

## **Determinants of L.E.T. Performance of the Teacher Education Graduates in a State University**

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**Abstract** - This study determined the correlation of personal and educational related factors with the LET performance of the Teacher Education graduates of NVSU, second semester, S.Y. 2007-2008. The respondents' personal and educational data were gathered from the Registrar's records while the result of the LET performance was taken from the PRC through the LET Review Committee. The study used descriptive survey method with the use of documentary analysis. T-test was used to determine the difference in the LET performance when grouped according to gender and degree course. F-test was used to determine if there is significant difference in LET performance and English proficiency of the respondents. Scheffe Post Hoc Test was utilized to determine the significant difference in English proficiency in terms of percentile ranks. There were more Elementary Education respondents

than Secondary Education. English proficiency of respondents ranged from 23.00-73.75. There were more passers from the Elementary level than those from the Secondary level. Females' performance in LET was statistically the same with their male counterpart and that the BEEd performed better than the BSEd and all other courses combined (BSMath, BSAExt, BSHT, BSIE, BSAEd). Degree Course, GPA, English Proficiency, and Admission Test Score indicated significant relationship with LET performance.

Key words: Licensure Examination for Teachers (LET), English proficiency, Teacher Education graduates

## INTRODUCTION

The quality of education in the country is low as stipulated in research findings. This issue particularly on low quality education poses more implications as one strives to deal with globalization, educational reform, technological change and survival issue (Duque, 1999).

The Philippines prohibits any individual from practicing or offering to service the teaching profession without having previously obtained a certificate of registration and a valid professional license from the Professional Regulation Commission (PRC) to ensure that the student teachers become competent teachers ([www.pinoytest.com](http://www.pinoytest.com)). This is the main reason why the commission conducts the Licensure Examination for Teachers (LET) to regulate the profession and to provide license to deserving individuals who passed the LET (<http://www.pinoytest.com/teacherlicensureexam>).

In 2008, NVSU has an institutional passing rate of 75.90% for the elementary level and 50.67% for the secondary level. On the other hand, the national rate for the elementary level is 30.47% while the secondary level has a passing rate of 35.34% (<http://NVSU.edu.ph/news>).

Moreover, Grade Point Average (GPA) as one of the main factors associated with the LET performance of students, measures how well

one is doing in his academic studies. It is the average obtained by dividing the total quality hours for courses for which one is registered for any stated period of time. Under GPA, performance in a given set of courses in the variable summarizes overall performance ([tru.ca/policy/allpolicy.html](http://tru.ca/policy/allpolicy.html)).

Furthermore, before students enter the college and pursue their education at Nueva Vizcaya State University (NVSU), they must first take the admission test administered by the Testing Center. The test determines students who may take a degree or a non-degree course. The scores provide further information regarding the ability and knowledge of the students in the different subject areas whether they are capable to take the course they wanted or not.

These facts and issues prompted the researchers to look into the determinants of LET performance of the 2008 Teacher Education graduates.

## FRAMEWORK

Recent survey reveals that there is a decline in English proficiency among Filipino graduates. Based on data presented in 2003, only 19 percent of the country's 53,000 public school teachers in English passed the Self-Assessment Test for English (SATE) conducted by DepEd. In 2004, only 5 percent of high school graduates could speak well in English well enough to proceed college (Gamba, L., 2008). Furthermore, successful candidates receive certification to teach schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively, the teacher must be able to communicate effectively in English, the students' language of instruction. Likewise Dunar (2002) mentioned that the poor 20 percent rate was blamed on the poor level of English proficiency on the part of the students who took the BAR examination.

In this context, gender, degree course, Grade Point Average (GPA), English Proficiency, and Admission Test Scores (ATS) are the factors that are presumed to be related with the LET performance of the respondents.

## RESEARCH DESIGN

The study used descriptive – correlational and comparative survey with documentary analysis. This method assessed the determinants of LET performance such as gender, degree course, specialization, Grade Point Average (GPA), and English proficiency and admission test score. Frequency counts and mean were used in drawing the level of performance of the graduates in LET and admission test scores. Correlation survey was used to determine the relationship between LET performance and the demographic profile: gender, degree course, Grade Point Average (GPA), English Proficiency, and Admission Test Scores (ATS). Comparative analysis was used to determine the difference in the LET Performance of the respondents when grouped according to: gender, degree course, Grade Point Average (GPA), and English proficiency.

## RESULTS AND DISCUSSION

### Profile of Respondents

More than one half, 69 (51.8%) of the respondents were BEEd graduates; 37 (27.8%) BSEd; 3 (2.3%) BSIE; 9 (6.8%) BSAEd and 2 (1.5%) BSAExt; 10 (7.5%) BSMath and 3 (2.3%) BSHT graduates. The data revealed that most of the respondents were BEEd graduates who took the LET than graduates of other courses. The majority of the respondents were MAPEH majors (27.82%); 10 (7.52%) Mathematics; 12 (9.02%) Agriculture/fishery Arts; 3 each (2.26%) Home Economics and Industrial Arts; and only one (0.75%) TLE major.

## Respondents’ Level of English Proficiency

The respondents’ level of English proficiency is shown in Table 1.

Table 1. Respondents’ level of English proficiency

| English Proficiency           | Frequency  | Percentage    |
|-------------------------------|------------|---------------|
| 70.00- above                  | 6          | 4.51          |
| 60.00-69.99                   | 25         | 18.80         |
| 50.00-59.99                   | 54         | 40.60         |
| 40.00-49.99                   | 36         | 27.07         |
| Below 40.00                   | 12         | 9.02          |
| <b>Total</b>                  | <b>133</b> | <b>100.00</b> |
| <b>Range: 23.00 - 73.75</b>   |            |               |
| <b>Mean Percentage: 52.32</b> |            |               |

Table 1 shows that the English proficiency of the respondents which ranged from 23.00 to 73.75, while the mean percentage was 52.32 which indicated that on the average, the English proficiency level of the respondents was higher than the 50% of the whole examinee for the English proficiency exam.

## Performance in the Admission Test by Degree/Course

For BEEd, the highest percentage of 51% is on average with a score range within 42-51; BSEd, the highest percentage of 46% got below average whose score range is 30-41. BSIE had a uniform percentage of 33% for below average with score range of 30-41, average with score range of 42-51; very superior with score range of 72-81. BSAED got 90% of below average with a score range of 30-41, BSAExt achieved 100% average with a score range of 30-41, BSMath, had 50% average with a score range of 42-51, 50% above average with a score range of 52-61 and BSHT had 100% below average with a score range from 30-41. Generally, most of the respondents got an average score ranging from 42-51.

Mathematics has a frequency of 10 and a mean of 79.6; Home Economics has a frequency of 3 and a mean of 79.0; MAPEH has a frequency of 37 and a mean of 78.3; Industrial Education has a frequency of 3 and a mean of 76.6; and TLE has a frequency of 1 and a mean of 75.4. All the respondents passed in their own fields of specialization except for Agriculture/Fishery Arts that has a frequency of 12 and a mean of 69.00 which means failed.

### **Performance in the LET General Education Component by Degree/ Course**

In the LET performance of the examinees of the different courses, in the General Education, 60 (87%) of the examinees from the BEEd passed the General Education part of the LET while 9 (12%) failed. For BSEd, 16 (43%) passed and 21 (57%) failed. BSIE had 1 (33%) who passed the General Education and 2 (67%) who failed; BSAEd got 4 (44%) who passed and 5 (56%) who failed. For BSAExt, 1 (50%) passed the General Education. and 1 (50%) failed. From the BSMath, 10 (100%) of the examinees passed the General Education while in BSHT, 1 (33%) passed and 2 (67%) failed. In general, 93 (70%) of the examinees passed the General Education. while 40 (30%) failed. This means that there were more examinees who passed General Education than those who failed.

### **The Respondents' Performance in the LET Professional Education Component by Degree Course**

Fifty eight or (84%) of the examinees from the BEEd passed the Professional Education while 11 or (16%) failed. for BSEd, 21 or (57%) passed while 16 or (43%) failed. From the BSIE, 1 or (33%) passed and 2 or (67%) failed while 4 or (44%) passed from the BSAEd and 5 or (55%) failed. From the BSAExt, 1 or (50%) passed and 1 or (50%) failed. From the BSMath, 9 or (90%) passed and 1 or (10%) failed while 3 or (100%) from the BSHT passed. In general, 97 or (73%) of the examinees passed the Professional Education part of the LET while 36 or (27%) failed. This means that there were more Professional Education passers than those who failed.

### Performance in the LET Specialization Component by Degree Course

The performance of the graduates in the different courses and their specialization. Thirty four or (92%) of the examinees from the BSED passed the specialization and 3 or (8%) failed while 2 or (67%) passed from the BSIE and 1 or (33%) failed. From the BSAEd, 8 or (89%) passed and 1 or (11%) failed while 1 or (50%) passed from the BSAExt and 1 or (50%) failed. Nine or (90%) from the BSMath passed and 1 or (10%) failed; 3 or (100%) passed from BSHT. In general, 57 (89%) of the examinees passed the specialization part of the LET while 7 (11%) failed.

### The Over-all LET Performance of the Respondents by Degree Course

The level of performance of the graduates in the different courses in all the LET components. Fifty-eight (84%) from the BEED passed and 11 (16%) failed. From the BSED, 24 (65%) passed and 13 (35%) failed. From the BSIE, 1(33%) passed and 2 (66%) failed. From the BSAED, 4 (44%) passed and 5 (56%) failed. From the BSAExt, 1 (50%) passed and (50%) failed. From the BSMath, 9 (90%) passed and 1 (10%) failed. From the BSHT, 2 (67%) passed and 1 (33%) failed. In general, 99 (74%) of the examinees passed and 34 (26%) failed. This means that there are more passers than those who failed.

### Difference on LET Performance

Table 2. Difference on LET performance by gender

| Gender | N   | Mean  | SD   | T/F value | Sig  |
|--------|-----|-------|------|-----------|------|
| Male   | 25  | 75.77 | 3.28 | -0.29     | 0.77 |
| Female | 108 | 76.03 | 6.37 |           |      |

Table 2 shows the performance of the respondents in the LET when grouped according to gender was not significantly different from each

other. Females' LET performance was statistically the same with the male counterpart. This conclusion was based on the T- value of -0.29 together with the significant value of 0.77.

### Degree/ Course

Table 3. Difference on LET performance by degree course

| Course           | N  | Mean  | SD   | T/F value | SIG  |
|------------------|----|-------|------|-----------|------|
| Elementary       | 69 | 77.00 | 5.69 | 2.06      | 0.04 |
| Secondary        | 64 | 74.90 | 5.79 |           |      |
| BSED             | 37 | 74.79 | 5.55 | 2.04      | 0.12 |
| BS MATH          | 10 | 78.64 | 3.67 |           |      |
| BSAExt/BSHT/BSIE | 8  | 72.70 | 9.26 |           |      |
| BSAEd            | 9  | 73.00 | 5.00 |           |      |

As shown in Table 3, the T-value of 2.06 and the significance value of 0.04 suggest that there is a significant difference on means on the LET performance of the graduates of Elementary Education (77.00) and the Secondary Education combined (74.90). The Elementary Education performed better in the licensure examination than the Secondary Education combined.

Among the BSEd courses, only the BS Math graduates obtained a passing rate of 78.64. However, the F-value of 2.04 and significance value of 0.12 indicate that the mean scores of the four groups were statistically equal.



GPA

Table 4. Difference on LET Performance of the respondents when grouped by Grade Point Average (Scheffe)

| Scheffe                    | Mean difference | Sig  |
|----------------------------|-----------------|------|
| 1.25 - 1.50 vs 2.50 - 2.75 | 15.43*          | 0.01 |
| 1.50 - 1.75 vs 2.00 - 2.25 | 6.08*           | 0.01 |
| 1.50 - 1.75 vs 2.50 - 2.75 | 13.30*          | 0.00 |
| 1.75 - 2.00 vs 2.00 - 2.25 | 4.30*           | 0.01 |
| 1.75 - 2.00 vs 2.50 - 2.75 | 11.52*          | 0.00 |

\*Significant

Table 4 points out that by using the Scheffe post hoc test, it was identified that graduates with GPA of 1.25 to 1.50 performed better in the LET than those graduates with GPA of 2.50 to 2.75. Graduates with GPA of 1.50 to 1.75 performed better in the LET than those with GPA which ranged from 2.0-2.25 and 2.50-2.75. Likewise, those graduates with GPA of 1.75 to 2.00 performed better in the LET than those with GPA of 2.00-2.25 and 2.50 to 2.75.

**English Proficiency**

Table 5. Difference on LET performance according to English proficiency using the Scheffe Post Hoc Test

| Scheffe                      | Mean Difference | Sig.  |
|------------------------------|-----------------|-------|
| below 40.00 vs. 70.00- above | 8.967           | 0.031 |
| 40.00-49.99 vs. 60.00-69.99  | 5.580           | 0.005 |
| 40.00-49.99 vs. 70.00- above | 8.642           | 0.014 |
| 40.00-49.99 vs. 50.00-59.99  | 3.663           | 0.049 |

Table 5 points out that by using the Scheffe post hoc test, it was identified that graduates with English proficiency of 70 percentile rank and above performed better in the LET than those graduates with English proficiency percentile ranks of 40.00-49.99 and less than 40. Likewise, graduates with English proficiency percentile scores of 50.00- 59.99 and 60.00-69.99 performed better than those students with English proficiency percentile ranks of 40.00-49.99.

### **Relationship between the LET Performance and the Profile Variables**

#### **Gender**

Gender was not a good determinant of the LET performance as established on the r-value of 0.031 together with the 0.721.

Table 6. Relationship of the LET Performance to gender, degree course, GPA, and Admission Test Score

| Correlation Matrix   | LET     |       |
|----------------------|---------|-------|
|                      | r       | Sig   |
| Gender               | 0.031   | 0.721 |
| Degree Course        | 0.290   | 0.210 |
| GPA                  | -0.560* | 0.000 |
| English Proficiency  | 0.413   | 0.001 |
| Admission Test Score | 0.380   | 0.210 |

\*Significant (0.05)

#### **Degree Course**

The computed r value of 0.29 described a low positive correlation which reveals a significant relationship between LET scores and degree course since it exceeds the critical value of 0.21 at 0.05 level of significance. Findings indicate the rejection of the null hypothesis. Thus, degree course of respondents is significantly related with their performance in the Licensure Examination for Teachers (LET).

## **GPA**

The higher the grade point average of the graduate, the higher was the expected performance in the LET. This conclusion was based on the r-values of -0.560 together with the significant value of  $<0.001$ . This supports the claim of (Stotsky, 2003) that grade Point Average is one main factor associated with the LET performance of students.

## **English Proficiency**

It can be inferred that the LET Performance and the English Proficiency of the respondents were significantly related to each other. This conclusion was based on the significance value of  $<0.001$  and the strength of the relationship between each other is found to be 0.413. This further implies that, the higher the English proficiency, the higher is the LET performance.

## **Admission Test Score**

The computed correlation  $r$  is 0.38 that describes a low positive correlation. The table further reveals that the computed Pearson  $r$  is greater than the critical value of 0.21 at 0.05 level of significance, thus the null hypothesis that there is no significant relationship between LET and Admission Test Score is rejected. This means that there is a significant correlation between LET and Admission Test Scores (ATS). This further implies that as the respondent's score in the Admission Test increases there is a tendency that the Licensure Examination for Teachers (LET) score would be high. On the other hand, as the Admission Test Score (ATS) gets low, the LET score would likely be low.

## CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

There were more female respondents. Most of the respondents are BEd graduates who took the LET than graduates of other courses. Majority of the respondents from the secondary level belonged to MAPEH major. Most of the examinees' Grade Point Average ranged from 2.00– 2.25.

On the average, the English proficiency level of the respondents is higher than the 50% of the whole examinees for the English proficiency exam. Most of the respondents got an average score which ranged from 42-51 in the Admission test.

All the respondents passed in their own fields of specialization except for Agriculture/Fishery Arts. Most of the respondents passed the General Education (Gen. Ed) component, Professional Education (Prof. Ed) component and the Specialization component of the Licensure Examination for Teachers (LET).

Degree of course is associated with LET performance; the higher the GPA, the higher the expected LET performance; the higher is the English proficiency, the higher is the LET performance; and as the respondent's Admission Test Score increases, there is a tendency that the LET score would be high.

## RECOMMENDATION

Based on the results of the study, the following recommendations are given:

A review session for incoming freshmen may be offered by the university before taking the admission test by the University Testing Center.

A curriculum review in general education should be done to assess the scope of English subjects.

Admission and retention requirements should be strictly implemented.

Further study is recommended to relate High School GPA with the

Licensure Examination for Teachers (LET); a study on the effectiveness of the English plus program; and a study on the factors that causes low performance of the Secondary Level.

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