Determinants of Performance in The Licensure Examination for Teachers (LET) of Abra State Institute of Sciences And Technology

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Abstract
In the Philippines, one measure of educational quality is performance of teacher education graduates in the Licensure Examination for Teachers (LET) of the Professional Regulation Commission (PRC). This study analyzed the determinants of LET performance of the graduates of Abra State Institute of Sciences and Technology (ASIST) in Abra from 2007-2011. The predictors considered in this study were student-related and faculty-related factors. Using the PRC LET results, this study employed documentary analysis and correlation research designs. The frequency and percentage, mean, Multiple Linear Regression, Analysis of Variance and Scheffe Test were used as statistical treatments. The findings revealed that Teaching Aptitude Test (TAT), attendance in LET review, educational attainment, trainings/seminars attended by faculty members, academic rank and workloads significantly influenced LET performance of the graduates. To improve LET performance syllabi and review materials should be updated according to the CHED memorandum order and should conformed to the National Competency-Based Teacher Standards (NCBTS) and Professional Regulation Commission, ASIST should intensify their admission and retention policies, they should screen upcoming graduates through a valid Teaching Aptitude Test, conduct review classes, attendance to training, seminar-workshops/conferences should be encouraged, and workloads should be regulated.

Keywords
Teacher Education, Licensure Examination for Teachers (LET), Philippines.

I. Introduction
Teacher Education in the Philippines considers performance in the Licensure Examination for Teachers (LET) as a measure of educational quality. When Republic Act (RA) 7836, (an Act to Strengthen the Regulation and Supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers and for Other Purposes) otherwise known as the “Philippine Teachers Professionalization Act of 1994” became a law on December 16, 1994, the Professional Regulation Commission (PRC) was tasked to strengthen the supervision and regulation of the teaching profession. The PRC then prescribed the Licensure Examination for Teachers (LET).

Article IV, Section 27 of the same Act stipulates that except otherwise allowed under this 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 Commission. The registration for a valid professional license requires the registrant to pass the LET.

The Abra State Institute of Sciences and Technology (ASIST) in Abra, with Bangued and Lagangilang campuses, is one of the public Higher Education Institutions (HEIs) in Northern part of the Philippines offering Bachelor of Elementary Education (BEEd) and Bachelor in Secondary Education (BEd) courses. CHED Memorandum Order No. 30 s. of 2004 declared that for the most recent years, there have been reports about the deteriorating quality of teacher education graduates as reflected in the PRC-LET results. ASIST was not exempted from this reality; therefore, it is tasked to produce teacher education graduates who can pass the LET.

To maintain a standard, the obtained mean score in the LET must be higher than the national percentage rate of passing. Other than closure of the course and with the option of ASIST to take the challenge, this study was conducted.

This study aimed to analyze the determinants of Licensure Examination for Teachers (LET) performance of the Abra State Institute of Sciences and Technology (Bangued and Lagangilang campuses) from 2007-2011 along student-related and faculty-related variables.

Specifically, it sought answers to the following questions:
1. What is the level of performance of the BSEd and BEEd graduates in the LET for the past five years in terms of:
   a. general education subjects,
   b. professional subjects, and
   c. major subjects?

2. Do the following student-related variables significantly influence the LET performance of the graduates:
   a. average grade in Fourth Year High School,
   b. College Admission Test,
   c. score in the teaching aptitude test,
   d. achievement in the following subjects for the past five years:
      * general education subjects
      * professional subjects
      * major subjects; and
   e. attendance in LET review?

3. Do the following faculty-related variables significantly influence the LET performance of the graduates:
   a. teaching experience,
   b. educational attainment,
   c. trainings/seminar-workshop attended,
   d. membership in professional organizations,
   e. academic rank,
   f. average performance rating for the past five years,
   g. workloads, and
   h. instructional materials/ books developed/published?

Theoretical Framework
The researcher read materials and reviewed studies which provided...
direction to this research venture.

On Student-Related Factors. Figuerres (2012) in her study entitled “An Analysis of the Performance of the University of Northern Philippines in the Licensure Examination for Teachers”, found out that for the ten-year period (2001-2010) the LET performance is significantly correlated with specialization. Selective admission and retention policies could be a plausible explanation to this result. The LET performance is also correlated with year of graduation. The newly graduates of the teacher education programs tend to perform higher in the LET than those who took the LET at later examination schedule. This is explained by the principle of memory retention why graduates tend to forget the principles and concepts they had learned during their course of study if they take the test several months or years after graduation.

Figuerres (2012) also found out that the performance of the examinees in the LET Elementary and LET Secondary in general education, professional education and specialization courses failed to meet the passing rate. However, the distributions of their scores were negatively skewed; there were more examinees who obtained higher scores compared to those who got lower scores. The distributions of their scores were platykurtic. They have extreme scores indicating the heterogeneity of their LET scores.


Viernes (2010) in her study entitled, “Performance of the Graduates of Selected State Colleges and Universities of Solid North in the Licensure Examination for Teachers”, found out that the overall LET performance of the BEd and BEED graduates is not significantly influenced by sex, parents’ educational attainment, parents’ occupation, year graduated and academic achievement, taken singly and as a whole.

This present investigation is related to most of the reviewed studies in that it attempts to correlate some independent variables to a dependent variable which is the LET performance of the teacher education graduates. However, it differs from other studies in a number of aspects. As to population, this study will concentrate on the LET takers of HEIs for a period of five years. This study includes teaching aptitude test, academic rank and instructional materials/books developed/published by the teacher education faculty of the HEIs in Abra as variables which are not considered in the study of Banez.

On Faculty-Related Factors. Pilarta (2011) in her study entitled, “Status of Public Secondary Schools in Abra”, exposed that the administrators’ present position and administrative experience had a significant relationship with their performance. The adequacy of physical plant and facilities, instructional materials, and support services were associated with the performance of the administrators.

Teachers’ position, number of trainings attended and number of preparations, on the other hand, as well as the land area of the school, adequacy of instructional materials and physical plant and facilities were significantly related with their performance. The administrators’ performance also had a significant relationship with the performance of the school particularly on repetition rate. Likewise, the teacher’s performance was found out to have a significant relationship with the completion rate, repetition rate, and survival rate of the school. Similarly, administrators’ and teachers’ performances had a bearing on student’s academic performance.

Cadiz (2010), found out that the faculty respondents in selected universities and colleges in Cordillera Administrative Region manifest an outstanding level of professionalism showcasing their rationality, responsibility, ethics, commitment, accountability and creativity.

Professionalism of faculty respondents, according to Cadiz, is significantly associated with age, educational attainment, trainings attended, and academic rank. Their sex, civil status, number of units taught, number of preparations, length of service and status of appointment were found to be not associated with their professionalism.

There is a significant relationship between performance in instruction with age, civil status, educational attainment, trainings attended, and academic rank, number of preparations and length of service. There is significant relationship to the performance in instruction, with sex, number of units, and status of appointment.

Since the faculty plays a pivotal role in the transformation of the students, educational enhancement should be a periodic activity in higher education institutions to keep them abreast of knowledge content, teaching methodology and strategy, and evaluation of learning gains. The in-service trainings which are to be done school-based should focus on capability building for research, article and module writing and publication and the faculty should be guided on the crafting of extension programs for income generation concerns.

Buenafe (2010) revealed that there is a significant relationship between the level of professionalism of the faculty of Data Center College of the Philippines (DCCP) and factors like educational attainment, academic rank, trainings attended and working experiences outside DCCP while no significant relationship was observed on age, sex, civil status, status of appointment and length of service while the non-teaching staff, academic rank has significant relationship among the factors towards professionalism. There are significant relationships on the level of performance of the faculty along age, civil status, educational attainment, trainings attended and work experiences outside DCCP except sex, status of appointment, length of service, and academic rank. Only attainment among the factors has significant relationship with the level of performance of the non-teaching staff. In addition, the faculty factors, taken by dimension and as a no significant relationship with the level of performance. The level of performance of the faculty and non-teaching staff of DCCP is dependent on their professionism. The higher the level of professionalism of the faculty and non-teaching staff, the higher is their performance.

Pinol (2000), stated that the future of our generations of Filipinos to manage their affairs depends to a great extent on teacher who trains students in proper attitudes, values, and skills that will make them successful and happy individuals, good citizens, and productive members of society.

Viernes (2010) pointed out that the outputs of teacher education in the Philippines had a high level of moral qualities and personality traits as teachers but their social relationship traits were of considerable extent. They also displayed a high level of teaching skills but considerable extent of evaluating skills. In short, the “actual” teacher characteristics of the teacher education outputs significantly fell short of the “ideas”.

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**Administrative and Supervisory Factors.** Administration and supervision are necessary for a school system to carry on a successful educational program. The aim of administration and supervision is to provide the necessary leadership and training, in improving, coordinating, and evaluating of the school program and in handling the problems associated with these. It provides the leadership in improving the teaching-learning situation, changing the school curriculum when necessary, and in developing and improving the instructional materials (Gillespie, as cited by Bañez, 2002).

Buenafe (2010) spelled out one of the components of organizational effectiveness that showed the quality of interpersonal relationships, laterally and horizontally, which are perceived to have influence on work. Good relations with superior motivated the workers to do a good job, whereas negative interpersonal relationship discouraged them. In effect, the positive nature of workers’ interpersonal relations encouraged reciprocal assistance.

Educational leaders are the strength of the educational system and this strength lies on their hands. According to Arellano, as cited by Buenafe (2010), the good school managers wanted in the field are the following: 1) someone, whether or not assigned in a remote impassable station. Who continues to seek greater responsibility not only for his own enlightenment but also for the teachers whom he guides and the community which he serves; 2) one who can interact and associate with his teachers effectively; 3) one who is not a mere “instructional puppet”, slavishly following macro-directives without analyzing if such are workable in their vicinity; 4) one who has managerial skills imbued with intellectual creativity and foresight, is abreast with current development, and is an expert in effective planning and implementation of educational goals.

Benabese, (2001) revealed that there are significant differences between the assessment of administrators and teachers of CAR on mission statement, enrolment, administration, supervision and personnel services but in Region I and NCR, an insignificant result is noted.

The assessment of internal efficiency of trades and industrial education among the respondent school yielded an insignificant difference on mission statement, enrolment and instruction but significant differences on administration were noted.

On the relationship between internal efficiency of trade and industrial education and administrator/teacher related factors, insignificant relationship is noted between professional advancement and mission statement and between position and enrolment; between instruction and all administrator/teacher related factors.

She therefore recommended that an intensive and functional Human Resources Development Program should be maintained in every institution especially in CAR to motivate and encourage administrators and teachers in trade and industrial institutions to advance professionally.

From all these studies presented and discussed, the researcher derived some imperative ideas and theories that significantly helped him collate the theoretical background of this research study.

**Conceptual Framework**

The conceptual paradigm (Figure 1) revolved around testing the influence of the independent variables on the dependent variables of this study.

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
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<tbody>
<tr>
<td><strong>Student-Related Factors</strong></td>
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<tr>
<td>average grade in Fourth Year High School</td>
<td></td>
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<tr>
<td>score in the College Admission Test</td>
<td></td>
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<tr>
<td>score in the teaching attitude test</td>
<td></td>
</tr>
<tr>
<td>academic achievement in the following subjects for the past five years</td>
<td></td>
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<tr>
<td>general education subjects</td>
<td></td>
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<tr>
<td>professional education subjects</td>
<td></td>
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<tr>
<td>major subjects</td>
<td></td>
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<tr>
<td>attendance in LET review</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty-Related Factors</strong></td>
<td></td>
</tr>
<tr>
<td>average teaching experience</td>
<td></td>
</tr>
<tr>
<td>educational attainment</td>
<td></td>
</tr>
<tr>
<td>trainings/seminar-workshops attended</td>
<td></td>
</tr>
<tr>
<td>membership in organizations</td>
<td></td>
</tr>
<tr>
<td>academic rank</td>
<td></td>
</tr>
<tr>
<td>average performance rating for the past five years</td>
<td></td>
</tr>
<tr>
<td>workloads, and</td>
<td></td>
</tr>
<tr>
<td>instructional materials/books developed/published</td>
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![Fig. 1: Conceptual Paradigm](image-url)

This study was based on Edward L. Thorndike stimulus-response (S-R) theory which is centered on the principles of conditioning. The theory assumes that human behavior is learned. The Law of Effect, which stated that those behavioral responses (R) that were most closely followed by a satisfactory result were most likely to become established patterns and to reoccur in response to the same stimulus (S).

The conceptual paradigm (Figure 1) revolved around testing the influence of the independent variables (S) on the dependent variables (R) of this study.

**II. Methodology**

This study employed the descriptive method of research. The respondents of this research were the 738 graduates of BSEd and BEEd from the Abra State Institute of Sciences and
Technology Lagangilang and Bangued campuses, for the School Years 2006-2007 to 2010-2011.

The instrument used was a checklist for faculty-related factors. This was used to gather information on academic rank, number of years of teaching, educational attainment, number of trainings/seminars attended, membership in professional organizations, average performance rating for the past five years, average number of workloads, and number of instructional materials/books developed/published.

In gathering data for the LET ratings, the researcher formally wrote the chairperson of the Professional Regulation Commission, and the presidents of ASIST for the PRC to disclose the LET performances of the respondents. Documents needed were made available after formally communicating with the College President. The data for the documentary analyses were culled out from the PRC Manila, Philippines for the LET ratings and for the students’ records, the researcher gathered at the office of registrar, office of the student affairs and the guidance offices of the college. For the performance rating of the faculty for the past five years, the records of evaluation made by the dean and the students were used.

The data gathered in this study were analyzed using the following statistical tools:

1. Mean was used to determine the level of performance of the students in the different areas of the Licensure Examination for Teachers.
2. Frequency and percentage were utilized to describe the profile of the respondents in terms of faculty-related, teacher education graduate-related factors.
3. Analysis of Variance was used to determine the significant differences in the LET performance among the year groups of LET examinees. The Scheffe Test was also utilized to determine which pair of groups of LET examinees is significantly different.
4. Multiple Regression Analysis was used to determine the influence of the sets of variables considered in this study on the Licensure Examination for Teachers (LET) performance of the graduates. It was also used to determine the best determinant or predictor of LET performance among the variables.

III. Results and Discussion

Salient findings of the study are summarized as follows:

1. Level of performance of the BSEd and BEEd examinees in the LET 2007-2011

![Graph showing the level of performance of BSEd and BEEd examinees in the LET 2007-2011](image)

The level of performance of the BSEd LET examinees of ASIST Bangued and ASIST Lagangilang, is described as “below passing mark”, in general education, professional education and major subject for the past five years. It is noted that ASIST Bangued surpassed the National passing rate only on April 2009. ASIST Lagangilang surpassed the National passing rate only on April 2011.

![Graph showing the level of performance of BEEd examinees in the LET 2007-2011](image)

The level of performance of the BEEd LET examinees of ASIST Bangued and ASIST Lagangilang is described as “below passing mark”, in general education and professional education subjects for the period 2007-2011. ASIST Bangued surpassed the National passing rate twice for the last five years. First was on April 2009 and second was on April 2010. ASIST as a whole, scored below the passing rate for the rest of the examination periods.

2. Multiple Regression Analysis of LET Performance and Profiles on Student-Related Variables

The influence of the seven independent variables on the LET performance of the graduates is significant $F = 2.06; (p = .05)$. The seven graduate-related factors account for seven percent of the variance on the LET performance of teacher education graduates; hence about 93 percent could be explained by other factors not included in the study.

The beta-coefficient (0.36) obtained for scores in teaching aptitude test and attendance in LET review (0.32) are significant at .05 probability level. LET performance of the graduates is therefore influenced by these factors. Hence, teaching aptitude test (TAT) and attendance in LET review class are good predictors of LET performance.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>t</th>
<th>Sig. t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades in Fourth Year High School</td>
<td>0.01</td>
<td>0.06</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>College Admission Test (CAT)</td>
<td>-0.09</td>
<td>-0.99</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Teaching Aptitude Test (TAT)</td>
<td>0.36</td>
<td>2.15</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>Academic Achievements in General Education</td>
<td>0.13</td>
<td>0.93</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Professional Education</td>
<td>0.19</td>
<td>1.36</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Major Subjects</td>
<td>0.17</td>
<td>1.13</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Attendance in LET Review</td>
<td>0.32</td>
<td>2.18</td>
<td>p &lt; .05</td>
</tr>
</tbody>
</table>
R = 0.27
R² = 0.07
F = 2.06
Sig. F: p = .05

Specifically, those who performed well in the teaching aptitude test and attended a formal LET review class tend to perform better in the licensure examination.

3. Multiple Regression Analysis of LET Performance and Profiles on Faculty-Related Variables
The influence of the combination of the eight independent variables on the LET performance is significant, that is F = 9.80; (p < .05). The eight faculty-related factors account for fifty-two percent of the variance on the LET performance of teacher education graduates; hence about forty-eight percent could be attributed to other factors not included in the study.

Table 2: Multiple Regression of the Faculty-Related Variables on the LET Performance of the Teacher Education Graduates

<table>
<thead>
<tr>
<th>Variables</th>
<th>Beta</th>
<th>t</th>
<th>Sig. t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Experience</td>
<td>0.07</td>
<td>0.65</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>0.66</td>
<td>5.88</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>Training/Seminar-Workshops Attended</td>
<td>0.41</td>
<td>3.85</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>Membership in Prof. Organization</td>
<td>0.01</td>
<td>0.06</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Academic Rank</td>
<td>0.19</td>
<td>1.83</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Average Performance Rating</td>
<td>-.02</td>
<td>-0.26</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Workloads</td>
<td>0.22</td>
<td>2.30</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>Instructional Materials/Books</td>
<td>0.04</td>
<td>0.37</td>
<td>p &gt; .05</td>
</tr>
</tbody>
</table>

R = 0.72
R² = 0.52
F = 9.80
Sig. F: p < .05

The beta coefficient for educational attainment (0.66), Training/Seminars Attended (0.41), Academic Rank (0.19), and Workloads (0.12) are significant at 0.05 level, therefore, these variables are good predictors of LET performance.
Those graduates whose teachers are masteral and doctoral graduates; have attended numerous training and seminar-workshops; have high academic ranks with regular workloads tend to perform better in the LET.

IV. Conclusion
In the light of the findings of this study, the following conclusions have been drawn.
1. The level of performance of the LET examinees of ASIST is described as “below passing mark”.
2. Teaching Aptitude Test (TAT), attendance in LET review, Educational Attainment, Training/Seminar Workshops Attended, Academic Rank and Workloads, are good predictors of LET performance.
3. There exists a moderate correlation between LET performance and faculty related variables.

V. Recommendation
With the conclusions made, the following are the recommendations of the study:
1. a) ASIST should intensify its admission and retention policies. A higher cut-off in their College Admission test and a clear-cut policy on its retention is recommended.
b) ASIST should screen its upcoming teacher education graduates through a valid Teaching Aptitude Test.
2. a) Administrators of ASIST should encourage their teacher education faculty to pursue their masteral and doctoral studies along their fields of specialization to better prepare them to become mentors to the pre-service teachers.
b) Faculty members should be motivated to attend more training, seminar-workshops, conferences to upgrade their teaching competencies and academic ranks. ASIST should have an excellent faculty development program.
3. LET ratings are described as “below passing mark” thus, the Administrators should usher the conduct of review classes, assign regular workloads and closely monitor and evaluate teacher education faculty and students.
4. LET performance can possibly be improved through curriculum modification. Administrators should see to it that syllabi and review materials of teachers be updated according to the CHED memorandum order and conformed to the competencies stipulated in the National Competency-Based Teacher Standards (NCBTS) and Professional Regulation Commission (PRC).
5. A parallel study in the College of Teacher Education and other colleges using other independent variables like leadership potentials of students and teachers, pre-service trainings and seminars, field study or experiential learning gains of students, students’ membership to teacher education organizations and administrative and supervisory variables as determinants of LET performance is highly recommended.

VI. Acknowledgement
The researcher wishes to express his profound gratitude and appreciation to all those who in one way or the other helped in the successful completion of this work.
Dr. Aurelio V. Labanen, President II, Abra State Institute of Sciences and Technology for his benevolence and for allowing PRC Manila to disclose the results of the LET performance of the CTE graduates;
Mr. Wayne B. Crispin of the Philippine Regulatory Commission, Head Office Manila and Mrs. Anette G. Crispin, a mentor of Gaddani National High School, for their kindness;
Dr. Noel B. Begnalen, Vice President for Academic Affairs and Mr. Gregorio T. Turqueza, Vice President for Administration and Finance, Abra State Institute of Sciences and Technology for their encouragements;
Faculty, Staff and Graduates of ASIST Bangued and Lagangilang campuses for the School Year 2006-2007 to 2010-2011, thank you;
Prof. Calixto L. Valera, whose friendship is beyond compare.

References


**Author’s Profile**

Dr. Dionisio A. Visco is presently the Executive Dean of the Abra State Institute of Sciences and Technology (ASIST) Bangued Campus in Bangued, Abra, Philippines and held past designations like Chairperson of the College of Teacher Education, Professional Education Discipline Chair and Coordinator of Research, Planning, Alumni Affairs and National Service Training Program (NSTP).

Dr. Visco finished Bachelor of Science in Industrial Education, major in Mathematics (cum laude) at the Abra School of Arts and Trades in 1991 after graduating First Honorable Mention at Bangued East Central School, Bangued, Abra and First Honorable Mention at Abra School of Arts and Trades. He earned his degrees in Master of Arts in Education and Doctor of Education major in Educational Administration at the University of Northern Philippines, Vigan City Ilocos Sur in 2000 and 2013 respectively.

He is a recipient of the competitive Civil Service Local Scholarship Program for Masteral Degree Course (LSP-MDC) in 1999-2000.