academic Performance; Practice Teaching Performance; and Comprehensive Review Performance and Adopted Review Scheme.

The relationship among the non-intellective variables considered in the study to that of the performance in the licensure examination of the graduates is presented in Table 7. Among the six (6) variables presented, only age was found to significantly correlate with the performance in the licensure examination.

**Table 8. Relationship between intellective variables and LET performance**

	LET	HSG A	CGPA	PTGrade	Compre Grade
Pearson Correlati on Sig. (2- tailed)	1	.396**	.588**	-.183	-.643**
N	45	45	45	45	45

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

### Age

A chi-square test of independence performed to examine the relation between age and LET performance showed a significant relation between the variables,  $X^2 (2, N=45) = 69.89, p < .05$ . With age correlating positively with performance in the licensure examination, suggests that among the respondents, the older graduates tend to score higher in the licensure examination than the younger graduates. The graduates with age above 21 registered a mean rating of 75.8 against the younger group (age 19-20) with a mean rating of 68.84. These results show that for the CSU-A graduates of 2014, maturity level played a significant role when they took the licensure examination. The discipline they have developed through the years may have contributed to a positive value needed for intellectual and emotional preparations necessary for taking rigorous exams such as the Licensure Examination for Teachers. These findings, however, are not consistent with the results of the study of Azurin [7], who found that age is not a significant factor for the LET results of the 2004, 2005 and 2006 CSU examinees. The study of Azurin covered three batches of graduates of the entire CSU system, while the present study dwells only on a single batch of graduates of Aparri Campus. Thus, the inconsistencies in results are accounted to the differences in scope of the two studies.

### High School Academic Performance (HSGA)

The high school academic performance as measured by the graduate's high school general average (HSGA) and LET performance was moderately positively correlated,  $r = .396, p = .007$ . This suggests that those who performed well in their secondary schooling tend to do well in the licensure examination. The strong preparation on the basic knowledge and skills on the core subjects such as English, Mathematics, and Science acquired during the graduates' high school allows them to acquire the much needed foundation of knowledge and skills necessary to learn the rudiments of college level basic courses. The mastery of skills developed and acquired during the graduates' stint of the general education courses becomes their tool in understanding concepts in professional education and specialization subjects.

Consistent with these findings were the results of the study of Luna, who studied the factors related to LET Performance of the Isabela State University graduates. Likewise, confirms the findings of Neri [10] who determined the intellective variables

predictive of Nursing licensure exam performance. Neri concluded that passers of the nursing exam have higher intellectual profile compared to the non-passers.

### College Academic Performance (CGPA)

College academic performance is a strong factor that influences performance in the LET. This result is supported statistically with an  $r$  value of  $-0.588$ , at  $df$  43 and  $p=.000$ . The value of “ $r$ ” is negative because grades in CSU are expressed in a reversed order. That is, the highest passing grade is 1.0 and the lowest is 3.0. Hence, the negative sign actually connotes a positive correlation between academic performance and LET performance.

The result suggests that the higher the general average in the academic subjects of the graduates, the better is her/his chances of passing the licensure examination. Theoretically, the performance of the graduate in his/her undergraduate course will dictate his/her chances of passing a licensure examination. The graduate’s exposure to the different teacher education courses is supposed to prepare him/her for the practice of the teaching profession. This concept is based on Bloom’s Theory [12], which suggests that **learning outcomes** are regarded as the basis for the level of accomplishment of a **learning task**. Tasks are viewed as goals to be realized and the outcomes are gauge of whether or not the goals are met. The **learning outcomes** were reflected in the LET results and the **learning tasks** were those accomplished by the graduates in their college courses. The findings of this study confirm this theory. A better over-all performance of the LET examinee in his/her college subjects tends to increase his/her chances of passing the licensure exam.

Consistent with these findings were the results of the studies of Neri [10], Brillante [11] and Ogunyemi & Harris [13]. Neri’s findings revealed that acquired knowledge and skills in college subjects among graduates of the Nursing course increased their chances of passing the Nursing Licensure Examination. Brillante found out that GPA significantly predicts the performance of the accountancy graduates in the CPA Licensure Examination. Specifically, Filipino, English, Social Philosophy, Science and Major courses were among those predictors[11]. Ogunyemi & Harris’ findings revealed that undergraduate GPA and scores in the Medical College Admission Test (MCAT) used by medical colleges in determining eligibility for college

admission correlate with the US Medical Licensure Examination results.

### Performance in the Comprehensive Review (CompreGrade)

The comprehensive review grade of the respondents is reflective of their Comprehensive Review performance. The grade received is based on the cumulative test scores in the post test given by the reviewers who conduct the review on a particular subject-component of the licensure exam. The tests are patterned from the board exam.

A strong and positive correlation between the variables is observed. This is supported statistically with an  $r$  value of  $-0.643$ , at  $df$  43 and  $p=.00$ . As to the value of “ $r$ ” which is negative, the Comprehensive Review is one of the subjects in the CSU Teacher-Education curriculum. Hence, the lower number grade actually denotes higher performance. Therefore, the negative sign actually connotes a positive correlation between Comprehensive review and LET performances.

A better performance of the respondents in the Comprehensive Review tends to increase their performance in the licensure exam. These findings suggest that making good in the Comprehensive Review increases the chances of passing the licensure exam.

However, this result was found contrary to the results of the study of Neri [10], “Intellective Variables as Predictors to Nursing Licensure Performance”. The difference in the present study with that of Neri was on the methodology of conducting the “**review**”. **Guided review** in the study of Neri was done by administering a 100-item comprehensive test to students **with no lectures**. While in the present study, a comprehensive test is given **after a lecture** by faculty-reviewer from the College. This difference in the methodology may explain the inconsistency of results of the two studies.

### CONCLUSIONS

The CSU-A Teacher Education graduates were academically prepared for the licensure examination as indicated by their pre-college academic, college academic, practice teaching as well as comprehensive review performances. The respondents performed best in the Professional Education component, while the group’s waterloo is on the General Education component of the LET. Moreover, in terms of the

overall mean rating, the performances in the General Education, Professional Education and Specialization components were below the passing mark.

In general, CSU-A LET passers are those who were older and were performing well in the classroom during their high school, college and comprehensive reviews. Once students performed best in these areas of learning, they have a better chance of success in the board exam.

#### **RECOMMENDATIONS**

1. BSEd and BEEd students should endeavor to do their best to internalize the knowledge, concepts, principles, and skills they must learn in the basic, professional education and specialization subjects both in the classroom and in the field study. Mastery of the basic concepts and competencies in the three core subjects will ensure success in the board examination. The would be LET takers must also take advantage of the opportunity to gain more knowledge during the intensive reviews before taking the board exam.

2. Since the weakest areas of the graduates in the 2013 LET were on the basic as well as in the specialization subjects, the College of Teacher Education administration and faculty are suggested to:

a. intensify the conduct of the comprehensive reviews and adopt a stringent policy with regards the attendance and participation of the students during the review;

b. revisit the courses included in the general education components and specialization subjects of the BSEd and BEEd curriculum. A comprehensive review and comparison of the learning competencies spelled out in the course outline or syllabi used by the faculty members be made against the desired learning competencies outlined by CHED and PRC; and

c. review the retention policies of the College, particularly on the average grade the students must maintain per semestral term. If a stricter retention policy is not considered, the College may introduce a remedial program for those who are identified “**high risks**” students (students not performing well in their academic subjects), so as to increase their chance of better preparation and success in the board exam.

3. **Future researchers** may look into other factors that may influence the success in the teacher licensure exam. Factors to be considered may include other non-intellective variables such as, study habits, time

management, stress coping mechanism, as well as teacher-related and LET Review-related variables.

#### **LIMITATIONS**

The research design employed has itself weakens the internal validity of the results of the study considering that correlation studies are sensitive to the size of cases involved in the study. However, the study has no alternative but to employ a correlation design since LET performance can not be studied using experimental research. Likewise, there are factors integral to the study that is beyond the control of the researcher.

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