



RESEARCH ARTICLE

Factors Affecting the Licensure Examination for Teachers (LET) Performance of BSEd Graduates

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This research assesses the Factors Affecting the Licensure Examination for Teachers' Performance of the BSEd Graduates at Isabela State University, San Mariano and recommend plan of action to enhance it. The findings revealed that the respondents strongly agree (3.34) that Curriculum is a major factor; they strongly agree that In-house Review (3.33) and In and Off-Campus Pre-Service Education (3.30) are great factors affecting the LET. The weakest factor is the School Facilities and Resources with a weighted mean of 3.02. The overall average as can be gleaned that the graduates who passed the licensure examination in 2022 strongly agree that the factors identified above affect LET performance having a total average of 3.17. The University may consider intensifying their admission and retention policies in order to admit and retain only qualified students; closer supervision and monitoring of teachers is suggested to have quality teaching to the students; an intensive review program maybe enhanced to give assurance on the preparedness of students to take the board examination; requiring students as well to enroll in high caliber review centers; further review of the Teacher Education curriculum be done; and conduct related study to consider other factors that may affect the LET performance.

INTRODUCTION

Quality education though expensive is treasured and given much importance by all people and institutions around the world. Anent to this, the Philippine government is investing considerably in education. In fact, it has been a practice for the education sector to be allotted with the greatest portion of the national budget. It supports numerous educational plans, projects, activities and reforms which are implemented in the different levels of education to ensure the quality of education offered to Filipino men and women students. Likewise, the Department of Education (DepEd) and Commission on Higher Education (CHED) juxtaposely monitor strictly adherence to standards set in hiring public school teachers since they are considered as the pillar of education. One of the highlighted standards for teacher education graduates to qualify as professional teachers as stipulated in RA 7836 (<http://www.chanrobles.com/republicactno7836.htm>), also known as the "Philippine Teachers Professionalization Act of 1994", is passing the Licensure Examination for Teachers (LET). Aspiring teachers who finished Bachelor of Secondary Education (BSEd) are tested along three components in the LET, namely General Education, Professional Education, and Field of Specialization with corresponding weights of 20%, 40%, and 40%, respectively. On the other hand, graduates of Bachelor of Elementary Education (BEEd) are assessed along two components which are General Education and Professional.

Moreover, teacher education institutions (TEIs) in the Philippines establish their brand of educational quality through their graduates' performance in the LET (Gerandio, M. & M. Balagtas, 2014). The LET is also a crucial criterion of the Commission on Higher Education (CHED) in granting Center of Development (COD) and Center of Excellence (COE) status to the curricular programs of TEIs (CHED Memo No. 16, s. 2015). Furthermore, local and international accrediting agencies

consider the institution's licensure examination performance as a key performance indicator for quality assurance.

However, despite this effort to raise the standards of education by professionalising teaching and subsequently conducting a licensure examination, Navarro (2003) expressed a lament that significant difficulties challenging tertiary education in the nation have constantly emerged with the mass graduation of unprepared college graduates who do not exhibit minimum competence to address the labor needs of the country. This is manifested in the trends of the contemporary results of the national passing rates in the board examination for teachers. Aside from the dismal results of the national passing rate, Cepeda (2017) reported the survey conducted by Philippine Business for Education. It was revealed that around 50% of the teacher education institutions or schools that offer teacher education programs in the country have been performing inadequately in the licensure examinations from 2009 to 2017. The study showed that 497 out of 1,024 teacher education institutions that had graduates who took the LET elementary level achieved ratings below the national passing rate.

However, schools who are agents of change respond positively in a situation like this, as long as it is for the benefits of the in this state should treat the scenario a challenge and an opportunity to render quality instruction and services that can improve their passing rate in the examination.

The findings of the study may enable the campus administration of the Isabela State University, San Mariano Campus to make an intervention program and a requirement for AACUP accreditation and ISO audit. The said program will roll out significant improvements and guarantee the quality education for students for better performance in taking LET.

RESEARCH OBJECTIVES

This research assesses the Factors Affecting the Licensure Examination for Teachers' (LET) Performance of the BSEd Graduates at Isabela State University, San Mariano. Specifically, it aims to:

1. Determine the factors affecting the Licensure Examination for Teachers
2. Recommend plan of action to enhance LET performance

METHODS

Research Design

Descriptive research design and documentary analysis were utilized since the study deal with determining the LET performance of BSEd graduates

Research participants

The participants of the study are BSEd graduates. They are the graduates who took the their course from 2017-2021. They were the first product of the K-12 curriculum program Only the first-time takers was included in the study. Complete enumeration was used.

Table 1. Respondents of the Study

| Year | Major | Total number of LET Passers |
|--------------|---------|-----------------------------|
| 2022 | Science | 18 |
| | English | 13 |
| Total | | 31 |

Research Instrument

The instrument used to gather data needed for the research is a survey questionnaire crafted by the researcher based for her readings on the factors affecting LET performance.

Data description

The LET performance data of the BSEd graduates was acquired from the Professional Regulation Commission (PRC). Specifically, PRC provided the graduates' rating in General Education, Professional Education, and Specialization through a request by the researcher.

Research procedures

The approval on the conduct of the study was requested. A request letter securing the names and ratings of board passers and non-board passers of LET was requested from the Philippine Regulation Commission Regional Office 2 (PRC RO2).

Data analysis

To have a thorough analysis on the data, the researcher utilized the following statistical tools; which are frequency and percentage computation, and weighted mean.

RESULTS AND DISCUSSIONS

1. Factors Affecting the Licensure Examination for Teachers

Table 2 provides an overview of the factors influencing the LET performance of the 31 respondents who passed the exam in 2022, marking them as the first cohort from the K-12 curriculum program.

Table 2 Summary of Factors Affecting the LET Performance (N=31)

| Factors | Weighted Mean | Verbal Description | Verbal Description |
|---|---------------|--------------------|---|
| 1. Curriculum | 3.34 | Strongly Agree | The respondents strongly agree with the statements which indicates it greatly affects performance of LET. |
| 2. Faculty Competence | 3.05 | Agree | The respondents agree with the statements which indicates it greatly affects performance of LET. |
| 3. Admission and Retention Policies | 3.03 | Agree | The respondents agree with the statements which indicates it greatly affects performance of LET. |
| 4. School Facilities and Resources | 3.02 | Agree | The respondents agree with the statements which indicates it greatly affects performance of LET. |
| 5. In-house Review | 3.33 | Strongly Agree | The respondents strongly agree with the statements which indicates it greatly affects performance of LET. |
| 6. In and Off Campus Pre-service Education | 3.30 | Strongly Agree | The respondents strongly agree with the statements which indicates it greatly affects performance of LET. |
| 7. Personal attributes (study habits, interest and commitment towards studies) | 3.12 | Agree | The respondents agree with the statements which indicates it greatly affects performance of LET. |
| Average | 3.17 | Agree | The respondents agree with the statements which indicates it greatly affects performance of LET. |

The data indicate that respondents strongly agree that curriculum quality is a significant factor, with a weighted average of 3.34. This finding suggests that the Bachelor of Secondary Education (BSEd) curriculum effectively aligns with the competencies mandated by the Professional Regulation Commission (PRC), supporting the preparation of teacher candidates.

Respondents also strongly agree that the in-house review process, with a weighted average of 3.33, plays a crucial role in LET performance. This aligns with findings from Visco (2015), Ferrer, Buted, and Ferrer (2015), and Tan (2016), who all observed a positive correlation between review sessions and higher success rates for teacher education graduates on the licensure exam. However, Dagdag (2017) presents a contrasting view, suggesting that review sessions and LET performance do not correlate significantly across all parts of the exam, indicating that the effectiveness of review sessions may vary by subject or exam component.

Additionally, respondents identified in-campus and off-campus pre-service education experiences as key factors, with a weighted average of 3.30. This finding is consistent with the study by Igcasama, Layao, Magallano, and Mololoy-on (2019), which also concluded that pre-service training significantly impacts LET performance. Through pre-service education, student-teachers gain practical teaching experience, which allows them to apply theoretical concepts, principles, and methods in real classroom settings, thereby reinforcing their readiness for the licensure exam.

The data further show that respondents agree faculty competence is a significant determinant, with a mean score of 3.05. Personal attributes, such as study habits, interest, and commitment, are also seen as influential, scoring an average of 3.12. This indicates that while external factors like curriculum and faculty contribute to LET outcomes, students' dedication and personal discipline also play a role.

School facilities and resources, with the lowest mean score of 3.02, were rated as the least influential factor. However, this does not diminish the importance of facilities, as a well-equipped educational environment can positively impact students' motivation and engagement in their studies.

Overall, with an average score of 3.17, the respondents who passed the LET in 2022 generally agree that the factors identified—curriculum, in-house reviews, pre-service education, faculty competence, personal attributes, and resources—collectively contribute to LET performance.

The importance of LET performance is underscored by Visco (2015), who notes that the LET is a critical requirement for Teacher Education Institutions (TEIs) in the Philippines, as mandated by the PRC. As Rabanal and Manzano (2018) emphasized, “one of the measures of quality and excellence in Teacher Education Institutions (TEIs) is high passing performance in the licensure examination,” underscoring the essential role of LET in evaluating educational standards and teaching quality in the country.

2. Plan of Action to improve the LET Performance

A well-structured action plan is essential to improve the Licensure Examination for Teachers (LET) performance. The primary objectives of this plan include enhancing faculty readiness, ensuring efficient review sessions, utilizing up-to-date materials, involving alumni, and supporting all LET takers. Implementing these objectives can lead to an improved passing rate and more effective teacher preparation, as outlined in Table 3.

Table 3. Action Plan

| Objectives | Key Activities | Expected Outcomes | Time Target | Persons Involved | Budgetary allocation |
|--|--|---|--------------------------|--|----------------------|
| Prepare and post faculty schedules for Intensive Review | Posting of Intensive review schedule. | Informed faculty with their respective topics and schedule. | 1 week before the Review | LET Coordinators/ BSEd Chairperson / AA Director | - |
| Ensure efficient conduct of Intensive Review for Gen Ed., Prof Ed., and Major Subjects based on PRC Competencies | Conduct Intensive Review especially for Gen Ed., Prof Ed and Major Subjects. | Well implemented intensive review. | April-June | All BSEd Faculty/ Chairperson/ AA Director | Php 5,000 |

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| Develop, utilize and acquire up-to-date reviewers. | Acquisition and preparation of updated and teacher-made Reviewers. | Well-developed and utilized review materials. | April-June | All BSEd Faculty/ Chairperson/ AA Director | Php 5,000 |
| Establish good tie-up with the Alumni as its partner in the improvement of the program. | Invite selected alumni to facilitate the review. | Involvement of Alumni in the attainment of above national LET passing rate. | April-June | BSEd chairperson/ Alumni Coordinator/ AA Director | Php 3,000 |
| Accommodate alumni/ all LET takers including unit earners during the intensive review. | Invite alumni/ educ. unit earners to join the intensive review. | Accommodate all LET takers | April-June | All BSEd Core Faculty/ Chairperson/ AA Director | Php 3,000 |

The first objective involves preparing and posting faculty schedules for an intensive review. Ensuring that faculty are informed about their topics and schedules a week before the review allows for a more organized and productive approach to exam preparation. Research suggests that effective scheduling and communication can significantly improve academic program outcomes (Dagdag, 2017; Igcasama et al., 2019).

To ensure an efficient review process, intensive sessions will be conducted for General Education (Gen Ed), Professional Education (Prof Ed), and Major Subjects based on the competencies outlined by the Professional Regulation Commission (PRC). This approach allows for focused and targeted reviews, which are essential for LET success (Gerundio & Balagtas, 2014; Ferrer et al., 2015). This activity is expected to be well-implemented between April and June, with a Php 5,000 allocation to support the initiative.

Developing, utilizing, and acquiring up-to-date review materials is another key activity. Updated reviewers ensure that candidates are studying relevant and current information, which aligns with PRC standards (Rabanal, 2016; Tan, 2016). By providing well-developed materials, faculty can enhance the review process and better prepare students.

Involving alumni in the review process through a partnership allows alumni to contribute to the institution's goals, which could raise the LET passing rate above the national average (Visco, 2015; Navarro, 2003). With a budget of Php 3,000, selected alumni will be invited to facilitate the review sessions, offering real-world insights and support to current students.

Finally, the institution aims to accommodate all LET takers, including alumni and unit earners, by inviting them to participate in the intensive review. This inclusive approach provides all eligible candidates access to the review resources, potentially raising overall success rates in the examination (Commission on Higher Education, 2015; Act No. 7836, 1994).

By following this comprehensive action plan, the institution aims to achieve an improved LET performance, fostering both individual success and the institution's reputation in teacher education.

CONCLUSION

Inasmuch as the strongest factor affecting the LET performance as perceived by the respondents was the Curriculum, it is noteworthy to consider the significant role of curriculum planners and educational authorities.

In-house review and enrolment to review centers is a great avenue to be refreshed with past lessons. Giving focus and serious participation to the activity will surely enable students to take the board examination with confidence. The In and Off-campus Pre-Service education allow student teachers learn to perform the challenging tasks assigned to them with the support and guidance of his or her cooperating head. Hence, approaching teaching as a profession on the part of the student-trainees is not an easy task. It has to be carried upon through constant practice with appreciation, coupled with perseverance, patience love and commitment. Thus, in the process of the necessary training, preparation and actualization in consonance with the curriculum program, there is a possibility to passed the licensure examination for teachers.

RECOMMENDATIONS

Based on the conclusions established in the study, the following conclusions are drawn:

1. The University may consider intensifying their admission and retention policies in order to admit and retain only qualified students;
2. Closer supervision and monitoring of teachers is suggested to have quality teaching to the students;
3. An intensive review program maybe enhanced to give assurance on the preparedness of students to take the board examination;
4. Requiring students as well to enroll in high caliber review centers;
5. Further review and regular review of the Teacher Education curriculum be done; and
6. Conduct related study to consider other factors that may affect the LET performance.

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