



# ACADEMIC PERFORMANCE AS DETERMINANT IN PASSING THE LICENSURE EXAMINATION FOR TEACHERS (LET)

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## ABSTRACT

*It has been a fact that all who seek to pursue teaching as a career need to pass the Licensure Examination for Teachers (LET), hence, the Professional Regulation Commission (PRC) implemented the R.A. 7836 otherwise known as Philippine Teachers Professionalization Act. It states that no person shall practice the teaching profession in the Philippines without having a valid professional license from the Commission. In the Teacher Education Program, passing the LET is one measure of quality education. Thus, this study determined the correlation between the academic and LET performances of Sorsogon State College Bulan Campus (SSCBC) BSED Mathematics and English graduates from 2013 to 2015 along general education subjects, professional education subjects, and major subjects. The significant relationship between the academic and LET performances was also looked into. This study utilized descriptive correlation method. The data gathered were treated statistically using Pearson-product moment correlation. The findings showed that the BSED graduate's exhibited high academic performance and most of the examinees passed the LET in all the components. It also showed that the academic performance is significantly related to the LET performance. The results also revealed that academic performance is a determinant in passing the LET. Therefore, the Institution could predict that the better the academic performance of students, the greater the possibility to pass the LET, the poorer the academic performance of students, the lower the possibility to pass the LET, therefore the Institution could also give possible measures to improve the SSCBC BSED graduates' rating in the LET.*

**KEYWORDS:** Academic Performance, Determinant, Licensure Examination for Teachers (LET), General Education Subjects, Professional Education Subjects, Major Subjects, Pearson-Product Moment Correlation

## INTRODUCTION

The important role of teachers in nation-building has always been recognized. The former President of the Philippines, His Excellency Benigno S. Aquino III proved this in his statement "I join the nation in saluting all of you teachers for your professionalism. You shape the minds of the youth who will be tomorrow's leaders". Also, the strength of the educational level of an institution largely depends upon the quality of its teachers. This indeed shows how important the teacher is. It is equally important that the knowledge and training needed by teachers especially their academic performance during college be given attention.

Student's academic performance occupies a very important place in education. Academic performance generally refers to how well a student is accomplishing his or her tasks and studies. According to Scottk as translated by Ehow Contributor, the most well-known indicator of academic performance is grades which are the student's "score" for their classes and overall tenure. Academic performance is frequently measured by the examination results. It is used to pass judgment on the quality of education offered by academic institutions. Academic institutions, especially those offering teacher education, have great role in shaping and providing quality graduates that could impart their knowledge in their area of specialization. In fact, the level of competency of an educational institution is being determined by the percentage of their board passers and employability rate.

The graduates' performance in the board exam reflects the performance of the school. It may increase good reputation and pride to the institution if the graduates' performance is good. In fact, the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) and the

Commission on Higher Education (CHED) monitor the LET / board exam passing percentage of all colleges and universities in the Philippines. This performance based on the percentage of passing in the licensure examination serves as a barometer that gauges the quality of education they acquired in a particular school (Ballado-Tan).

All graduates of any education course are required to take and pass the Licensure Examination for Teachers (LET) in order to practice his/ her profession. It is stated in the Republic Act 7836 otherwise known as Philippine Teachers Professionalization Act that no person shall practice or offer to practice the teaching profession in the Philippines or be appointed as a teacher to any position without having a valid professional license from the Professional Regulation Commission. This study was conducted to determine the performance of the Bachelor of Secondary Education (BSED) majors in English and Mathematics graduates of SSCBC from 2013 to 2015. It determined the correlation between the academic and LET performances of BSED Mathematics and English graduates of SSCBC along; general education subjects, professional education subjects, and major subjects. The significant relationship between the academic and LET performances was also looked into.

## OBJECTIVES OF THE STUDY

This study determined whether the academic performance is a determinant in passing the Licensure Examination for Teachers (LET) of the Bachelor of Secondary Education (BSED) major in English and Mathematics graduates of Sorsogon State College Bulan Campus (SSCBC) from 2013 to 2015. The correlation between the academic and LET performances of SSCBC BSED Mathematics and English graduates along; general education subjects,



professional education subjects, and major subjects was also determined. It also tested the significant relationship between the academic and LET performances along the identified variables.

**METHODOLOGY**

The researchers employed the Descriptive Correlation Method since the existing documents were analyzed pertaining to the academic performances and LET ratings of the BSED major in English and Mathematics graduates of SSCBC from 2013 to 2015. It was also used in finding the correlation and the degree of relationship of graduates' performance in the three (3) subject components such as general education, professional education, and major subjects to the LET performance. The same method was used to determine whether the academic performance is a determinant in passing the LET of the BSED graduates of Sorsogon State College Bulan Campus (SSC BC) from 2013 – 2015.

The population of the study included 59 teacher education graduates of SSC BC who took the LET from 2013 to 2015. Data on the academic performance of graduates were obtained from the records of the Registrar's Office as permitted by the Campus Administrator of SSCBC. As regards to the LET results, the data were acquired through the forwarded list of examinees with the corresponding ratings/ grades obtained by the examinees per subject in the professional examinations of the Professional Regulation Commission (PRC) office, as requested by the school.

The Pearson Product-Moment Correlation was the statistical tool used to determine the correlation between the academic and LET performances of the

SSCBC BSED Mathematics and English graduates from 2013 to 2015. This study used Pearson *r* since this is the commonly used measure of correlation to determine the relationship of two (2) sets of variables quantitatively as described by Calmorin (2004). Moreover, to test the significant relationship between the two (2) variables, *t* was used.

**RESULTS AND DISCUSSIONS**

**1. Correlation between the academic and LET performances of BSED major in Mathematics and English graduates of SSCBC from 2013-2015 along: general education subjects, professional education subjects, and major subjects.**

Table 1 presents the correlation between the academic and LET performances of SSCBC BSED major in Mathematics and English graduates from 2013-2015 along: general education subjects, professional education subjects, and major subjects. It can be gleaned in the table that along the general education subjects (GES), the computed *r* in the year 2013 is 0.677, 0.423 in the year 2014 and 0.478 in the year 2015, all found to have a moderate correlation. Furthermore, the table revealed that along the professional education subjects (PES), the value of *r* is 0.344 in the year 2013 which was found to have a low correlation, 0.509 in the year 2014 and 0.45 in 2015, both with a moderate correlation. Moreover, along the major subjects (MS), it is reflected in the table that in the year 2013 the *r* value is 0.335 which was found to have a low correlation, while there was a moderate correlation in the year 2014 with an *r* value of 0.700. and in the year 2015 the value of *r* is 0.714 with a high correlation.

**Table 1. Correlation between the Academic and LET Performances BSED major in Mathematics and English Graduates of SSCBC from 2013-2015**

Variables	Year					
	2013		2014		2015	
	<i>r</i> value	Interpretation	<i>r</i> value	Interpretation	<i>r</i> value	Interpretation
GES	0.677	moderate	0.423	moderate	0.478	moderate
PES	0.344	low	0.509	moderate	0.545	moderate
MS	0.335	low	0.700	moderate	0.714	high

The results implied that there is a correlation between the academic and LET performances along the general education subjects, professional education subjects, and major subjects of the SSCBC BSED major in Mathematics and English. It means that the higher the academic performance, the higher the rating in the LET. Likewise, the lower the academic performance, the lower the LET rating.

This present study is comparable with the study conducted by Pascua and Navalta (2011) entitled “Determinants of LET Performance of the Teacher Education Graduates in a State University” since both determined the correlation of general education, professional education, and major subjects with the LET performance of the teacher education graduates. However, the previous study focused on the personal and educational-related factors with the LET performance while the present study focused on the academic and LET performances. On the other hand, both studies used and analyzed the records of their respective institutions and both revealed that there is a positive correlation between the academic and LET performances along the identified variables.

The study conducted by Dangan (2015) entitled “The Correlation of Teacher Education Graduates' Academic Performance, Licensure Examination Performance, Type of Work and Waiting

Time for Job Search“ is similar to the present study. Both studies determined the relationships of the teacher education graduates' academic performance with the rating in the licensure examination for teachers. However, Dangan included the type of work and waiting time for job search in the correlation while the present study focused only on the correlation between the academic and the LET performances. Both studies utilized the descriptive-correlational research design to study the direction and magnitude of the relationship between the variables involved in the study. The result of the previous study is also similar with the present study. The statistical analysis of data both revealed significant relationships between the teacher education graduates' academic performance and rating in the licensure examination for teachers, and the previous study also revealed the same relationship with type of work and waiting time for job search on the LET performance.

The present study is also similar with the study of Garcia (2013). Both studies dealt with academic performance as determinant in passing the Licensure Examination for Teachers. However, the previous study used Mean and Percentages in describing the performance and Pearson Product Moment Coefficient Correlation was used in determining the significant relationship between

academic and LET rating while the present study employed the Pearson Product Moment Correlation. The statistical tool used also determined if the relationships between examinees' academic performance and their Licensure Examination for Teachers' (LET) rating in Professional Education subjects and Field Specialization are significant. The correlation coefficient between examinee's 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 examinees academic and Licensure Examination for Teachers rating in general is moderately significant.

The study of Faltado III, (2014) also focused on the Performance in the Licensure Examination but it aimed to determine the correlation of performance of selected public and private teacher education institutions in the licensure examination while the present study focused on relationship between the academic and LET performances of SSCBC BSED major in Mathematics and English graduates. The study of Faltado divulged that type of school is not a factor in passing the Licensure Examination for Teachers but admission and retention policy, curriculum and instruction and faculty competence are significantly correlated with the teacher education program performance in the licensure examination.

**2. Significant Relationship Between the Academic and LET Performances of BSED major in Mathematics and English Graduates of SSCBC from 2013-2015.**

Table 2 presents the significant relationship between the academic and LET performances of BSED major in mathematics and English graduates of SSCBC from 2013 to 2015. The table also shows the t critical value of 2.16 with the level of significance at 0.05 which is used as basis in determining the significant relationship. It is reflected in the table that in the year 2013 the computed t value is 3.05 which is found to be greater than the critical value, therefore the null hypothesis is rejected thus, there is a significant relationship along the general education subjects (GES). Along the professional education subjects (PES) and the major subjects (MS), the computed t are 2.21 and 1.18 respectively, which are lower than the critical value, thus, the null hypothesis is accepted, which means that it is not significant.

The table further shows that in the year 2014, it is only along the general education subjects (GES) that the null hypothesis is accepted and therefore not significant because the computed t is 1.87 which is below the critical value while along the professional education and major subjects with a computed t of 2.37 and 3.92 respectively, there are no significant relationships hence the null hypotheses were rejected. Moreover, in the year 2015, all the variables such as the GES with 2.98 computed t, PES with a computed t of 3.56, and 5.58 computed t for MS were found to have significant relationships since the computed t values were higher than the critical value, thus, the null hypotheses were rejected.

**Table 2. Significant Relationship Between the Academic and LET Performances of BSED major in Mathematics and English Graduates of SSCBC from 2013-2015.**

Statistical Bases	Year								
	2013			2014			2015		
	GES	PES	MS	GES	PES	MS	GES	PES	MS
degree of freedom (df)	11	11	11	16	16	16	30	30	30
t computed	3.05	1.21	1.18	1.87	2.37	3.92	2.98	3.56	5.58
Decision on Ho	rejected	Accepted	accepted	Accepted	rejected	rejected	rejected	rejected	Rejected
Interpretation	significant	not significant	not significant	not significant	significant	significant	significant	significant	significant

Level of Significance is 0.05, t critical value is 2.16

The overall result showed that the academic performance is significantly related to the LET performance which revealed that academic performance is a determinant in passing the LET. Therefore, it can be predicted that the better the academic performance of the students the greater the possibility to pass the LET. On the other hand, the poorer the academic performance of students, the lower the possibility to pass the LET, therefore possible measures could be planned to improve the performance of the BSED graduates in the LET. However, in the year when the GES, PES, and MS are not significant may possibly be caused by the change in the curriculum. This result agrees to the study conducted by Pascua and Navalta (2011) which revealed that the degree course or the academic performance of graduates indicated significant relationship with LET performance.

The present study is also similar with the study conducted by Visco (2015) since both emphasized the determinants in the LET. However, the

present study analyzed whether the academic performance is a determinant in passing the LET of BSED major in Mathematics and English graduates of SSCBC from 2013 to 2015, while the previous study determined the determinants of performance in the LET of Abra State Institute of Science and Technology (ASIST) from 2007 to 2011. These two studies both revealed that the identified variables in the study significantly influenced the LET performance of the graduates.

The study conducted by Junio-Pachejo and Allaga (2013) on the "Academic Predictors of the Licensure Examination for Teachers' Performance of the Rizal Technological University Teacher Education Graduates is also comparable to the present study. In the above -mentioned study, the findings revealed that when the board performance is correlated with the three components of the academic subjects there was a moderate correlation with the general education subjects, while the correlation between the professional education subjects and specialization showed slight





correlation, thus, there is a linear relationship between the three academic subjects and the overall rating of LET. This disclosed that the performance of students in the LET and their academic grades have found to have a very weak relationship. However, in spite of the very weak relationship, the computed coefficient gives a positive interpretation that in every one unit increase in the predictors there will be an increase in the overall Licensure Examination for Teachers (LET).

The present study is similar to the study conducted by Ballado-Tan (2014). The previous study determined the level of students' academic performance, aspirations, attitudes towards accounting and study habits. It also determined the performance of the graduates in the Certified Public Accountant (CPA) licensure examination, as well as the relationship of the academic performance, aspirations, attitudes towards accounting and study habits and the performance in the licensure examination. The respondents had good academic performance, high level of aspiration, favorable attitude towards accounting and good study habits. The performance of the graduates is above the national passing percentage, though, graduates do not make it in the first attempt. The graduates performed best in Theory of Accounts while the weakest performance is in Practical Accounting I. The academic performance, attitudes towards accounting and study habits are significantly related to the performance in the examination while the level of aspirations was not related.

## CONCLUSIONS AND RECOMMENDATIONS

The foregoing discussion of the results deduced that in the year 2013, the general education subjects were found to have a moderate correlation and low correlation was found along the professional education and major subjects. On the other hand, all the variables were found to have a moderate correlation in the year 2014. In the year 2015, there was a moderate correlation along the general education and professional education subjects while in the major subjects it was found to have a high correlation. In terms of the significant relationship between the variables, it was found that in the year 2013 the general education subjects has a significant relationship, while the professional education and major subjects have no significant relationship. In the year 2014, there was no significant relationship along the general education subjects while significant relationships have been found along the professional education and major subjects. Lastly, significant relationships between the variables have been found in the year 2015.

Hence, the finding of the study revealed that there is a significant relationship between the academic and LET performances of the BSED graduates of SSCBC from 2013-2015 and can be concluded therefore that the academic performance is a determinant in passing the LET. Moreover, in order to improve the LET performance of the BSED graduates, the following are recommended: the curriculum must be reviewed, syllabi, and review materials should be updated according to the CHED Standard and should conform with the National Competency-Based Teacher Standard (NCBTS) and Professional Regulation Commission (PRC); the major subjects must be thought by teachers with specialization; all the topics intended for each semester must be discussed; the teachers must be sent to trainings, seminar-workshops, and conferences to be updated and to enhance the teaching skills; finally, conduct a LET review

especially to those education students who graduated with low academic performance.

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