

Variates of the Performance of Teacher Education Graduates in the Licensure Examination for Teachers (LET)

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Abstract: The success of tertiary teacher education students in the Licensure Examination is indicative of the quality of training the teacher education institutions have instilled in the students. The study traced the graduates' Otis-Lennon School Ability Test (OLSAT) rating, College Grade Point Average, High School Grade Point Average, English Placement Exam and Honours received in High School; determined the performance of the examinees in General Education and Professional Education; found out the relationship between the performance and the profile and determined the varieties which could predict the Licensure Examination for Teachers (LET) performance. The study used the descriptive – correlational design. Data on the LET results were taken from the Official List of Examinees issued by the Professional Regulation Commission. The rest of the data were taken from individual files and were treated statistically using means, percentages and multiple regressions. Majority of the graduates have low rating in the Otis Lennon School Ability Test, Average performance as indicated in the College Grade Point Average, High Grade Point Average in High School; passed the English Placement Test; and had honors in high school. The examinees had Average performance in the General and Professional Education components of the LET. Of the variables, only three were found significantly influential to the LET performance – college Grade Point Average, OLSAT rating and English placement test passing.

Keywords: Performance, Variates, Graduates, Teacher Education, Licensure Examination.

I. INTRODUCTION

The success of tertiary teacher education students in the Licensure Examination is a concrete evidence of the quality of training the teacher education institution have instilled in the students. Article IV of Republic Act 7836 (1994) provides that except as otherwise allowed in the act, no person shall practice or offer to practice the teaching profession in the Philippines or be appointed as teacher to any position calling for a teaching position without having previously obtained a valid certificate of registration and a valid professional license from the Professional Regulation Commission (PRC). Year in and year out, hundreds of thousands of teacher education graduates take the LET. However, it has been a trend that only around one-fourth of examinees make it to the examination signifying that examinees do not have the enough preparation for the examination.

Gano (1986) found out that the academic achievement of the Eulogio Amang Rodriguez Institute of Science and Technology College of Teacher Education graduates were positively related to the performance in the PBET for SY 1991-1992 and 1993-1994. Moreover, Bautista (2012) found out that post-graduate education of faculty, laboratory facilities, library facilities and accreditation status of the school influenced the LET performance of the graduates of the University of Rizal. In the same line of thought, Faltado (2014) found out that type of school is not a factor in passing the examination while the admission and retention policy, curriculum and instruction, and faculty competence are significantly correlated with the performance in the examination. Montebon (2005) also found out that a significant relationship existed between the LET result and the academic achievement as well as with practicum performance of

BSED and BEED students of University of Mindanao Tagum College. Pascua and Navalta (2011), moreover, found out that the degree course; Grade Point Average, English proficiency, and Admission Test Score indicated significant relationship with LET performance of graduates of the Nueva Vizcaya State University. The study of Guanzon and Marpa (2014) revealed that the Philippine Normal University admission test and College grade point average significantly predicted performance of graduates in the Licensure Examination. Arenillo and Arenillo (2009) found that there was a significant relationship between the board performances of graduates with the knowledge they obtained in their preservice education, while particularly, the study of Castillo (2011) disclosed that the academic achievement of the graduates in general education subjects was found to be the best determinant of success of the BSEd graduates in the LET.

The University of Eastern Philippines – College of Education is one of the tertiary education institutions (TEIs) of the country which produces hundreds of graduates who take the Licensure Examination for Teachers (LET) annually. Records show that the passing percentages, though above the national mean, the passing percentages are still short of the passing percentages required by accreditation bodies.

The performance in the LET may be predicted by several variables, especially the entry requirements in college. Hence, there is a need to study the variables which may play an important role in the performance of the College of Education (CoEd) graduates so as to come up with intervention schemes in improving LET performance.

The study traced the profile of the LET examinees from the College of Education in terms of Otis-Lennon School Ability Test (OLSAT) rating, College Grade Point Average (CGPA), High School Grade Point Average (HSGPA), passing in the English Placement Exam and Honors received in High School; determined the level of performance of the examinees in terms of General Education and Professional Education; found out the relationship between the level of performance of the examinees and the profile and determine the variates which could predict the performance of the examinees in the LET.

II. METHODOLOGY

Only those examinees which have complete records retrieved on the OLSAT, HSGPA, passing the English placement and honors received were included in the study. The examinees studied were graduates of the college from 2008 to 2011. The study used the descriptive – correlational design. Descriptive design was employed to describe the profile of the examinees in terms of OLSAT rating, CGPA, HSGPA, passing the English placement test and Honors in High School and the level of performance of the examinees in the General Education and Professional Education components of the LET. Data on the LET results were taken from the Official List of Examinees given by the Professional Regulation Commission. The rest of the data were taken from individual files in the College Guidance Office and the Registrar's Office. The data were treated statistically using means, percentages and multiple regression. Relative to the arbitrary marks of relationships, this research made use of coefficient of correlation with the following descriptive label: r from .00 to $\pm .20$ (indifferent or negligible relationship), r from $\pm .21$ to $\pm .40$ (low correlation), r from $\pm .41$ to $\pm .70$ (substantial or marked relationship), and r from $\pm .71$ to ± 1.00 (high to very high relationship).

III. RESULTS AND DISCUSSIONS

Profile of the LET Examinees:

As could be gleaned in Table 1a, five (5) or 1.8% of the respondents had a Very High (VH) performance in the Otis-Lennon School Aptitude Test (OLSAT), fourteen (14) or 5.0% had High performance (H), sixty-six (66) or 23.7% had Average performance (A), one hundred eighty-four (184) or 66.3% performed Low (L), and nine (9) or 3.2% had Very Low performance (VL). This is a clear indication that the bulk of the examinees (193 or 69.5%) in the elementary level during the period from 2008 to 2011 have performed low in the OLSAT, while only about 30.5% or 85 out of 278 elementary examinees have performed from Average to Very High.

On the other hand, the same Table shows that out of 209 examinees from the secondary level, 4 or 1.9% performed Very High in OLSAT, 22 or 10.5% performed High, 62 or 29.7% were Average, 107 or 51.2% were Low, and 14 or 6.7% performed Very Low in the LET from 2008 to 2011. This signifies that although majority of the LET examinees from the secondary level performed low in the OLSAT, there are only about 88 or 42.1% who performed from Average to Very High and 121 or 57.9% from Low to Very Low during the period covered by the study.

This result specifies that in terms of percentage, examinees from the secondary level have better performance in the OLSAT than those from the elementary level. However, it could be noted that the largest number of examinees in both levels have low performance in the OLSAT.

Table 1a Profile of Examinees in the OLSAT

OLSAT Rating	Elementary		Secondary	
	Frequency	Percentage	Frequency	Percentage
Very High (81 – 89)	5	1.8	4	1.9
High (72 – 80)	14	5.0	22	10.5
Average (63 – 71)	66	23.7	62	29.7
Low (54 – 62)	184	66.3	107	51.2
Very Low (45 – 53)	9	3.2	14	6.7
Total	278	100.0	209	100.0

As shown in Table 1b, four (4) or 1.4% of 278 of those who took the LET examinations in the elementary level had a Very High performance in the college grade point average, seventy-seven (77) or 27.7% had High CGPA, 140 or 50.4% had an Average CGPA, 53 or 19.1% had Low CGPA in college, while 4 or 1.4% had Very Low CGPA.

On the secondary level, there are 13 or 6.2% of those who graduated in the CoEd from 2008 to 2011 who have a Very High CGPA which ranges from 1.35 – 1.61, 72 or 34.4% with High CGPA, 97 or 46.4% belong to Average, 25 or 12.0% Low, and 2 or 1.0% with Very Low CGPA.

This result indicates that the college is producing graduates in sizeable percentage whose CGPA is only Average. This means that the academic performance of the graduates is not high nor low.

Table 1b Profile of Examinees in Terms of CGPA

College GPA	Elementary		Secondary	
	Frequency	Percentage	Frequency	Percentage
Very High (1.35 – 1.61)	4	1.4	13	6.2
High (1.62 – 1.88)	77	27.7	72	34.4
Average (1.89 – 2.15)	140	50.4	97	46.4
Low (2.16 – 2.42)	53	19.1	25	12.0
Very Low (2.43 – 2.69)	4	1.4	2	1.0
Total	278	100.0	209	100.0

As could be seen in Table 1c, the college admitted students with High HSGPA. In detail, the college admitted two (2) or 0.7% students from the elementary level and three (3) or 1.4% in the secondary level who possessed a Very High Grade Point Average in high school (HSGPA), 251 or 90.3% from the elementary level and 189 or 90.4% in the secondary level had High GPA. However, it is revealed in the Table that the college had admitted 25 or 9.0% students in the elementary

level and 17 or 8.2% in the secondary who's HSGPA ranges only from 75 – 84. This data means that the college admitted high school graduates which have high academic performance.

Table 1c Profile of Examinees in terms of HSGPA

High School GPA	Elementary		Secondary	
	Frequency	Percent	Frequency	Percent
Very High (95 – 100)	2	0.7	3	1.4
High (85 – 94)	251	90.3	189	90.4
Average (75 – 84)	25	9.0	17	8.2
Total	278	100.0	209	100.0

In Table 1d, it is shown that there were 193 or 69.4% 278 from the elementary level and 152 or 72.7% out of 209 from the secondary level took English 111 having passed the English Placement Test; and 85 or 30.6% from the elementary level and 57 or 27.3% from the secondary level took English Plus. This means that there are more graduates who passed in the English Placement Exam than those who did not. This further means that there more graduates who had acquired substantial knowledge in English when they entered the university.

Table 1d Profile of Examinees in Terms of Passing the English Placement Test

Remarks in Engl Placement	Elementary Level		Secondary Level	
	Frequency	Percent	Frequency	Percent
Passed	193	69.4	152	72.7
Failed	85	30.6	57	27.3
Total	278	100.00	209	100.00

As could be comprehended in Table 1e, from 2008 to 2011, there were 120 or 43.2% from the elementary level entered CoEd with honors in their high school studies, and 158 or 56.8% graduated without honor. On the other hand, in the secondary level examinees, 90 or 43.1% were honor students in high school while 119 or 56.9 were without honors. This means that a considerable percentage of CoEd students is composed of the cream of the crop of the secondary schools.

Table 1e Profile of Examinees in terms of High School Honors

Honors	Elementary		Secondary	
	Frequency	Percent	Frequency	Percent
With Honors	120	43.2	90	43.1
Without Honors	158	56.8	119	56.9
Total	278	100.0	209	100.0

Level of Performance of Examinees in the LET:

Table 2a presents the level of performance of examinees in terms of General Education. It could be noted that majority of the Elementary and Secondary examinees (48.9% and 51.2% respectively) got an Average percentage in the examination. Only 1(0.04%) in the Elementary level and no one from the examinees in the Secondary level got a High percentage. This means that in terms of the General Education, the examinees had a satisfactory performance.

Table 2a Level of Performance of Examinees in terms of LET General Education

Ranges	Elementary Level		Secondary Level	
	Frequency	Percent	Frequency	Percent
High (85 – 94)	1	0.4	0	0
Average (75 – 84)	136	48.9	107	51.2
Low (65 – 74)	79	28.0	64	30.6
Very Low (64 below)	62	22.3	38	18.2
Total	278	100.0	209	100.0

In Table 2b, the level of performance of examinees in terms of Professional Education is presented. It could be noted that a majority of the examinees (50.7% for Elementary and 56.5% for Secondary) got an Average rating in the Professional Education. Only two from each level got a High rating. This means that in terms of the Professional Education, the examinees had a satisfactory performance.

Table 2b Level of Performance of Examinees in Terms of LET Professional Education

Ranges	Elementary Level		Secondary Level	
	Frequency	Percent	Frequency	Percent
High (85 – 94)	2	0.7	2	0.1
Average (75 – 84)	141	50.7	118	56.5
Low (65 – 74)	64	23.0	49	23.4
Very Low (64 below)	71	25.6	40	19.1
Total	278	100.0	209	100.0

Test of Relationships:

To determine the relationships and predictive values between the LET rating and the independent variables, the multiple coefficient of correlation and multiple regression through stepwise method was used. With these statistical tools, the predictive power of the independent variables to the LET Rating as well as the relationships of the performance in General Education and Professional Education to the profile of the LET examinees were determined. On the basis of the regression outputs, the LET rating of the examinees could be determined by the regression equation $Y = 43.312 + .467$ (OLSAT) $- 18.774$ (CGPA) $- 1.112$ (English Placement Test).

Predictors of LET Performance:

As could be analyzed from the regression output, the F value was 64.065 percent indicating that there are only three (3) predictors of LET performance out of the variables that may have influenced LET rating, College Grade Point Average, OLSAT rating and English Placement Test result. This conforms to the conclusion of Pascua and Navalta (2011) that the higher the CGPA, the higher is the expected LET performance. Likewise, the present study confirms the findings of Guanzon and Marpa (2014) that the admission test result and CGPA are good predictors of graduates' performance in the examination. However, the study disconfirmed the conclusion of Garcia (2013) that academic performance was not a determinant of passing the LET.

The three (3) predictors have a pooled substantive relationship of $R = .632$ with a coefficient of determination of $R^2 = .400$ of the variance of the independent variables of LET performance. Furthermore, the R^2 value of .400 reveals that the performance of the examinees from 2008 to 2011 was contributed approximately by 18.0 percent from OLSAT, 21.6 percent from CGPA, and 0.4 percent from English Placement Test. This coefficient of determination suggests that there are still about 60 percent of the independent variables considered as predictors of LET performance which are not included in this study, and therefore, still researchable.

Table 3a Correlation Value, Degree of Relationships, Acceptance/Rejection and Percentage of Variability to the LET Rating

Variables	Correlation Value	Degree of Relationship	Accepted/ Rejected	Percentage of Variability
LET Rating & OLSAT	0.424	Marked	Rejected	18.0
LET Rating & CGPA	-0.597	Marked	Rejected	21.6
LET Rating & HSGPA	0.264	Low	Rejected	0
LET Rating & EngPlac	-0.218	Low	Rejected	0.4
LET Rating & Honor	-0.224	Low	Rejected	0
Gen Ed & OLSAT	0.393	Low	Rejected	0
Gen Ed & CGPA	-0.512	Marked	Rejected	0
Gen Ed & HSGPA	0.275	Low	Rejected	0
Gen Ed & EngPlac	-0.213	Low	Rejected	0
Gen Ed & Honor	-0.212	Low	Rejected	0
Prof Ed & OLSAT	0.372	Low	Rejected	0
Prof Ed & CGPA	-0.573	Marked	Rejected	0
Prof Ed & HSGPA	0.258	Low	Rejected	0
Prof Ed & EngPlac	-0.291	Low	Rejected	0
Prof Ed & Honor	-0.215	Low	Rejected	0

Table 3b Percentage of Variability of Predictors in the LET

Predictors	Percentage of Variability
OLSAT	18.0
CGPA	21.6
English Placement Test	0.4
Combination of the above Predictors	40.00

III. CONCLUSION

Majority of the LET examinees from the College of Education had an Otis-Lennon School Ability Test (OLSAT) rating which is close to the minimum of 55. Majority had very good academic performance in High School. However, majority had only satisfactory academic performance in College as seen in the GPA. Majority acquired the basic skills in English.

The examinees had satisfactory levels of performance in both the General Education and Professional Education components of the LET. The OLSAT Rating, College Grade Point Average and English Placement Test, among others, could speak of the future success of the teacher education students in the Licensure Examination for Teachers. There could be other researchable factors which could predict the LET passing result. There is a need to increase the minimum requirements of the OLSAT rating and English Placement Test so as to increase the chances of having higher performance in the Licensure Examination for Teachers.

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