

Academic Performance as Determinant to Pass the Licensure Examination for Teachers

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ABSTRACT

Guided by the institution's vision and mission, the researcher observed the consistency of the students' performance during and after their studies. It also determined if relationships between examinees' academic performance and their Licensure Examination for Teachers' (LET) rating in Professional Education and Field of Specialization are significant. The study used the descriptive design. Respondents were PRC (LET) examinees of Southern Leyte State University – San Juan from 2007-2010. Board ratings were requested from PRC, academic records were asked from the registrar. The researcher used Mean and Percentages in describing the performance, Pearson Product Moment Coefficient Correlation in determining the significant of the relationship between academic and LET rating. A total of 39 out of 58 Examinees in four consecutive years are women. Data imply that women are more dominant than men in the field of education in terms of numbers. The correlation coefficient between examinee's academic performance and licensure examination rating is very high in the Field of Specialization subjects, weak positive correlation in the Professional Education subjects. However, 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.

INTRODUCTION

It is argued that markets in education provide the possibility for the pursuit of class advantage and generate a differentiated and stratified system of schooling (Mendezabal, 2013).

According to McMannon (1998), whenever American schools appear to be failing to perform their duties of educating and enculturating the young, critics almost invariably point to teachers and their preparation as the source of the failure. Bad teaching makes bad schools, goes the argument, and improper or insufficient pre-service teacher training makes for bad teaching. To improve schools, improve teacher education.

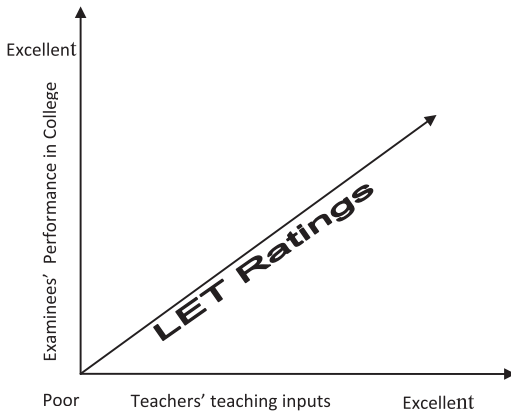
Aspiring for quality education and standardization, the Southern Leyte State University - San Juan recently submitting its Bachelor of Secondary Education program to the AACUP and passed the candidate level status during evaluation. Based on the institution's records, the ratings of SLSU-SJ passers under the old curriculum were more than 50% and always above the national passing percentage which is 36% in 2007 and 35% in 2008. However, under the new curriculum SLSU-SJ LET performance is decreasing. Though the trend is nationwide, it is the primary concern of educators to address this matter.

Accreditation is one of the interventions employed to measure the performance of SUCs along the way towards (excellence) globalization. Areas to be evaluated during accreditation are specified and each area has corresponding targets to measure. Consequently, Professional Regulatory Commission (PRC) LET rating is one of the major targets of to be evaluated during accreditation and serves as the gauge in determining the SUC performance in terms of produced products.

Consequently, passing the PRC (LET) examination has been a long term debate among educators. Many of them believed that the performance of students in classes will determine his performance in examination, to the extent that they will claim without doubt that examinee's higher grades in the subject will give him 100% assurance to pass the LET. Encouraged by this argument, the researcher is determined to find out if the academic performance of the students and the licensure examination for teachers are correlated to justify the consistency of the students' performance in the class (academic performance in college) and in the licensure examination (LET rating).

FRAMEWORK

Many people emphasize the importance of good teachers, and many local, state, and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms the common perception that some teachers are more effective than others and also reveals that being taught by an effective teacher has important consequences for student achievement (RAND Education, 2013).



The concept of this study is persuaded by the Law of Production or the Law of Variable Proportions. Implicitly Grade Rating Average (GRA) in college as the product of good inputs of teachers is assumed to be the determining factor in passing the Licensure Examination for Teachers.

Variation of student's performance in college and PRC (LET rating) examination will determine the conformity of teacher's inputs as to the needs of examinees to pass the LET. Non conformity means a need to improve teachers teaching output.

HYPOTHESIS

There is no significant relationship between the academic performance and the Licensure examination rating of the students.

OBJECTIVES OF THE STUDY

The purpose of this study was to look into the students' academic performance and Licensure Examination for Teachers (LET) ratings in the area of Professional Education and Field of Specialization. Further, it intends to determine if

relationships between examinee's academic performance and LET rating in the two areas are significant.

METHODOLOGY

This study utilized descriptive method of research. A total of 116 respondents were considered in this study consisting of 58 SLSU San Juan LET passers and 58 non passers of the Licensure Examination for Teachers in 2007, 2008, 2009, and 2010. The 58 non passers were randomly selected from the list of all SLSU San Juan LET non passers from 2007-2010. Observing the research protocol, permissions from proper authority were secured before the conduct of the study. The copy of the examinees board ratings were requested from the office of the Professional Regulatory Commission. Academic records of the respondents were asked from SLSU-SJ registrar with the approval of the college administrator. The data gathered were analyzed and interpreted using the following statistical tools: Mean and Percentages in describing the performance of the examinees (examinee's grades average) in the two major areas from first year to fourth year, Pearson Product Moment Coefficient Correlation in determining the significant of the relationship between examinee's performance in college and the Licensure Examination for Teachers rating. The study started at the middle part of the first semester 2011-2012 and end towards the closing of the second semester of the school year 2011-2012.

RESULTS AND DISCUSSION

Table 1 shows the distribution of the respondent involved in the study. Majority (33%) of the respondent were graduates in 2010, 29% in 2008, 24% in 2007, and 9% in 2009. A total of 39 out of 58 LET passers in four consecutive years are women, as revealed 9 out 14 in 2007, 12 out of 17 in 2008, 8 out of 10 in 2009, and 10 out of 19 in 2010. It implies that women are more dominant than men in the field of education in terms of numbers.

Result is in consonant with the previous survey data that on gender distribution, female students have very high representation in all three levels in education. At the elementary level, male and female students are almost equally represented. But female enrollment exceeds that of the male at the secondary and tertiary levels. Also, boys have higher rates of failures, dropouts, and repetition in both elementary and secondary levels (The Philippine Education Issues, 2010).

Consistently, Cortez (2010) cited that majority of the LET passers in 2008 were females, aged 21, mainly science and mathematics majors, presently employed as teachers.

Table 1. Distribution of respondents

Year Graduated	Examinees						Total
	Passers			Non-Passers			
	Male	Female	Total	Male	Female	Total	
2007	5	9	14	5	9	14	28
2008	5	12	17	5	12	17	34
2009	2	8	10	2	8	10	20
2010	7	10	19	7	10	19	38
Total	19	39	58	19	39	58	116

Relationship between Academic Performance and Licensure Examination for Teachers rating

The relationship between the academic performance and licensure examination for teachers was determined. As presented, the correlation coefficient between students academic performance and licensure examination for teachers rating in the Professional Education subjects is 0.347 the significance value is 0.624 results indicates weak relationship between the two. It implies that the examinees grades average in Professional Education subjects could not be considered as an assurance to pass the Prof Ed. Subject in LET. It further suggests that student's performance in Prof. Ed subjects has no bearing to the chances of passing the Professional Education (Prof. Ed) LET examination.

The correlation of the examinees academic performance and licensure examination for teachers rating in the Field of Specialization (Major subjects) is 0.71 with the P-value of 0.02. This signifies a very high positive correlation. Result suggests good practices in the field of specialization as well as better inputs of teachers in teaching major subjects.

In the same way Rimney et al (2006) observed that studying the domains of knowledge and trying to master them gives specific ideas, theories, and solutions about teaching, it also helps to prepare for and pass the state teacher examination.

However, correlation between academic performance and licensure examination for teachers rating as a whole is moderately significant with r-value of 0.47 and p-value of 0.02. It further shows that academic performance in some occurrences could be or could not be a determinant to pass the licensure examination for teachers in the case of SLSU-San Juan.

Table 2. Significance of relationship between examinee’s academic performance and licensure examination for teachers ratings

Variable	Subjects	P-value	Correlation Coefficient	Interpretation
Academic Rating vs. LET Rating	Prof. Education	0.624	0.34	Not Significant (weak)
	Field of Specialization (Major)	0.021	0.71	Significant (very high)
	General Average	0.023	0.455	Significant (Moderate)

CONCLUSIONS

Grade average of students in the major subjects would determine chances of passing the PRC (LET) examination in the field of specialization but not on the Professional Education subjects, this suggests a very strong association of persons’ interest and performance. Generally, academic performance (grade average) of examinees gives no assurance (not a determinant) on passing PRC (LET) examination.

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Article I Section 3

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