

Academic and Licensure Examination Forteachers (Let) Performances of the Teacher Education Students of the CTU North Campuses

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Abstract— The strength and success of an educational system largely depend upon the quality of the teachers and this can be measured by their performance in the licensure examination. The main objective of the study was to determine the academic performance of the teacher education students in the LET. Specifically, it aims to: Analyze the profile of the respondents in terms of Grade Point Average (GPA); assess the LET result of the students in the General Education, Professional Education and major field of specialization; and finally, find out whether there exists significant relationship between the GPA and LET result of the respondents.

As per findings, on the respondents’ GPA, result showed that majority of the BEEd and BSEd students’ grades were collated at the scale of 1.9-1.5 which is verbally described as Very Good. On the other hand, as regard to their performance in the LET, for the Bachelor of Elementary Education in batch 2013 and 2014 graduates, the students in Carmen Campus had the highest passing percentage in General Education and in General Rating. On the other hand, San Francisco campus excels among the other campuses in the Professional Education while Daanbantayan campus had the lowest passing percentage in this particular area. Furthermore, with regards to the relationship between the GPA and the General Rating of the LET result of the BEEd, it was found out that it is significant at 0.01 level. The means of LET and GPA were 73.22 and 1.77 with the standard deviations of 8.13 and 0.18, respectively. On the other hand, for the BSEd, the means of LET and GPA were 69.39 and 1.73 with the standard deviations of 8.64 and 0.23, respectively.

Keywords— licensure examination for teachers, grade point average, general education, professional education, major field, general rating

I. INTRODUCTION

The strength and success of an educational system largely depend upon the quality of the teachers and this can be measured by their performance in the licensure examination. To pass the examination, graduates should obtain the passing rate of 75% in the three areas: General education, professional education and their major field of specialization. Every teacher education graduate is required to take the Licensure Examination for Teachers (LET) in order to practice his profession. Those who passed the board examination will not only gain honor and prestige but will also have competitive edge over those who are non-LET passers (Pachejo, 2013).

That’s why soon-to-be teachers have to be prepared, well trained, and well-equipped with the skills, the knowledge, the habits, and the values essential for their integration to the society in general and to the world of work in particular.

Most of the Universities nowadays are offering teacher education courses and one of these is Cebu Technological University. The need to further improve the performance in LET of these teacher education graduates is one of the major concerns of the University. Since its offerings of the two degree programs, namely: Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) with majors in Technology and Livelihood Education and Mathematics, showed no or just little improvement in the LET performance rating for most of the campuses. Thus, the researcher deemed it necessary to conduct a study regarding the performance of the Teacher Education graduates in the LET. They will try to find out if the academic grades of the students are predictor of their performance in the board examination. This is vital as the University is considered to be among the more established public institution in the country. An excellent performance in board examinations will attract more and better enrollees to the University and contribute more to its vision of quality education.

The main objective of the study was to determine the academic performance of the teacher education students in the LET. Specifically, it aims to: Analyze the profile of the respondents in terms of Grade Point Average (GPA); assess the LET result of the students in the General Education, Professional Education and major field of specialization; and finally, find out whether there exists significant relationship between the GPA and LET result of the respondents.

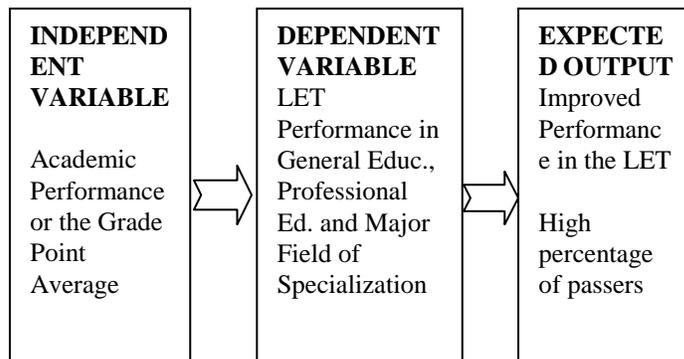


Fig. 1. The paradigm of the study

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The diagram shows the relationship between the independent and dependent variables and the expected output.

The independent variable includes the grade point average of the students. This includes the performance of the students in all the subjects they had taken during first year up to fourth year. The dependent variable includes the performance of the graduates in general education, professional education, specialization subjects, and overall ratings in the licensure examination for teachers.

II. RESEARCH METHODOLOGY

This study utilized the descriptive method employing document approach. The data on the GPA and LET results were taken from the Registrar’s office of the school-respondents after asking permission from the campus director of each campus. The researchers personally went to each campuses and was able to secure the copy of the concerned students-respondents’ grades from first to fourth year.

Population and locale of the study. The area of the study was the CTU North Campuses which offer Teacher Education courses: the CTU Carmen Campus, Daanbantayan, Danao and San Francisco Campus. Furthermore, the respondents were the 2013-2015 BEEd and the BSEd graduates who took the LET.

TABLE I: SHOWS THE DISTRIBUTION OF THE RESPONDENTS

| CTU Campuses | LET TAKERS | | | | | |
|---------------|------------|-----------|-----------|------------|------------|------------|
| | 2013 | | 2014 | | TOTAL | |
| | BSEd | BEEd | BSEd | BEEd | BSEd | BEEd |
| Carmen | 10 | 30 | 15 | 46 | 25 | 76 |
| Daanbantayan | 19 | 30 | 17 | 37 | 36 | 67 |
| San Francisco | 16 | 36 | 27 | 45 | 43 | 81 |
| TOTAL | 45 | 96 | 59 | 128 | 104 | 224 |

Sampling procedure. All LET takers were considered as the respondents of this study. Their “first time” to take the examination was the one being considered in the tabulation of the result and correlated with their academic performance during their stay in the school.

The respondents’ grades from first year to fourth year were computed to get the Grade Point Average (GPA). GPA was computed by multiplying the final grade obtained and the credit units for each subject. The products were then added together and the sum is divided by the total number of credit units enrolled.

Statistical tool. The following methods of analysis were employed: percentage, for the profile of the respondents and assessment of the academic and LET performances and Pearson-r to determine whether academic performance and LET Result are correlated with each other. Moreover, to determine the significant relationship among the aforementioned variables, t-test was employed.

Scoring. To determine the profile of the students as to the aforementioned variables, hereunder are the scales.

| SCALE | Academic Performance | LET Performance * |
|------------------------|----------------------|-------------------|
| Excellent (E) | 1.4 – 1.0 | 90 and above |
| Very Good (VG) | 1.9 – 1.5 | 85 – 89 |
| Good (G) | 2.4 – 2.0 | 80 – 84 |
| Fair (F) | 2.9 – 2.5 | 75 – 79 |
| Needs Improvement (NI) | 3.0 – 5.0 | below 75 |

*Adapted from *Salvacion Junio – Pachejo’s and Wendelyn A. Allaga’s published article entitled “ Academic Predictors of the Licensure Examination for Teachers’ Performance of the Rizal Technological University Teacher Education Graduates”*

III. RESULTS AND DISCUSSION

Below are the results of the investigation of the different objectives being mentioned in the preceding pages.

1. Analysis of the profile of the respondents in terms of Grade Point Average (GPA)

1.1 Grade Point Average

Tables 2 and 3 presented the grade point average of the respondents both in Bachelor of Secondary Education and Bachelor of Elementary Education

TABLE II. GRADE POINT AVERAGE OF THE BACHELOR OF ELEMENTARY EDUCATION GRADUATES

| GPA SCALE | 2013 Graduates | | | | 2014 Graduates | | | | 2015 Graduates | | | |
|--------------|----------------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|
| | Car | DB | Danao | SF | Car | DB | Danao | SF | Car | DB | Danao | SF |
| 1.4 – 1.0 | | | 19 | 8 | | | 3 | 3 | | | 1 | 3 |
| 1.9 – 1.5 | 17 | 25 | 11 | 27 | 40 | 30 | 66 | 34 | 58 | 20 | 42 | 28 |
| 2.4 – 2.0 | 14 | 7 | 3 | 17 | 2 | 4 | 2 | 27 | 18 | 3 | 5 | |
| TOTAL | 11 | 12 | 30 | 38 | 57 | 38 | 73 | 59 | 85 | 44 | 46 | 37 |

The Table showed that majority of the students’ grades were collated at the scale of 1.9-1.5. While in 1.4-1.0, only Danao and San Francisco campuses had students whose grades fall within this scale. Moreover, no grade falls below 2.4.

TABLE III. GRADE POINT AVERAGE OF THE BACHELOR OF SECONDARY EDUCATION GRADUATES

| GPA SCALE | 2013 Graduates | | | | 2014 Graduates | | | | 2015 Graduates | | | |
|--------------|----------------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|----------------|-----------|---------|---------|
| | Car | DB | Danao | SF | Car | DB | Danao | SF | Car | DB | Danao | SF |
| 1.4 – 1.0 | 10 | | 1 | 1 | | | 1 | | | | 3 | 6 |
| 1.9 – 1.5 | 3 | 19 | 28 | 10 | 18 | 40 | 19 | 23 | 45 | | 8 | |
| 2.4 – 2.0 | | 3 | | 7 | 1 | | 9 | 3 | | | 1 | |
| TOTAL | 13 | 22 | 29 | 18 | 19 | 41 | 28 | 26 | 48 | 15 | | |

It can be seen on the Table that from years 2013-2015 graduates, their GPA clustered at 1.9-1.5 which is verbally described as Very Good. While for the grade between 1.4-1.0 which is rated Outstanding, it can be seen that only Daanbantayan Campus has no student with such rating and common to the four campuses that there were no students whose grade falls below 2.0. In short, no student got a rating which is line of seven.

2. Assessment of LET Result of the BEEd and BSEd Students

Table 4 reflected the LET result of the 2013-2015 Bachelor of Elementary Education graduates

TABLE 4. LET RESULT OF THE 2013-2015 BACHELOR OF ELEMENTARY EDUCATION GRADUATES

| 2013 GRADUATES | | | | | | | | | |
|--------------------|-------------------|-------|----------|-----------------|-------|----------|----------------|-------|----------|
| Score | General Education | | | Prof. Education | | | General Rating | | |
| | Carmon | DBM | San Fran | Carmon | DBM | San Fran | Carmon | DBM | San Fran |
| 90 and above | | | | | | | | | |
| 85 - 89 | | | 1 | 1 | | 1 | 1 | | 2 |
| 80 - 84 | 6 | 5 | 5 | 3 | 1 | 6 | 3 | 1 | 3 |
| 75 - 79 | 15 | 14 | 18 | 16 | 6 | 21 | 18 | 10 | 21 |
| below 75 | 8 | 11 | 12 | 10 | 23 | 8 | 8 | 19 | 10 |
| TOTAL | 30 | 30 | 36 | 30 | 30 | 36 | 30 | 30 | 36 |
| No. of Grads | 31 | 32 | | | | | | | |
| Didn't took LET | 1 | 2 | | | | | | | |
| No. of Passers | 22 | 19 | 24 | 20 | 7 | 28 | 22 | 11 | 26 |
| Passing Percentage | 73.33 | 63.33 | 66.67 | 66.67 | 23.33 | 77.78 | 73.33 | 36.67 | 72.22 |
| 2014 GRADUATES | | | | | | | | | |
| Score | General Education | | | Prof. Education | | | General Rating | | |
| | Carmon | DBM | San Fran | Carmon | DBM | San Fran | Carmon | DBM | San Fran |
| 90 and above | | | | | | | | | |
| 85 - 89 | | | 1 | 1 | | 1 | | | 1 |
| 80 - 84 | 15 | 5 | 14 | 10 | 5 | 8 | 10 | 2 | 8 |
| 75 - 79 | 25 | 15 | 17 | 18 | 10 | 25 | 25 | 11 | 25 |
| below 75 | 10 | 21 | 15 | 17 | 24 | 11 | 15 | 24 | 15 |
| TOTAL | 46 | 37 | 48 | 46 | 37 | 48 | 46 | 37 | 48 |
| No. of Grads | 57 | 58 | | | | | | | |
| Didn't took LET | 11 | 1 | | | | | | | |
| No. of Passers | 36 | 16 | 32 | 29 | 15 | 34 | 35 | 15 | 32 |
| Passing Percentage | 78.26 | 43.24 | 71.11 | 63.04 | 35.14 | 75.56 | 71.74 | 35.14 | 71.11 |
| 2015 GRADUATES | | | | | | | | | |
| Score | General Education | | | Prof. Education | | | General Rating | | |
| | Carmon | DBM | San Fran | Carmon | DBM | San Fran | Carmon | DBM | San Fran |
| 90 and above | | | | | | | | | |
| 85 - 89 | | 1 | | | | | | | |
| 80 - 84 | | 8 | | 5 | | | 5 | | |
| 75 - 79 | | 15 | | 17 | | | 17 | | |
| below 75 | | 21 | | 21 | | | 21 | | |
| TOTAL | | 43 | | 43 | | | 43 | | |
| No. of Grads | | 44 | | | | | | | |
| Didn't took LET | | 1 | | | | | | | |
| No. of Passers | | 22 | | 22 | | | 22 | | |
| Passing Percentage | | 51.16 | | 51.16 | | | 51.16 | | |

For the Bachelor of Elementary Education, It can be viewed from the Table that in batch 2013 and 2014 graduates, the students in Carmen Campus had the highest passing percentage in General Education and in General Rating. On the other hand, San Francisco campus excels among the other campuses in the Professional Education while Daanbantayan campus had the lowest passing percentage in this particular area. Moreover, for batch 2015 graduates, the researchers had data coming from Daanbantayan campus only since the 2015 LET result of the other campuses did not arrive when this research was conducted.

The good grades that education students achieved during college affirms the study of Aragon (2012) in Pachejo and Allaga that education graduates achieved comparable to an above average performance. But nevertheless, due to the poor LET result, the researcher is not discounting the fact that there are some professors who are very lenient in giving grades or maybe it is due to the fact of the low passing percentage in quizzes and term exams.

TABLE 5. THE LET RESULT OF THE 2013-2015 BACHELOR OF SECONDARY EDUCATION GRADUATES.

| 2013 Graduates | | | | | | | | | | | | |
|--------------------|-------------------|-------|-------|-----------------|-------|-------|-------------|-------|-------|-----------------|-------|-------|
| Score | General Education | | | Prof. Education | | | Major Field | | | General Average | | |
| | Car | DB | SF | Car | DB | SF | Car | DB | SF | Car | DB | SF |
| 90 and above | | | | | | | | | | | | |
| 85 - 89 | | | 2 | | | | | | | | | |
| 80 - 84 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 2 | 2 |
| 75 - 79 | 2 | 5 | 6 | 1 | 6 | 7 | 2 | 7 | 6 | 2 | 7 | 6 |
| below 75 | 7 | 11 | 7 | 7 | 12 | 8 | 7 | 9 | 8 | 7 | 10 | 8 |
| TOTAL | 10 | 19 | 16 | 10 | 19 | 16 | 10 | 19 | 16 | 10 | 19 | 16 |
| No. of Grads | 13 | 22 | | | | | | | | | | |
| Didn't took LET | 3 | 3 | | | | | | | | | | |
| No. of Passers | 3 | 8 | 9 | 3 | 7 | 8 | 3 | 10 | 8 | 3 | 9 | 8 |
| Passing Percentage | 30.00 | 42.11 | 56.25 | 30.00 | 36.84 | 50.00 | 30.00 | 52.63 | 50.00 | 30.00 | 47.37 | 50.00 |
| 2014 Graduates | | | | | | | | | | | | |
| Score | General Education | | | Prof. Education | | | Major Field | | | General Average | | |
| | Car | DB | SF | Car | DB | SF | Car | DB | SF | Car | DB | SF |
| 90 and above | | | | | | | | | | | | |
| 85 - 89 | | | | | | | | | | | | |
| 80 - 84 | 7 | 3 | 1 | 3 | | 4 | 6 | 3 | 4 | 4 | 1 | |
| 75 - 79 | 5 | 7 | 3 | 6 | 7 | 4 | 3 | 5 | 8 | 5 | 7 | 7 |
| below 75 | 3 | 7 | 23 | 6 | 10 | 19 | 6 | 12 | 16 | 6 | 10 | 19 |
| TOTAL | 15 | 17 | 27 | 15 | 17 | 27 | 15 | 17 | 27 | 15 | 17 | 27 |
| No. of Grads | 18 | 19 | | | | | | | | | | |
| Didn't took LET | 3 | 2 | | | | | | | | | | |
| No. of Passers | 12 | 10 | 4 | 9 | 7 | 8 | 9 | 5 | 11 | 9 | 7 | 8 |
| Passing Percentage | 80.00 | 58.82 | 14.81 | 60.00 | 41.18 | 29.63 | 60.00 | 29.41 | 40.74 | 60.00 | 41.18 | 29.63 |
| 2015 Graduates | | | | | | | | | | | | |
| Score | General Education | | | Prof. Education | | | Major Field | | | General Average | | |
| | Car | DB | SF | Car | DB | SF | Car | DB | SF | Car | DB | SF |
| 90 and above | | | | | | | | | | | | |
| 85 - 89 | | 1 | | | | | | | | | | |
| 80 - 84 | | 5 | | 1 | | | | | | | | |
| 75 - 79 | | 4 | | 7 | | | | 2 | | | 4 | |
| below 75 | | 8 | | 10 | | | | 16 | | | 14 | |
| TOTAL | | 18 | | 18 | | | | 18 | | | 18 | |
| No. of Grads | | 26 | | 8 | | | | | | | | |
| Didn't took LET | | 8 | | | | | | | | | | |
| No. of Passers | | 10 | | | | | | 2 | | | 4 | |
| Passing Percentage | | 55.56 | | 44.44 | | | | 11.11 | | | 22.22 | |

In 2013 graduates, the CTU San Francisco Campus has the highest passing percentage in General Education, Professional Education and in General Rating while Daanbantayan Campus has the highest passing percentage in the major field of specialization. Furthermore, for 2014 graduates, the batch coming from the Carmen campus excel among Daanbantayan and San Francisco campuses in the four areas of the LET result of which in the General Education in which they got the highest percentage. On the other hand, for 2015 graduates, only Daanbantayan Campus had the data since the request of the other campuses from the PRC Office did not arrive during the conduct of this study.

The results of the licensure examination according to Pachejo and Allaga (2013), reflect the foundation and internal efficiency of the educational system that provided training prior to the board examination but the result of their study contradicts the result of the present study since the academic performance of the respondents which was shown in their grades was so high in which their lowest score was above 2.5 or 80.

3. Significant Relationship between the GPA and General Rating of the LET result of the respondents.

3.1 Summary of the LET Result and GPA Correlation of the BEEd

Descriptive Statistics

| | Mean | Std. Deviation | N |
|-----------|---------|----------------|-----|
| LET | 73.2000 | 8.12630 | 224 |
| collgrade | 1.7733 | .18030 | 224 |

Correlations

| | | LET | collgrade |
|-----------|---------------------|---------|-----------|
| LET | Pearson Correlation | 1 | -.357** |
| | Sig. (2-tailed) | | .000 |
| | N | 224 | 224 |
| collgrade | Pearson Correlation | -.357** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 224 | 224 |

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

3.2 Summary of the LET Result and GPA Correlation of the BSEd

Descriptive Statistics

| | Mean | Std. Deviation | N |
|-----------|---------|----------------|-----|
| Collgrade | 1.7313 | .23422 | 104 |
| LET | 69.3928 | 8.64432 | 104 |

Correlations

| | | Collgrade | LET |
|-----------|---------------------|-----------|--------|
| Collgrade | Pearson Correlation | 1 | -.257* |
| | Sig. (2-tailed) | | .019 |
| | N | 104 | 104 |
| LET | Pearson Correlation | -.257* | 1 |
| | Sig. (2-tailed) | .019 | |
| | N | 104 | 104 |

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

The data on the relationship between the LET and GPA of the BEEd and BSEd show a negative correlation and is significant at 0.01 and 0.05 levels, respectively. The p-value of 0.00 of BEEd is less than the 0.01 level of significance (P<0.01) while BSEd’s p-value of 0.019 is less than the set alpha of 0.05, (P<0.05).

Furthermore, the mean of the LET of the BEEd was 73.20 with standard deviation of 8.13 while the BSEd was 69.39 with standard deviation of 8.64 which falls “very below” the passing mark set by the PRC. On the other hand, the GPA of the BEEd was 1.77 with standard deviation of 0.18 and the BSEd was 1.73 and standard deviation of 0.23 which implies a very good

performance in College. It is sad to note that they are academically good but the LET result is dismal.

IV. RECOMMENDATIONS

“We need to hold accountable those schools that are not performing,” said former education secretary Dr. Edilberto de Jesus (Tricia Aquino, InterAksyon.com). He suggested that the reason behind the abysmal performance rate among TEIs should be determined. Is the input poor? Is it their unsatisfactory preparation of students? Is the LET not good enough?

However, Dr. Rosita Navarro of the Board of Professional Teachers proposed that the problem be approached positively. Research must be done on what were the success factors of the TEIs whose graduates were doing well. Was it the faculty? Curriculum? Facilities? (Tricia Aquino, InterAksyon.com). Hence, management of CTU has to set en banc and plan out things to determine what really cause such low passing percentage. If possible of doing bench-marking from the schools that produces not just topnotchers in the exam but also produces 90-100 percent passing rate of the takers.

With regards to school policies, the University has to re-examine the set passing percentage of the daily quizzes, term exams, performance, etc. It has to be set higher or revise the criteria in grading the students. Furthermore, the selective admission and retention has to be strictly imposed.

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