



IJMRBS

ISSN 2319-345X
Vol. 4, No. 1, January 2015

International Journal of Management Research and Business Strategy

www.ijmrbs.com



MEGHANA PUBLICATIONS
www.meghanapublications.com

PREDICTORS OF PERFORMANCE IN THE LICENSURE EXAMINATION FOR TEACHERS OF THE GRADUATES OF HIGHER EDUCATION INSTITUTIONS IN ABRA

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Challenged by the contribution of Higher Education Institutions (HEIs) of the Philippines for globalization, this study analyzed the predictors of performance in the Licensure Examination for Teachers (LET) of the teacher education graduates of HEIs in Abra from 2007-2011. Findings revealed that student-related predictors like Teaching Aptitude Test (TAT) and attendance in LET review classes; faculty-related predictors such as educational attainment, trainings/seminars attended, academic rank, workloads; administrative and supervisory predictors like support services, human relations, and linkages significantly influenced performance in the LET. It is recommended that HEIs in Abra should screen upcoming graduates through a valid TAT, periodically conduct LET review classes, faculty members should be compelled to finish their masters and doctorate degrees, attendance to training/seminar-workshops/conferences be encouraged, faculty members should strive hard to improve their academic ranks, regular workloads be given, support services (president), human relations (Teacher Education Chairperson) and linkages (Student-Teaching Coordinator) be maintained.

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

INTRODUCTION AND BACKGROUND

Education is one of the prime movers of the Philippine's economic and social development. It develops knowledge, skills, positive behaviors and attitudes of individuals to become self-confident, capable and committed to setting goals, making informed choices and acting in ways that improve living conditions.

Year 2015 marks the birth of the ASEAN Economic Community (AEC) – the start of free trade between the 10 member-countries. Products and services, among other things, will have a single market and production base. Labor, investments and capital will have a freer flow.

As 2015 approaches, conversations regarding AEC are growing, with many individuals bringing forward ideas on how Filipinos can collectively

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work to prepare them educationally for the country's entry into the free trade arena.

As ASEAN bids to become a more attractive investment destination, there is a need to pay special care and attention to how teachers are trained and nurtured. Their status and pay must be raised to a level commensurate to the invaluable services they render to the country's youth. (Manila Bulletin, Sat. June 7, 2014). (<https://ph.news.yahoo.com/raising-status-teachers-154433375.html>)

Figuerres (2012) unveiled the fact that when Republic Act (RA) 7836, 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).

She also underscored that the Commission on Higher Education (CHED) Memorandum Order No. 30, series of 2004 (CMO 30's. of 2004), otherwise known as the Revised Policies and Standards for Undergraduate Teacher Education Curriculum, quality pre-service education is a key factor to help Philippine education prepare for the challenge of globalization (ASEAN 2015). The pre-service preparation of teachers for primary and secondary education sectors is very important responsibility that has been assigned to Higher Education Institutions (HEIs). All efforts to improve the quality of education in the Philippines are dependent on the service of teachers who are properly prepared to undertake the various important roles and functions of teachers.

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. The average teacher education graduate has a weak basic communication ability, literacy, quantitative skills and higher order thinking skills. Research studies show that the average teacher education graduate possesses below content knowledge of the subject matter as well as ill-equipped with teaching skills required to teach.

Teacher education graduates of HEIs in Abra are not exempted from the foregoing scenario. Aware of the above mentioned reality, the researcher was prompted to conduct this study on LET to find out the predictors of the said examination. This research endeavor certainly yields vital information on the performance of Teacher Education graduates in the Licensure Examination for Teachers given by the Professional Regulation Commission.

The output of this research is believed to be beneficial for administrators, faculty and teacher education graduates of Higher Education Institutions in Abra, Philippines inasmuch as indicators of performance in passing the LET is the center of this study. In addition, administrators will be guided in the formulation of policies regarding curricular and co-curricular activities which may enhance the cognitions, skills, and values of the learners. It may also be utilized as the best avenue for curriculum planners, administrators, faculty, and teacher education graduates to move a step higher towards the attainment of their mission as social change agents to address the challenge of ASEAN vision and globalization.

Furthermore, results of this study will help future researchers in looking into the predictors that affect the performance of the education

graduates of the HEIs in Abra in the Licensure Examination for Teachers.

THEORETICAL AND CONCEPTUAL FRAMEWORK

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).

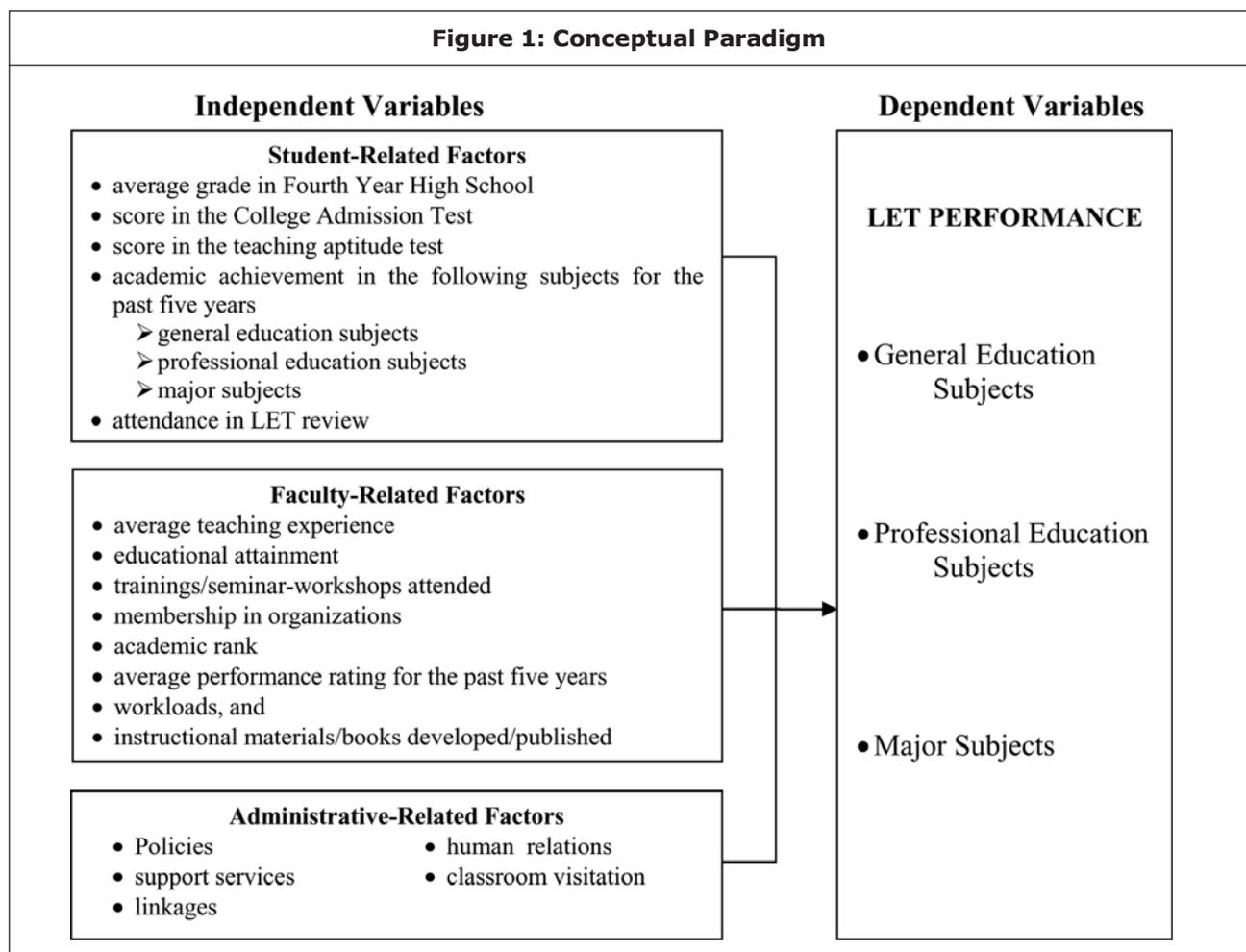
The conceptual paradigm (Figure 1) revolved

around testing the influence of the independent variables (S) on the dependent variables (R) of this study.

METHODOLOGY

This study employed the descriptive method of research.

The respondents of this research were the 738 graduates of BSEd and BEEd from the College of Teacher Education of the Higher Education Institutions in Abra such as Abra State Institute of Sciences and Technology Lagangilang and Bangued campuses, Divine Word College of Bangued and Abra Valley Colleges for the School Years 2006-2007 to 2010-2011. The 381



administrators and CTE faculty members of these HEIs were also included as respondents.

The instrument used in the administrative and supervisory-related factors was a questionnaire consisting of two parts: Part I (Preliminary) is the checklist of 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. Part II is the questionnaire/checklist adopted from the study of Bañez (2002) consisted of 138 items on the perception of the graduate-respondents on the extent to which the president, vice president for academic affairs, dean, chairman and program coordinators do their functions in terms of policies, support services, linkages, human relations, and classroom visitation.

In gathering data for the LET ratings, the researcher formally wrote the chairperson of the Professional Regulation Commission, and the presidents of the concerned HEIs in Abra for the PRC to disclose the LET performances of the respondents. Documents needed were made available after formally communicating with the concerned people in the four HEIs in Abra. The data for the documentary analyses were culled out from the PRC Manila 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 four HEIs in Abra. The researcher administered the questionnaire-checklist to the graduate-respondents to obtain data on administrative-

related variables and retrieved the same after a considerable time. 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, level of performance of the administrators, supervisors and graduates of Teacher Education Institutions – HEIs of Abra.
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.

RESULTS AND DISCUSSION

Salient findings of the study are summarized as follows:

1. Profile of the Teacher Education Graduates of HEIs in Abra

Majority (229 or 60%) of the teacher education

graduates of HEIs in Abra has a “Very Good” (85-89) average grade in their fourth year high school; most of them (174 or 49%) scored 60 – 69 in the college admission test; majority (122 or 34%) of the graduates scored 70 – 79 in the teaching aptitude test; majority (202 or 53%) of them received “Good” (2.01 – 2.50) in their general education subjects; they (239 or 63%) are “Very Good” (1.51 – 2.00) in their professional education subjects; majority (98 or 69%) of the BSEd graduate-respondents are “Very Good” (1.51 – 2.00) in their major subjects; and almost all of the graduates (237 or 62%) have attended LET review classes.

The findings imply that HEIs in Abra indeed went through an acceptable selection of teacher education students in their college and close scrutiny was done before they award their certificate of completion of the course. The profile of the graduate-respondents also implies that HEIs in Abra had been doing their part in the production of teachers who are tagged as agents of change and molders of the youth through careful selection of students for the college of teacher education. HEIs in Abra must help contribute in producing pool of good teachers who can help the Philippines prepare for the challenge of ASEAN Economic Community by 2015.

2. Profile of the Teacher-Respondents of HEIs in Abra

Most of the faculty-respondents (27 or 33%) from the four HEIs in Abra are in their first ten years of teaching experience. It is wise to note that in the respondents are almost equally distributed in the four groupings of teaching experience. In terms of educational attainment, most of the respondents (30 or 37%) are pursuing their doctorate degrees (MA with Doctorate Units)

after finishing their masters. Majority (29 or 36%) have attended 11–20 training/seminar workshops; (49 or 60%) are members of 7 – 10 professional organization; 49 or 60% of them hold instructor academic rank; all of them are “very Satisfactory” in performance, majority carries 22–27 workloads and 49 or 60% of them have developed three instructional materials.

This implies that the teacher education graduates must have benefitted from the idealistic stage of teaching since the faculty-respondents were in their first ten years of teaching with suitable educational qualifications, seminar training and workshops attended, membership to organizations that enhanced their abilities in teaching, and carries regular workloads. The finding also implies that faculty of the HEIs in Abra are also doing their best to upgrade their educational qualifications, equipping themselves with necessary training, absorbing all imperative learning gained from membership to organizations and developing their own instructional materials. Further, HEIs in Abra are not also far behind the standards of other higher educational institutions in the Philippines, hence, playing a complementary role in the educational development of the province and the bid of the Philippines to cope with the challenges of regionalization.

3. Level of Performance of the Administrators of HEIs in Abra as Perceived by the LET Takers

Support services of the Presidents of HEIs in Abra are perceived to be “Excellent” by the LET takers of 2007 – 2011. The human relation function of the teacher education chairperson is evidently “Excellent”, too. The student-teaching coordinator of the four HEIs in Abra is exceptionally “Excellent” in the discharge of his functions

categorized as policies, support services, linkages, human relations and classroom visitation.

This finding implies that administrators of HEIs in the province of Abra are doing their share in the production of good teachers. Strict implementation of school rules, policies and regulations; support on the conduct of LET review classes; linkage with other agencies for off-campus teaching among others are manifestations of this.

4. Level of performance of the Teacher Education graduates in the 2007-2011 LET

The level of performance of the BSEd LET examinees of ASIST Bangued, ASIST Lagangilang, DWCB and AVC is generally described as "below national passing mark" for the nine examination periods. Looking at Table 1 closer, ASIST Bangued and Lagangilang surpassed the national passing percentage one examination period each, April 2009 and April 2011, respectively. Divine Word College of Bangued surpassed the national percentage rate in four (April 2008, September 2008, October 2009 and April 2011) examination periods.

The level of performance of the BEEd LET examinees of ASIST Bangued, ASIST Lagangilang, DWCB and AVC is described as "below national passing percentage" (in general education and professional education subjects) for the period 2007-2011. Table 2 indicates two (April 2009, April 2010) examination periods for ASIST Bangued and one (April 2008) for DWCB having surpassed the national passing rate.

Generally, the performance of the graduates of HEIs in Abra in the LET is "below national passing percentage". This means that the

graduates of HEIs in Abra are lower in performance compared to their national examinee counterparts. The number of LET passers from the HEIs in Abra with reference to the total number of LET takers of the province falls short in quantity compared to the percentage of LET passers with reference to the total number of LET takers in the entire country.

5. Multiple Regression Analysis of Profile on Graduate-Related Variables on LET Performance

As shown in Table 3, the influence of the seven independent variables (average grades in fourth year high school, college admission test, teaching aptitude test, academic achievement in general education, professional education subjects, major subjects and attendance in LET review classes) on the LET performance of the Teacher Education graduates is significant $F = 1.42$; ($p = .05$). The seven graduate-related factors account for forty seven percent of the variance on the LET performance of teacher education graduates; hence about 53% could be explained by other factors not included in the study.

The beta-coefficients (0.36) obtained for score in teaching aptitude test and (0.32) for attendance in LET review, are significant at 0.05 probability level. LET performance of the Teacher Education graduates is therefore influenced by these factors. Hence, Teaching Aptitude Test (TAT) and attendance in LET review are good predictors of LET performance.

This implies that those who performed well in the teaching aptitude test and religiously attended LET review class tend to perform better in the licensure examination.

6. Multiple Regression Analysis of Profile on Faculty-Related Variables on LET Performance

Table 1: National vs. HEIs Institutional Passing Rates – LET (Secondary) 2007-2011

Examination Period	Institutional Passing Rates				National
	ASIST Bgd.	ASIST Lag.	DWCB	AVC	Passing Rate
Aug-07	2.04%	11.54%	22.00%	11.11%	29.12%
Apr-08	10.53%	11.11%	47.37%	0.00%	35.34%
Sep-08	17.65%	3.70%	32.43%	25.00%	29.22%
Apr-09	50.00%	18.75%	5.88%	0.00%	24.67%
Oct-09	9.76%	0.00%	38.24%	0.00%	28.15%
April-10	3.23%	9.52%	5.88%	0.00%	23.32%
Sep-10	13.89%	5.88%	19.23%	0.00%	28.85%
Apr-11	18.75%	28.57%	30.44%	0.00%	26.28%
Sep-11	20.00%	0.00%	17.86%	0.00%	31.45%

Table 2: National vs. HEIs Institutional Passing Rates - LET (Elementary) 2007-2011

Examination Period	Institutional Passing Rates				National
	ASIST Bgd.	ASIST Lag.	DWCB	AVC	Passing Rate
Aug-07	11.67%	14.29%	19.63%	7.41%	27.55%
Apr-08	11.77%	23.53%	40.63%	10.00%	26.52%
Sep-08	20.69%	15.63%	22.50%	3.57%	30.47%
Apr-09	33.33%	15.79%	12.50%	0.00%	27.86%
Oct-09	9.84%	4.44%	8.20%	0.00%	18.67%
April-10	18.61%	8.70%	10.26%	6.25%	15.44%
Sep-10	7.55%	2.08%	8.70%	0.00%	19.58%
Apr-11	7.14%	4.55%	15.00%	0.00%	15.81%
Sep-11	16.44%	7.14%	21.88%	0.00%	22.68%

As reflected in Table 4, the influence of the combination of the eight independent variables on the LET performance of the Teacher Education graduates is significant, that is $F = 9.80$; ($p < .05$). The eight faculty-related factors account for 52% of the variance on the LET performance of Teacher Education graduates; hence about 48% could be attributed to other factors not included in the study.

The beta coefficient for educational attainment (0.66), Training/Seminars Attended (0.41), Academic Rank (0.19), and Workloads (0.22) are significant at 0.05 level, therefore these variables are good predictors of LET performance.

This means that when the teachers are masteral and doctoral graduates, have attended relevant training/seminar workshops, have high

Table 3: Multiple Regression of Profile of the Teacher Education Graduates on the LET Performance

Variables	Beta	t	Sig. t
Grades in Fourth Year High School	0.01	0.06	p > .05
College Admission Test (CAT)	-0.09	-0.99	p > .05
Teaching Aptitude Test (TAT)	0.36	2.15	p < .05
Academic Achievements in General Education	0.13	0.93	p > .05
Professional Education	0.19	1.36	p > .05
Major Subjects	0.17	1.13	p > .05
Attendance in LET Review	0.32	2.18	p < .05
R = 0.27 R ² = 0.47 F = 2.06 Sig. F: p = .05			

Table 4: Multiple Regression of the Faculty-Related Variables on the LET Performance of the Teacher Education Graduates

Variables	Beta	t	Sig. t
Teaching Experience	0.07	0.65	p > .05
Educational Attainment	0.66	5.88	p < .05
Training/Seminar-Workshops Attended	0.41	3.85	p < .05
Membership in Prof. Organization	0.01	0.06	p > .05
Academic Rank	0.19	1.83	p = .05
Average Performance Rating	-0.02	-0.26	p > .05
Workloads	0.22	2.30	p < .05
Instructional Materials/Books Developed/published	0.04	0.37	p > .05
R = 0.72 R ² = 0.52 F = 9.80 Sig. F: p < .05			

academic ranks and carry a regular workload, the greater is the tendency for the HEI graduates to pass the LET.

7. Multiple Regression Analysis of Profile on Administrative and Supervisory Variables on LET Performance.

As revealed in Table 5, the five administrative and supervisory variables when taken in combination significantly influenced the Teacher Education graduates' LET performances. The multiple regression suggests that there exists a moderate correlation between LET performance and administrative and supervisory variables.

Table 5: Multiple Regression of Administrative and Supervisory Related Variables on the LET Performance of the Teacher Education Graduates

Variables	Beta	t	Sig. t
President			
Policies	-0.22	-1.11	p > .05
Support Services	0.53	1.96	p = .05
Linkages	0.13	0.65	p > .05
Human Relations	0.14	0.61	p > .05
VP for Academic Affairs			
Policies	0.04	0.47	p > .05
Support Services	-0.16	-0.54	p > .05
Linkages	-0.06	-0.54	p > .05
Human Relations	-0.16	-1.58	p > .05
CTE Deans			
Policies	0.33	1.81	p > .05
Support Services	-0.53	-1.89	p > .05
Linkages	0.20	0.88	p > .05
Human Relations	-0.26	-1.00	p > .05
Classroom Visitation	0.01	0.07	p > .05
CTE Chair/Sec			
Policies	0.01	0.03	p > .05
Support Services	0.06	0.34	p > .05
Linkages	-0.12	-0.68	p > .05
Human Relations	0.32	1.97	p = .05
Classroom Visitation	-0.11	-0.69	p > .05
ST Coordinators			
Policies	0.01	0.07	p > .05
Support Services	-0.12	-1.55	p > .05
Linkages	0.20	2.69	p < .05
Human Relations	-0.08	-1.03	p > .05
Classroom Visitation	0.01	0.18	p > .05
R = 0.39 R ² = 0.46 F = 1.71 Sig. F: p < .05			

Together, they account for 46 percent on the total variance of LET while the remaining 54%, respectively are accounted by other factors different from what were considered in this study.

The beta coefficient for support services of the president (0.53), human relations of the CTE Chairperson (0.32) and linkages (0.20) of the Student Teaching Coordinator are significant at 0.05 probability level. Therefore, these are all good predictors of LET performance.

Consequently, those graduates whose presidents, CTE Chair, and ST Coordinators were supportive, excellent in their human relations and good at linkages respectively tend to perform better in the LET.

CONCLUSION

In the light of the findings of this study, the following conclusions have been drawn.

1. The level of performance of the Teacher Education graduates of HEIs in Abra (ASIST Bangued, ASIST Lagangilang, DWCB and AVC) who took the LET is described as "below national passing percentage". The number of LET passers from the HEIs in Abra with reference to the total number of LET takers of the province is lower compared to the percentage of LET passers with reference to the total number of LET takers in the entire country.
2. In the case of the graduates of HEIs in Abra, though they performed "below national passing percentage", the following predictors contributed to their passing in the LET.
 - a. Graduate-related factors like Teaching Aptitude Test (TAT) and attendance in LET

review classes are good predictors of LET performance.

- b. Faculty-related variables like educational attainment, training/seminar workshops attended, academic rank and workloads are good predictors of LET performance.
- c. On administrative and supervisory variables, a supportive president, excellent CTE Chair in human relations and a student teaching coordinator who is good in making linkages are good predictors of LET performance.

RECOMMENDATION

With the conclusions made, the following are the recommendations of the study:

1. a) HEIs in Abra should screen their upcoming teacher education graduates through a valid TAT as early as their second year.
 - b) HEIs in Abra should periodically conduct LET review classes.
2. a) Administrators of HEIs in Abra 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, improve their academic ranks and should carry a regular workload.
 - c) A supportive president, excellent CTE Chair in human relations and a student teaching coordinator who is good in making linkages are strongly recommended for a better performance in the LET.

3. A parallel study in the College of Teacher Education and other colleges using other independent variables like strategies of teaching, technologies in teaching, leadership potentials of students and teachers, pre-service trainings and seminars, field study or experiential learning gains of students, status of cooperating schools, guidance extended to pre-service teachers by cooperating teachers, problems coping mechanisms of pre-service teachers, students' membership to teacher education organizations and other variables as predictors of LET performance is highly recommended.

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International Journal of Management Research and Business Strategy

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