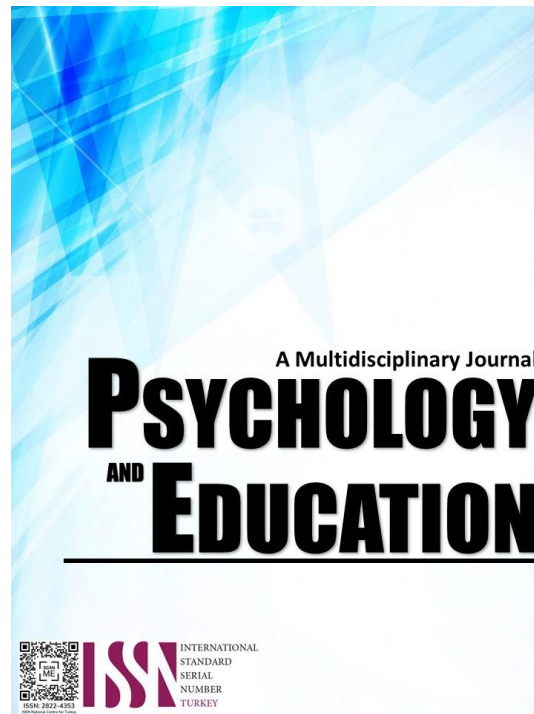


TEACHER EDUCATION GRADUATE'S ACADEMIC PERFORMANCE IN RELATION TO LICENSURE EXAMINATION FOR TEACHERS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 8

Pages: 186-194

Document ID: 2023PEMJ638

DOI: 10.5281/zenodo.7819641

Manuscript Accepted: 2023-10-4

Teacher Education Graduate's Academic Performance in Relation to Licensure Examination for Teachers

Weena Mae G. Ampo*

For affiliations and correspondence, see the last page.

Abstract

The study investigates the correlation between teacher education graduate's academic performance and Licensure Examination for Teachers (LET) rating. The study employs a descriptive design. Data on academic performance was retrieved from the Registrar's office while the LET ratings were obtained from the Professional Regulation Commission (PRC) Cebu City office. The researcher used Mean and Percentages in describing the performance, and Pearson Product Moment Coefficient Correlation in determining the significant of the relationship between academic performance and LET rating. The study revealed that the Physical Science and Filipino Graduates' academic performance did not correlate with their LET performance rating while English and Filipino graduates obtained significant results. Hence, the graduates' academic performance does not indicate graduates' success in the LET.

Keywords: *academic performance, professional education, specialization, general education, licensure examination for teachers*

Introduction

Previous studies show that in order for a country to become progressive, there is a need to empower and equip its citizens through the delivery of quality education (Shukla, 2014). Through quality education, young people obtained complete training which enabled them to become wise decision makers and ultimately become productive citizens who can contribute to the country's growth and development (Shukla, 2014).

The Philippine government supports various educational programs both in basic education and higher education institutions to ensure the quality education is offered to Filipino students. Wrestling with the rising number of HEIs with low-quality graduates, Commission on Higher Education (CHED) continually checks the curricular offerings of every HEIs and allowed accrediting bodies to review the standards followed by these schools. Colleges and Universities are examined based on their mandated trifocal functions (i.e. instruction, research, and extension) by which Instruction comes first.

Academic Performance refers to students' success in meeting short term or long term goals in education. Academic performance is a multifaceted variable that comprises different domains of learning and is measured by the students' General Point Average (GPA) or by standardized assessments in other countries. GPA becomes the normative measurement since it is a good predictor of students' performance

and provides a point of comparison with other students' performance (Masrom & Usat, 2015).

Likewise, the Department of Education (DepEd) strictly monitors the adherence to standards set in hiring public school teachers by setting the Licensure Examination for Teachers (LET) as a requirement for application. Teacher education graduates are examined in three components in the LET, namely General Education, Professional Education, and Field of Specialization (for BSEd graduates) with corresponding weights of 20%, 40%, and 40%, respectively (Amonce & Maramag, 2020). Hence, the LET ratings of the teacher applicants is one of the major requirements to work in the DepEd. The impact of high rating in the LET serve as indicator of the teacher applicant's qualification for the job. Hermosisima (2003) as cited by Guinayen (2014) states that graduates performance in the licensure examinations is one of the major indicators of the quality of the programs. A licensing examination gives an assurance to the public that the licensee is minimally qualified to practice at the time of initial licensure.

It is in this context that this study is conducted to ascertain if the academic performance of the teacher education graduates of Bohol Island State University-Candijay can be an effective predictor of their performance in the LET. Hence, this study was conducted to determine the correlation between academic performance and LET performance rating of the BSEd Education graduates of the College of Teacher Education. The existence of this study is a

significant opportunity to the university to be cognizant in the teaching capability among the pre-service teachers of the university.

Research Questions

The main purpose of the study was to determine the relationship between the student's academic performance and Licensure Examination for Teachers ratings in the College of Teacher Education of Bohol Island State University-Candijay Campus. The findings of this study served as basis for proposing an enhancement program. Specifically, it sought to find the answer to the following sub-problems:

1. What is the academic performance of the BSED graduates in the following course areas
 - 1.1 General Education courses;
 - 1.2 Professional Education Subjects; and
 - 1.3 Major Subjects?
2. What is the performance rating of the BSED graduates in the Licensure Examination for Teachers in the following areas:
 - 2.1 General Education;
 - 2.2 Professional Education; and
 - 2.3 Major?
3. Is there a significant relationship between the graduate's academic performance and the performance rating in LET?

Literature Review

There have been studies conducted on determiner of success for licensure examination for teachers. However, there have been inconsistency in the findings from research to another. The findings of the researches are presented.

Interestingly, Pascu and Navalta (2011) found out a significant relationship between students' academic performance and LET Performance Rating. They concluded that academic performance (as measured by General Point Average or GPA) predicts students' performance in LET which means the bigger is their GPA, the greater is their chance of getting a higher passing percentage. In addition, the study of Amanonce and Maramag (2020) also revealed a significant and strong correlation between the graduates' grade weighted average in college and LET performance. According to Guinayen (2014) the performance rating in the LET reflect the abilities of the teacher examinees. A low percentage of LET indicates low quality of pre-service teacher education in the country and a poor quality education given by

the TEI's in the country. If this reality, the country will be seeing more classrooms with no teachers in schools despite an oversupply of teacher education graduates who end jobless or else volunteer teachers in remote areas. In the Philippines, the LET of the PRC measures how far the teacher education graduates learn from their four years of schooling (Acosta and Acosta, 2016). LET Performance Rating assesses the teacher-education graduates' efficacy in the prescribed board subjects by the Professional Regulatory Commission. Pursuant to RA 7836, the examination for Elementary level consists of two parts: general education (60%) and professional education (40%) while examination for secondary level has three parts, namely: general education (20%), professional education (40%), and field of specialization (40%).

To emphasize, LET Performance rating reflects the mark of professional accomplishment that admits a teacher to the network of teaching practitioners. It shows that someone met the standards set for teachers (Acosta & Acosta, 2016). Licensure tests are usually one of the several criteria necessary to qualify an entry into the teaching profession. This government examination is designed to identify professionals who have the desired level of competency to teach basic education.

Esmeralda and Espinosa's (2015) revealed that the Bachelor in Elementary Education (BEED) group showed greater confidence in academics. It further revealed a significant relationship existed between the LET performance and the academic achievement of the BEED graduates. It means that the teacher graduates' academic performance is a significant predictor in the LET. The study of Visco (2015) on the determinants of LET Performance in Abra State Institute of Sciences and Technology found out that Teaching Aptitude (TAT), LET Review attendance, teacher's attended training and seminars, academic rank, and workload significantly predicts their students' performance. Quiambao, Baking, Buenviaje, Nuqui, and Cruz (2015) in their research confirmed that teacher's educational attainment, their length of experience, quality of library and laboratory facilities, students' IQ and GPA predict students' outcome in the LET Examination. The study also of Pachejo and Allaga (2013) found that there is a significant relationship between student's academic performance in their specializations in relation to their LET performance.

Figuerras (2013) study on LET performance of the graduates also revealed a negative distribution of scores in the key areas of LET: general education,

professional education, and specialization. UNP's passing rate was consistently above the National Passing Percentage for the elementary level. It was also revealed that there is a correlation between students' grade in their specializations and their LET Performance. Moreover, Viernes (2010) study disclosed that the overall LET performance of the BSED and BEED graduates were not influenced by their sex, parent's education, and occupation, year graduated and academic achievement. Interestingly, a study conducted by Besa (2013) revealed that Academic performance as measured through the students' GPA predicted the Licensure Examination success of their Physical Therapy Graduates.

Methodology

This study utilized a descriptive research design by which the variables being studied are: student's academic performance and LET Performance Rating. The graduates' semestral GPA served as the measurement for their Academic Performance in College. Their LET Performance Rating was obtained from the Professional Regulation Commission (PRC) Cebu City Office with the permission from the college dean of the College of Teacher Education of BISU-Candijay. The TEI offers teacher education programs-BEED and BSED courses. Specifically, this TEI offers BSED programs with specialization in Physical Science, English, Filipino, and Mathematics. The graduates have studied general education, professional education, and major subjects.

Prior to the conduct of the study, an ethics review was undertaken by the researcher. The researcher then sought permission from the Office of the Campus Director of BISU-Candijay campus thru the dean of the College of Teacher Education (CTE) and the campus registrar for conduct of the study, then the academic grades of the graduates were gathered from the office of the university registrar. To gather the LET ratings, the researcher formally wrote the Officer-in-Charge of the Professional Regulation Commission, Region VII in Cebu City, as approved by the dean of graduate studies and the campus director asking permission to disclose the LET performance ratings of the respondents. After the data had been gathered, computed, and analyzed salient findings then were formulated.

Results and Discussion

General Education Courses

It can be gleaned on Table 1 (*see appendix*) The Academic Performance of nine (9) BSED Major in Physical Science Graduates in General Education Subjects in the LET illustrates that all of the graduates obtained Good Performance Rating in English. Their mean performance in this subject area reached 85.67% which is categorized in the Good Performance Level. In Filipino, all of them obtained a Good rating and garnered a mean performance of 87.52 which falls under Good Performance Level. In Mathematics, all of them obtained good performance rating and garnered a mean performance of 84.87 and an equivalent description of Good Performance level. In Social Science, all of them obtained Good performance rating and a mean performance of 86.43% which has an adjectival rating of "Good" Performance level. However, in the field of Science, seven (7) of the respondents obtained "Excellent" performance rating and two of them obtained "Very Good" performance rating which resulted in a mean performance of 96% which has an interpretation of Excellent. The respondents' performance ratings show that the respondents reached an excellent level in their area of specialization which is Science; however, they only get "Good Performance" in other General Education Subjects. It means that students who specialized in Physical Science need more enhancements and training in other areas of discipline for them to get an "Excellent" performance level in the General Education category.

Meanwhile, the academic performance of 18 BSED-English Graduates in the General Education subjects obtained Good performance rating in English, Filipino, Science, and Social Science, however, in Mathematics; one (1) out of 18 obtained Very Good Performance Rating while the remaining 17 graduates reached only Good performance level. In terms of mean performance rating, they obtained the following scores: 86.02% in English; 86.87% in Filipino; 87.31% in Mathematics; 88.11% in Science; and 86.79% in Social Science which are all rated Good.

As to the 15 BSED Major in Filipino Graduates in the General Education Subjects graduates obtained Good Performance Level in all subject areas with the following Mean performance expressed in percentile: 83.83% in English, 88.77% in Filipino, 86% in Mathematics, 86.23% in Science, and 85.7% in Social Science. As illustrated, the respondents' performance ratings in English, Math, Science, and Social Science were classified under the category of "Good", however, in Filipino, one (1) of the 15

respondents obtained “Very Good” performance rating while the remaining 14 respondents obtained only Good performance rating. It can only be seen from the results that out of the five areas in the General Education category, the BSED-Filipino Graduates obtained the highest score in their area of specialization indicating that they are knowledgeable in their chosen field.

Further, the 15 Graduates under BSED-Mathematics program in the General Education Subjects obtained Good Performance level in English (86.31%), Filipino (88.57%), Mathematics (88.69%), and Social Science (87.2). However, they reached Very Good Performance level in Science with a mean performance rating of 92.93%. In English and Social Science, all of the respondents obtained Good performance rating. In English, 13 (86.67%) of them got Good performance rating while the remaining two (2) or 13.33% obtained Very good performance rating. The respondents in the Mathematics subject are distributed in the following performance levels: two (2) or 13.33% obtained Good, eight (8) or 53.33% for Very Good, and five (5) or 33.33% for Excellent. The result indicates that graduates who majored Mathematics possessed above average knowledge in Science. It can be attributed to the affinity of Science and Mathematics wherein their knowledge in Math enabled them to understand science concepts allowing them to answer it easily as compared to other subjects in the General Education category.

Professional Education Courses

In terms of the graduates academic performance in professional education courses the Physical Science graduates earned the highest mean of 96% in Science subject and the least score in Mathematics with an average of 87.52. The average in the General Education subject category reached at 88.10. In the Professional Education, the Field Study and Practice Teaching got the highest rating of 87.97 while Teaching Professional and Social Dimension got the least GPA of 83.33; however in the major subject, they got an average GPA of 85.33. In totality, the composite mean of the students in Academic Performance registered at 86.40 with a qualitative rating of "Good" performance level. It reflects the excellent performance of the students in the Licensure Examination as evidently shown in the number of passers in their field.

While the English major students obtained an average of 87.02 for General Education, 86.67 for Professional Education and 86.10 for their area of specialization

which resulted in a Mean Academic Performance of 86.60. The Mean Academic Performance of the English students indicates that they have a Good Performance Level in the said core subjects which implies that they have exerted much effort to reach this level.

The Graduates in BSED-Filipino garnered a Mean Academic Performance of 86.52 from the following categories with their corresponding average: General Education (86.11), Professional Education (85.48), and Major (87.98). They obtained the highest score in Filipino (88.77) while they garnered the lowest score in English (83.83) in the General Education category. In Professional Education category, they obtained the highest score in Assessment of Learning and Developmental Reading; however, they earned the least score in the Teaching Profession and Social Dimension of Education. This result indicates that these students exhibited "Good Performance Level" in most subjects; however, they have shown weakness in English as evidently shown in their score of 83.83. The result implies that, although BSED-Filipino students are efficient in other subject others, especially in their area of specialization, there is still a need for them to improve in their English subject for them to obtain optimum performance.

Meanwhile the Mathematics graduates obtained the following scores: 88.74, 86.33 and 86.50 in General Education, Professional Education, and Major respectively. Overall, they got a grand mean of 87.19 in the three areas which exhibit their Good Performance Level. In General Education, Science has the highest score recorded; followed by Mathematics, Filipino, Social Science and English. For the Professional Education, the Field Study and Practice Teaching registered the highest Mean GPA while Teaching Profession and Social Dimension obtained the lowest Mean GPA. Only 46.67% (7 out of 15) reached an Academic Performance above the Mean.

In the General Education category, Science ranked first regarding Mean GPA; followed by Mathematics, Filipino, Social Science and English being the last. For the Professional Education, Field Study and Practice teaching reached the highest Mean GPA while Teaching Profession and Social Dimension obtained the lowest recorded Mean GPA. Out of 18 English major students, ten (10) of them have an Academic Performance above the Mean.

Academic Performance in Major Courses

All the graduates' academic performance obtained

Good Performance Rating in their majors garnering the mean performance ratings as follow: 85.33% in Physical Science, 86.1% in English, 87.98% in Filipino, and 86.5% in Mathematics. Graduates who specialized in Filipino got the highest score; followed by Mathematics, then English and lastly Physical Science. The result indicates that the respondents are proficient in their respective fields of specialization.

Performance Rating in Licensure Examination for Teachers

Table 2. *LET Performance Rating of BSED-Physical Science in General Education, Professional Education and Major Courses*

Performance Level	Percentile	General Education			Professional Education			Major		
		F	%	R	F	%	R	F	%	R
Excellent	95-100									
Very Good	90-94									
Good	80-89	6	85.71	1	4	57.14	1	2	28.57	2
Fair	75-79	1	14.3	2	3	42.86	2	4	57.14	1
Failed	74 below							1	14.29	3
Total		7	100		7	100		7	100	
Mean Performance in Percentile		82			79.43			76.57		
Performance Level	Good				Fair			Fair		
F above the mean	5	71.43	1	4	57.14	1	3	42.86	2	
F below the mean	2	28.57	2	3	42.86	2	4	57.14	1	

The table illustrates the LET Performance Rating of BSED-Physical Science in General Education, Professional Education and Major Subject.

General Education. Six (6) or 85.71% of the respondents obtained Good Performance Rating, and one (1) or 14.3% of the total respondents attained only a Fair Performance Rating. When averaged, it resulted in a score of 82% with a descriptive rating of Good Performance Level.

Professional Education. Four (4) or 57.14% of the respondents obtained Good Performance Rating, and three (3) or 42.86% of them reached only Fair Performance Rating. Their scores resulted in an average of 79.43% interpreted as Fair Performance Level.

Major. Four (4) or 57.14% of the respondents obtained Fair Performance Level; followed by two (2) or 28.57% who got Good Performance Level and one (1) or 14.29% who Failed in the exam. The data also indicates that 57.14 % of the respondents obtained scores below the mean performance, which is 76.57% interpreted as Fair Performance Level. As depicted, the respondents obtained Good Performance Rating in General Education and only Fair Performance in Professional Education and their area of specialization. It shows that they need to harness their

students most especially in Professional Education and Area of Specialization. Furthermore, the data indicates that there is a need for the Teacher's College to improve its standards in order to cater the needs of graduates who have a hard time passing the LET. Note, from 9 graduates only 2 were not able to take the LET. Yet, all the seven takers were able to pass.

Table 3. *LET Performance Rating of BSED-English in General Education, Professional Education and Major Courses*

Performance Level	Percentile	General Education			Professional Education			Major		
		F	%	R	F	%	R	F	%	R
Excellent	95-100									
Very Good	90-94									
Good	80-89	8	47.06	1	7	41.18	1	2	11.76	3
Fair	75-79	5	29.41	2	6	35.29	2	10	58.82	1
Failed	74 below	2	23.53	3	4	23.53	3	5	29.41	2
Total		17	100		17	100		17	100	
Mean Performance in Percentile		77.88			76.53			73.24		
Performance Level	Fair				Fair			Failed		
F above the mean	12	70.59	1	12	70.59	1	12	70.59	1	
F below the mean	5	29.41	2	5	29.41	2	5	29.41	2	

The table summarizes the LET Performance Rating of BSED-English Graduates in General Education, Professional Education, and Major Subject.

General Education. The table depicts that eight (8) or 47.06% of the respondents obtained Good Performance Level, five (5) or 29.31% of them reached Fair Performance Level while the remaining two (2) or 23.53% failed in the exam. Their overall mean performance is 77.88% which has an adjectival rating of Fair Performance Level.

Professional Education. The table shows that seven (7) or 41.18% of the respondents obtained "Good Performance Rating". It is followed by six (6) or 35.29% who got Fair Performance Rating while four (4) or 23.53% of them Failed to pass the said exam. Their average score is 76.53% which falls under Fair Performance Level.

Major. The 17 BSED-English takers are distributed in the following: ten (10) or 58.82% got Fair Performance Rating; two (2) or 11.76% who reached Good Performance level; and five (5) or 29.41% who did not pass in the exam. There are 12 or 70.59% of the respondents who obtained performance ratings above the mean performance which is 73.24% with an adjectival rating of Failed. The respondents obtained Fair Performance Level in General Education and Professional Education. However, they failed in their Area of Specialization which needs a thorough review of the factors affecting this very low performance. Out

of the 18 graduates only 1 was not able to take the LET and 2 from the 17 takers failed to pass yet, the result still shows good LET performance.

Table 4. *LET Performance Rating of BSEd-Filipino in General Education, Professional Education and Major Courses*

Performance Level	Percentile	General Education			Professional Education			Major		
		N=14			N=14			N=14		
		F	%	R	F	%	R	F	%	R
Excellent	95-100									
Very Good	90-94									
Good	80-89	6	42.86	1.5	1	7.14	3	6	42.86	2
Fair	75-79	6	42.86	1.5	9	64.29	1	8	57.14	1
Failed	74 below	2	14.29	3	4	28.57	2			3
Total		14	100		14	100		14	100	
Mean Performance in Percentile		77.71			75.71			79.43		
Performance Level	Fair				Fair			Fair		
F above the mean	8	57.14	1	7	50			6	42.86	2
F below the mean	6	42.86	2	7	50			8	57.14	1

The Table presents the Performance Rating of 14 BSED-Filipino Graduates in the three areas of the Licensure Examination for Teachers (LET).

General Education. As illustrated, six (6) or 42.86% of the respondents reached Good Performance Rating. It is followed by another six (6) respondents who obtained Fair Performance Rating and two (2) or 14.29% respondents who failed in the category. They obtained an average rating of 77.71% which has an adjectival rating of Fair Performance Level.

Professional Education. Nine (9) or 64.29% of the respondents garnered a Fair Performance Rating, one (1) or 7.14% of the respondents obtained Good Performance Rating, and the remaining four (4) or 28.57% Failed in the said exam. The performance ratings of the 14 respondents resulted to an average of 75.71 which has an interpretation of Fair Performance level.

Major. Eight (8) or 57.14% of the respondents got Fair Performance rating while the remaining six (6) or 42.86% obtained Good Performance Rating. Their scores resulted in an average of 79.43% with a qualitative description of Fair Performance Level.

The data shows that the BSED-Filipino takers obtained Fair Performance Level in all core areas of the Licensure Examination for Teachers. It indicates that there is a need to enhance their knowledge from their college education and also their techniques in answering board questions to reach the next level. Notably, among the 15 graduates one (1) was not able to pass. Moreover, result was still good because of the fourteen (14) successful examinees.

Table 5. *LET Performance Rating of BSEd-Mathematics in General Education, Professional Education and Major Courses*

Performance Level	Percentile	General Education			Professional Education			Major		
		N=14			N=14			N=14		
		F	%	R	F	%	R	F	%	R
Excellent	95-100									
Very Good	90-94									
Good	80-89	11	84.62	1	9	69.23	1	7	53.85	1
Fair	75-79	2	15.38	2	3	23.08	2	6	46.15	2
Failed	74 below				1	7.69	3			
Total		13	100		13	100		13	100	
Mean Performance in Percentile		82.62			80.31			79.23		
Performance Level	Good				Good			Fair		
F above the mean	6	46.15	1	8	61.54	1	6	46.15	2	
F below the mean	7	53.85	2	5	38.46	2	7	53.85	1	

The Table presents the Performance Rating of the 14 BSED-Mathematics takers in the LET Core Areas: General Education, Professional Education and Area of Specialization.

General Education. The table shows that 11(84.62%) of the respondents obtained Good Performance Rating while the remaining 2 (15.38%) got only Fair Performance Rating. Their overall mean performance in this area is 82.62% with a descriptive value of Good Performance Level.

Professional Education. As depicted in the table, nine (9) or 69.23% of the respondents got Good Performance rating, 3 or 23.08% garnered Fair Performance Rating while one (1) or 7.69% Failed in the said test. Their mean performance rating is 80.31% with a qualitative description of Good Performance Level.

Major. Seven (7) or 53.85% of the respondents obtained Good Performance Rating while the remaining six (6) or 46.15% obtained Fair Performance Rating. Their grand mean is 79.23% with a description of Fair Performance Level.

The data revealed that BSED-Mathematics takers reached “Good Performance Level” in General Education and Professional Education while obtained only “Fair Performance Rating in their Area of Specialization. It implies that there is a need to review the quality of instruction implemented at BISU-Candijay College of Teacher Education, particularly in their Mathematics program. Among the 15 graduates only thirteen (13) were able to take the LET. In addition, it is important to note the mathematics major thirteen (13) examinees got a 100% passing percentage in the LET with a remarkable mark in the Gen. Ed. and Prof. Ed subject areas. This also reflects their high academic performance in which they also got highest

in Gen.Ed. among other programs.

Table 6. *Correlation Between Academic Performance and LET Performance Rating*

Course	n	df	Degree of Correlation <i>r</i> computed	<i>R</i> crit (0.05)	Result	Decision
BSED						
Physical Science	7	5	0.73997	0.7545	Insignificant	Accepted
English	17	15	0.65573	0.4821	Significant	Rejected
Filipino	14	12	0.41284	0.5324	Insignificant	Accepted
Math	13	11	0.70354	0.5529	Significant	Rejected

BSED-Physical Science. Performance and LET Performance Rating. Based on the table, the Pearson computation bears an insignificant result of 0.73997 which is lesser than its critical value (0.7545) so, the null hypothesis is accepted as a consequence. There is no significant relationship between the BSED-Physical Science' Academic Performance and Performance Rating in the LET. It implies that having an excellent grade during College years is not a sole indicator of passing the Licensure Examination for Teachers. Other factors must be delved deeper through another research study.

BSED – Filipino. The Pearson Analysis presented in the table illustrates the relationship between the Academic Performance and Performance Rating of the BSED-Filipino takers. Based on the table, the *r* value is 0.41284 which is lower than the tabular value of 0.5324 at 12df at 0.05 significant level; hence, the result is insignificant leading to the acceptance of the null hypothesis. There is no significant degree of relationship between the two paired variables. The BSED-Filipino Graduates' Academic Performance did not significantly predict performance rating in the LET. In other words, for takers who specialized BSED-Filipino, their Academic Performance did not produce a positive nor negative implication to their score in the teachers' board.

BSED - English. It can be gleaned from Table IX that the Pearson analysis between the respondents Academic Performance and LET Performance Rating resulted in an *r* value of 0.65573 which is higher than its tabular value (0.4821) at 15 degrees of freedom at 0.05 level of significance. In this case, the result is significant, and the decision is to reject the null hypothesis in favor of the alternative hypothesis; hence, there is a significant relationship between the BSEd-English Students' Academic Performance and LET Performance Rating. How students performed in their academics somehow influenced their performance in the board exam for teachers.

BSED – Mathematics. Table IX provides the relationship between the respondents' Academic Performance and LET Performance Rating. As depicted, the Pearson statistics gave an *r* value of 0.70354 which is higher than its tabular value of 0.5529 at 11df at 0.05 margin of error. Hence, the result is significant which leads to the rejection of the null hypothesis. There is a significant relationship between the respondents' Academic Performance and LET Performance Rating. The result is congruent with the study of Bongalosa, Formanes, and Gabito (2021) which findings showed that the BSED graduate 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.

Overall Result. The table shows that the Academic Performance and LET Performance Rating of BSED-English and BSED-Mathematics Graduates are correlated; however, there is a negative correlation between the two variables among the following degrees programs: BEED, BSED-Physical Science, and BSED-Filipino. The data signifies that there is a need to boost the academic performance of BSED-Mathematics and English while they are still in college to ensure a higher chance of passing the board exam.

The significant result of the English and Math runs in parallel with the study of Quiambao, et al. (2015) which confirmed that students' IQ and GPA predict students' outcome in the LET Examination. For this reason, these things must be considered in developing policies to further improve the performance of the education graduates in the LET. Likewise, Besa (2013) of University of Bohol validated that students' GPA in their board subjects correlates with their performance in the Licensure Examination for Physical Therapist.

On the other hand, the insignificant result for the Physical Science, and Filipino runs in contrary with the study of Esmeralda and Espinosa's (2015) which revealed that a positive relationship existed between the LET performance and the academic achievement of the BEED graduates. It means that the teacher graduates' academic performance is a significant predictor in the LET. Furthermore, the study of Viernes (2010) disclosed that the overall LET performance of the BSEd and BEED graduates were not influenced by their sex, parent's education, and occupation, year graduated and academic achievement. Figueras (2013) study also validated the result that there is a correlation between students' grade in their

specializations and their LET Performance. The inconsistency of the result implies that grades are not a determinant of graduates' success in the LET. The study of Gracia (2013) affirm, in which study found out that the correlation in examinees academic and Licensure Examination for Teachers rating in general is moderately significant. Academic performance (grade average) of examinees gives no assurance (not a determinant) on passing PRC (LET) examination. Keywords - Education, academic performance, Licensure Examination for Teachers (LET) PRC rating.

Conclusion

The four-degree programs obtained "Good" performance level in their academic performance based on the three academic areas: General Education, Professional Education, and specialization categories. The data also reflect that teacher education graduates are academically competent as evident in their Grand Mean while the BSED –Math graduates have shown greater confidence in their academics as shown in their Mean Academic Performance. On the other hand, graduates' LET rating in terms of Professional Education and Major areas are lower compared to General Education. Likewise, it is interesting to know that Filipino graduates obtained higher rating in Major area compared with other graduates with different specialization while the English graduates obtained the lowest passing percentage in their Major. Interestingly, most BSED graduates have almost failing marks in their major subjects, an indication that there is a need to revisit their curriculum as well as the competency of teachers handling the said subjects. However, among the BSED graduates, the BSED-Filipino takers got the highest rating in their major or area of specialization despite the fact that they obtained low rating in the Professional Education. It indicates that they have good training and preparation in their major but not in their Professional education. Consequently, the computation on the correlation between the academic performance of the Physical Science and Filipino graduates their LET ratings shows insignificant result which means their academic performance did not affect their performance in the LET. In addition, the English and Math graduates correlation value between the two variables reveals significant result which means graduates' academic performance significantly affect their performance in the LET. The inconsistent result calls for another investigation to trace the factor that affects graduates LET performance.

Acknowledgement

The researcher humbly expresses the sincerest and grateful acknowledgement to Bohol Island State University. To the campus director of the institution, to the college dean of the Teacher Education for allowing the researcher to conduct the study.

References

- Acosta, A. S., & Acosta, I. C. (2016). Does Teacher Licensure Matter? Basic Education Reform in the Philippine Education System. *International Journal of Education*, 8(4), 73-91. Retrieved from [https://goo.gl/UPW8ex%20\(accessed%20April%207,%202017\)](https://goo.gl/UPW8ex%20(accessed%20April%207,%202017))).
- Amanonce, J., Maramag, A.,(2020). Licensure Examination Performance and Academic Achievement of Teacher Education Graduates. *International Journal of Evaluation and Research in Education*. Pp 510-516.
- Bongalosa, C., Formanes, M., Gabito, R. (2021). Academic Performance as Determinant in Passing the Licensure Examination for Teachers (LET). *EPR International Journal of Multidisciplinary Research (IJMR)*.
- Besa, E. S. B. (2013). Academic Performance of Physical Therapy Graduates in the Licensure Examination. *ACADEME University of Bohol, Graduate School and Professional Studies*, 2(1).
- Esmeralda, A., & Perez, E. (2015). Teacher Education Graduates' Performance as Predictor of Licensure Examination for Teachers Results. *Philippine Association of Institutions for Research*.
- Figuerres, O. (2012). "An analysis of the performance of the university of northern philippines in the licensure examination for teachers," (Unpublished Research Material, University of Northern Philippines, Vigan, Ilocos Sur).
- Garcia, Gary. (2013). Academic Performance as Determinant to Pass the Licensure Examination for Teachers. *JPAIR Institutional Research*. 2. 10.7719/irj.v2i1.258.
- Guinayen, V.K.,(2014). Relationship of the Academic Performance to the Licensure Examination for Teachers Performance of MPSPC BSED Graduates. *Mountain Province State Polytechnic College Journal*. MSPC-Relationship of the Academic Performance to the Licensure Examination for Teachers Performance of MSPC BSED Graduates.
- Masrom, U, & Usat, S.(2015). Use of Online Social Networking and Academic Performance of Students.
- Pachejo, S., & Allaga, W. (2013). Academic Predictors of the Licensure Examination for Teachers'Performance of the Rizal Technological University Education Graduates . *International Journal of Educational Research and Technology* , 31-40.
- Pascua J. B., &Navalta, J. D. (2011). Determinants of LET performance of the teacher education graduates in a state university. *JPAIR*, 90. Retrieved from <https://goo.gl/E9h4eV> (accessed April 10, 2017)
- Quiambao, D., Baking, E., Buenviaje, L., Nuqui, A., & Cruz, R. (2015). PREDICTORS OF BOARD EXAM PERFORMANCE OF THE DHVTSU COLLEGE OF EDUCATION GRADUATES . *Journal of Business & Management Studies* , 1-4.
- Shukla, S. (2014).Teaching competency, professional commitment

and job satisfaction-a study of primary school teachers. Journal of Research & Method in Education, 4(3), 44-64. Retrieved from <https://goo.gl/VQmZi4>(accessed%20April%2010,%202017)

Viernes, N. (2010). Performance of the Graduates of the Selected State Colleges and Universities of Solid North in the LET. University of Northern Philippines, Vigan, Ilocos, Sur.

Visco, D.(2015). Determinants of Performance in the Licensure Examination for Teachers (LET) of Abra State Institute of Sciences and Technology. International Journal of Research in Management and Business Studies. Pp 39-44.

Affiliations and Corresponding Information

Weena Mae G. Ampo

Bohol Island State University - Philippines

Appendix 1 (Table 1)

Subject Categories	BEED						BSED																							
	N=36						Physical Science						English						Filipino						Mathematics					
	Mean GPA	Rank	F above	%	F below	%	Mean GPA	Rank	F above	%	F below	%	Mean GPA	Rank	F above	%	F below	%	Mean GPA	Rank	F above	%	F below	%	Mean GPA	Rank	F above	%	F below	%
General Education																														
English	85.29	3	16	44.44	20	55.56	85.67	4	4	44.44	5	55.56	86.02	5	9	50	9	50	83.83	5	7	46.67	8	53.33	86.31	5	7	46.67	8	53.33
Filipino	87.79	1	18	50	18	50	87.52	2	5	55.56	4	44.44	86.87	3	10	55.56	8	44.44	88.77	1	7	46.67	8	53.33	88.57	3	8	53.33	7	46.67
Mathematics	84.62	4	20	44.44	16	55.56	84.87	5	3	33.33	6	66.67	87.31	2	10	55.56	8	44.44	86	3	10	66.67	5	33.33	88.69	2	6	40	9	60
Science	84.58	5	16	44.44	20	55.56	96	1	3	33.33	6	66.67	88.11	1	9	50	9	50	86.23	2	6	40	9	60	92.9	1	9	60	6	40
Social Science	85.8	2	23	63.89	13	36.11	86.43	3	5	55.56	4	44.44	86.79	4	9	50	9	50	85.71	4	8	53.33	7	46.67	87.23	4	5	33.33	10	66.67
Average	85.62						86.10						87.02						86.11						88.74					
Professional Education																														
Teaching Profession, Social Dimension	82.74	5	16	44.44	20	55.56	83.33	5	5	55.56	4	44.44	84.64	5	10	55.56	8	44.44	83.23	5	8	53.33	5	33.33	84.77	5	7	46.67	8	53.33
Principles of Teaching, Educational Technology, Curriculum Development	84.97	3	20	55.56	16	44.44	86.12	3	6	66.67	3	33.33	86.77	2	12	66.67	6	33.33	86.36	2	7	46.67	8	53.33	86.76	2	5	33.33	10	66.67
Facilitating Human Learning, Child Adolescent and	84.42	4	18	50	18	50	84.33	4	5	55.56	4	44.44	86.61	3	10	55.56	8	44.44	84.7	4	8	53.33	5	33.33	85.6	4	9	60	6	40
Assessment of Learning and Developmental Reading	85.41	2	19	52.78	17	47.22	87.13	2	4	44.44	5	55.56	85.9	4	12	66.67	6	33.33	86.95	1	7	46.67	8	53.33	86.4	3	7	46.67	8	53.33
Field Study and Practice Teaching	88.42	1	23	63.89	13	36.11	87.97	1	6	66.67	3	33.33	89.42	1	8	44.44	10	55.56	86.17	3	9	60	6	40	88.11	1	6	40	9	60
Average	85.19						85.78						86.67						85.48						86.33					
Major Subjects							85.3	1	6	66.67	5	55.56	86.10	1	11	61.11	7	38.89	88	1	9	60	6	40	86.50	1	7	46.67	8	53.33
Mean Academic Performance	85.40		16	44.44	20	55.56	86.40		6	66.67	3	55.56	86.60		10	55.56			86.52		8	53.33	7	46.67	87.19		7	46.67	8	53.33
Performance Level	Good						Good						Good						Good						Good					