Predicting success of teacher candidates: Academic performance and licensure examination of BEED graduates from 2017 to 2019

Angel Lagcao[1], Cathy Mae Toquero[2*], Claire Tusoy[3]

[1,2&3]College of Education, Mindanao State University-General Santos, Philippines. [1]angelxlagcao@gmail.com, [2]cathymaetoquero@gmail.com, [3]claire.tusoy@msugensan.edu.ph

*Corresponding author: cathymaetoquero@gmail.com

ABSTRACT

One of the essential criteria a teacher is to meet before engaging in the teaching profession is passing a state examination. Higher Education Institutions (HEIs) in the Philippines require passing the Licensure Examination for Teachers (LET) as a priority to meet local and global demands for quality instruction. This study's main goal was to evaluate the 468 graduates of the Bachelor of Elementary Education (BEED) academic program's performance on the Licensure Test for Teachers over three years. Based on the findings, the elementary teacher education graduates from 2017 to 2019 have an average level of academic performance in general education courses and low performance in professional education courses. Regression analysis showed that there is a significant relationship between academic performance and LET results. The study concluded that the academic performance of the BEED graduates predicts a significant proportion of variability in their LET results. Consequently, it is suggested that the BEED graduates should practice their mastery of the general and professional education courses through religious attendance in LET review sessions and mock board examinations.

Keywords: Academic Performance, Elementary teachers, Grade point average, Licensure Examination for Teachers (LET), State examination

1. INTRODUCTION

Training future teachers for both the elementary and secondary school sectors is a job assigned to in-service educators of TEIs that is extremely important in the field of teaching. Without a question, teachers are in charge of giving students excellent instruction and making sure they acquire a decent education. The most important element in achieving educational achievement remains to be the role that teachers play in molding and producing competent graduates. In line of this, it is important to guarantee that there is a sufficient supply of teachers who can live up to society's expectations and trust and who are committed to carrying out their duties. Employing responsibilities, numerous concerns about how modern educational materials are implemented, the need for creative ways to enhance the caliber of next teacher preparation, and the expertise of young specialists are all topics that are actively being argued in society (Ilyina, Loginova, 2019; Nagovitsyn et al., 2018; Ryabova, 2004). According to Nagovitsyn et al. (2020), a graduate's examination does not always reflect their great suitability for the upcoming general and supplemental education system. Arguments about teacher certification and training should ultimately center on how to create a system that promotes greatness rather than the traits or intentions of particular people (Hess, 2005).

In the Philippines, the government places a high priority on education. Republic Act No. 7836 (Antonio et al., 2016) was passed in order to establish a strong foundation for practicing education in the Philippines and to recognize a Licensure Examination of Teachers, commonly known as the Philippine Teachers Professionalization Act of 1994. This serves to certify the caliber of instruction. Examinations are required for licensing, especially for individuals who have completed coursework in education. This study examines the

factors that influence the quality of education in the Philippines, focusing in particular on teaching and lecturers. Mindanao State University-Gensan is one of the satellite campuses of Mindanao State University, which produces an average of three hundred (300) graduates in an education course and hundred fifty (150) in the BEED course. During three consecutive years (2016-2018), the MSU-GENSAN could only produce a 53% passer on Licensure Exam for Teachers. The researchers conducted this study as necessary measures to assure quality academic endeavors and increase the LET passing rate of MSU-GENSAN.

The study's importance is to provide a higher and positive result of the LET performance of BEED graduates from MSU-Gensan. This is to benefit the future takers of the said exam and create a positive impact in their lives and the teaching profession by improving the quality of education. Practically, an education graduate who doesn't pass the LET won't be able to work as a teacher (Antiojo, 2017). The maxim "you cannot teach what you do not know and you cannot give what you do not have" is widely acknowledged (Ferrer et al., 2015). By undergoing the process of collecting and analyzing the data, the researchers acquired a deep understanding of the relation between the GPA and the LET performance of the BEED graduates.

2. LITERATURE REVIEW

Passing the Licensure Test for Teachers determines the outcome of the Teacher Education program (Delos Reyes, 2020). Success is influenced by previous knowledge, professor expertise, and the high caliber of services offered to pupils. Also, a strong General Education curriculum and subject-matter expertise among General Education course instructors are crucial requirements for passing the Licensure Exam for Teachers. As a result, performance on the Licensure Exam for Teachers will be at its best when the quality of the General Education curriculum is increased and general education course instructors are educationally equipped to ensure understanding of the themes covered in the syllabi. According to Antojio (2017), the LET Performance Analysis showed that for both secondary and primary school graduates, the institutions' passing percentage in terms of the number of passers is often higher than the LET National Passing Percentage. According to Dagdag, Sarmiento and Ibale (2017), the program should consider benchmarking from LET-performing schools, choosing the best teachers to instruct a course, assuring the validity and reliability of instructional materials and evaluation methods with LET competencies, strictly enforcing the admission and retention policy, and routinely evaluating the effectiveness of the course audit in all areas.

With mean scores of 2.45 for General Education and 2.43 for Professional Education, Guzman (2020) also showed that BEEd graduates scored basically well in the two LET disciplines of General Education and Professional Education. Just between 75 and 79 percent of BEEd graduates did well in both categories, according to the data. On the other hand, secondary graduates' LET performance in the three LET competencies—General Education, Professional Education, and Specialization—was typically very strong, with an astonishing average of 2.79 for General Education, 2.60 for Professional Education, and 2.60 for Major Education. Nonetheless, the graduates' LET performance in the three LET competencies—General Education, Professional Education, and Specialization—was typically very strong, with an astounding average of 2.79 for General Education, 2.60 for Professional Education, and 2.60 for Major Education. Simply put, it demonstrates that throughout the course of the previous eight years, the percentage of graduates who performed well on the LET typically fluctuated from 80 to 84 percent.

With their graduates' achievement on the Licensure Test for Teachers, teacher education institutions (TEIs) in the Philippines build their reputation for educational excellence (LET). To the competencies listed in the LET, TEIs must connect their educational offerings (Amanonce & Maramag, 2020). The goal of the study (Amanonce & Maramag, 2020) was to determine whether academic success and performance on license examinations were related. The graduates' grade-weighted average in college and their LET performance were positively and significantly correlated, according to the results. The method of assessment used by the university is effective. The graduates' performance in the LET and the professors' evaluation of the graduates' achievement in the LET are consistent. The results of the graduates' pre-board exams were then linked to LET in a statistically significant way. Subsequently, it was demonstrated that there was a statistically significant correlation between the graduates' pre-board test scores and LET. The relationship between the two variables was constrained, though. They suggested that additional validation be done on the evaluation instruments utilized in the pre-board test.

Moreover, Dela Rosa and Vargas (2021) examined how education graduates fared on the Teacher Licensure Examination (LET). The graduating sample responded to the survey with 306 responses. The Professional

Regulation Commission's official results served as the study's main source of data. The t-test and descriptive statistics were used as statistical methods in the inquiry. In comparison to regular education, the BEED group fared substantially better on evaluations (Dela Rosa & Vargas, 2021).

In conclusion, (Fuente, 2021) emphaszied the Teacher Licensure Examination (LET) is a gauge of the caliber and excellence of the nation's Teacher Education Institutes (TEIs). Pre-service teachers had better profiles after passing the licensing exam. It improves the perception of academic institutions as a whole by giving parents and students the idea that the school produces graduates of high caliber. Hence, intense review courses should be improved, with a special emphasis on subjects related to specialized and professional education.

3. RESEARCH METHOD

This study employed a correlational design. According to Cheprasov (2018), a correlational consideration may be a sort of inquiry about a plan where an analyst looks to get what kind of connections normally happening factors have with one another. It concludes whether or not two variables are correlated. This design was appropriate for this study to attain its goal, which was to determine the relationship between the academic performance and LET results of MSU graduates from the year 2017 to 2019 September first takers. Furthermore, the graduates' LET performance can be predicted by their academic performance, the researcher's general procedure for gathering data to measure the graduates' performance, and determine if there is a strong relationship between academic performance and course audit, both of which have a significant impact on their LET score. Most importantly, the design provided new insights and discovery of new information that can improve college programs.

The respondents of this study were the 468 graduates of Mindanao State University, General Santos City. They graduated from the academic program, Bachelor of Elementary Education. The researchers used the official PRC LET results of first-time LET takers from 2017 to 2019, as well as the graduates' cumulative GPA from the start of their academic year at MSU-GSC. The goal was to determine the relationship between academic achievement and the graduates' LET results.

4. RESULTS

Table 1: Level of Academic Performance of the BEED Graduates

Academic Performance	f	%	Description
1.00-125	1	0.21	Excellent
1.50-1.75	75	16.03	Very Good
2.00-2.25	335	71.58	Good
2.50-2.75	56	11.97	Satisfactory
3.00	1	0.21	Passing
5.00	0	0.00	Failure
Mean	**2.09**		**Good**

Table 1 presents the level of academic performance of the 468 BEED graduates. There are 71.58% who have good academic performance with an average of 2.00-2.25, 16.03% have very good academic performance with an average of 1.50 to 1.75, and 11.97% have a satisfactory level of academic performance with an average of 2.50 to 2.75. Few others have excellent and passing academic performances. It is noted none have failed. The mean of 2.09 is described as good. This indicates that BEED graduates have an average level of academic performance. Therefore, having good academic performance is believed to be the key to fostering a deeper understanding of the lessons acquired in the academe. According to Morsy and Karypis (2019), providing tools to assist students in the course selection process is a critical challenge in the education sector to help undergraduate students finish their degrees successfully.

Table 2: Level of Mastery of the BEED Graduates in the LET in terms of General Education Courses

Score	Frequency	Percent	Description
92-97	87	18.59	Excellent Performance
85-91	66	14.10	High Performance
80-84	79	16.88	Average Performance
76-79	130	27.78	Low Performance
75	19	4.06	Pass
74 and below	87	18.59	Failed
Mean	**80.31**		**Average Performance**

The level of mastery in LET in general education courses is presented in table 2. Results reveal that 27.78% of the BEED graduates have low performance with a score ranging from 76 to 79, 18.59% have excellent performance with a score of 92 to 97, 16.88% have average performance with a score of 80-84 and 14.10 have high performance with a score of 85-91. It is also noted that 18.59% have failed in the LET. The mean of 80.31 is described as an average performance. Moreover, the highest score is 95 (Excellent Performance) and the lowest is 42 (Failed). The standard deviation of 10.05 shows that the level of mastery of the BEED graduates is widely spread. This implies that graduates who perform well in LET get higher scores and those who are not focused on LET have a greater chance of failing in the LET. It also adds the idea that teacher education institutions (TEIs) in the Philippines build their reputation for educational excellence by how well their graduates perform on the Licensure Examination for Teachers (LET) (Amanonce & Maramag, 2020). As a result, TEIs must align their educational offerings with the LET's list of prerequisites. According to Delos Reyes (2020), passing the Licensure Test for Teachers determines the effectiveness of the Teacher Education program.

Table 3: Level of Mastery of the BEED Graduates in the LET in terms of Professional Education Courses

Score	Frequency	Percent	Description
92-97	0	0.00	Excellent Performance
85-91	61	13.03	High Performance
80-84	222	47.44	Average Performance
76-79	114	24.36	Low Performance
75	13	2.78	Pass
74 and below	58	12.39	Failed
Mean	**79.30**		**Low Performance**

Table 3 presents the level of mastery in LET in professional education courses of BEED graduates. There 47.44% of the BEED graduates have average performance with a score of 80-84, 24.36% have low performance with a score of 76-79, and 13.03% have high performance with a score of 85-91. There are 12.39% who failed the LET. The mean of 79.30 is described as a low performance. This result shows that many of the takers of LET in professional education courses lack the mastery needed to perform better in the LET. Also, some of them are not yet prepared to take the board exam as evidenced by a percentage of those who failed. The highest score is 91 (High Performance) and the lowest is 53 (Failed). The standard deviation of 5.79 shows that the level of mastery of the BEED graduates is widely spread. It can be inferred that incoming LET takers need rigorous training to improve their LET performance, especially in professional education courses.

The country's Teacher Education Institutes (TEIs) are evaluated for their quality and excellence through the Licensure Examination for Teachers (LET) (Fuente, 2021). Kalaw (2017) discovered that there were significant differences in performance when education graduates were grouped by their profile, such as the year the LET was taken, their GPA, and the outcomes of the English Proficiency and Culture Fair Intelligence Tests, but not in terms of their field of specialization. As a result, when there is a high enough score, it can then aid keep the appropriate method to maintain instructor quality.

Table 4: Regression Results between Academic Performance of the BEED graduates and LET

Indicator	Extent of Relationships			
	Beta	t-value	p-value	Remark
Academic Performance	**-.547**	**-13.393**	**.000**	**Significant**
Multiple R: .527 R-squared: .278 F-value: 179.384	Sig F: .000			
LET Results = −.547 Academic Performance				
There is a significant relationship between academic performance and LET results.				

It is shown in table 4 that there is a significant relationship between academic performance and LET results of BEED graduates. This is supported by an F-value of 179.384 and a significant F of .000. These results show that academic performance significantly influenced the LET results. Furthermore, the multiple R-value of.547 showed that there is a moderate correlation between academic achievement and LET results. The R-squared coefficient of variation of.278 indicates that academic achievement accounts for 27.8% of the variability in the LET scores. It is also worth noting that the beta value is -.547. This indicates that since the larger the value, the lower the academic performance, the lower the value of the academic performance (1.0 is more than 2.0); the higher the grade. This also implies that the better the academic achievement, the better the LET outcomes. As a consequence, BEED graduates' academic achievement predicts a considerable share of variability in their LET outcomes. Academic performance accounts for 27.8 percent of the differences in LET scores.

This result is supported by the study of Bellen et al. (2018), emphasizing the relationship between academic achievement does establish the link to performance in the licensure examination for teachers. Additionally, students who place a high value on positive attitudes toward learning and learning capacity can lead to more and pay attention to the lesson they acquired during their pre-service teacher training (Sadker & Sadker, 2005). The findings suggested that training during college days should be tailored to ensure that graduates perform well on the LET. Further, other studies have linked academic preparation to ultimately passing license exams (Hugasan, 2006). This study found that in the BEED group, LET performance was predicted by college GPA overall.

Hence, the academic performance of the BEED graduates predicts a significant proportion of variability in their LET results. 27.8% of the changes in the LET results are attributed to academic performance. To improve LET results, Dagdag et al. (2017) contend that the program should take into account benchmarking against LET-performing schools, choosing the best instructors to teach a course, ensuring the validity and reliability of instructional materials and evaluation methods regarding LET competencies, strictly enforcing the admission and retention policies, and routinely evaluating the effectiveness of the course audit in LET. Graduates who completed the license exam understood more about how different courses contributed to their performance on the LET (Delos Angeles, 2020).

5. CONCLUSION

The link between GPA and LET performance was investigated in this study. It has been revealed that BEED graduates have good academic performance and average performance on general education courses in LET, meanwhile, the graduates underperformed on professional education courses and none achieved excellent remarks in terms of professional education courses. Consequently, Dagdag et al. (2017) suggest that in order to improve LET results, the program should consider benchmarking against LET-performing schools, selecting the best instructors to teach a course, ensuring the validity and reliability of instructional materials and evaluation methods regarding LET competencies, strictly enforcing the admission and retention policies, and routinely evaluating the effectiveness of the course audit in all areas. It demonstrates that a teacher's ability to pass the Licensure Examination for Teachers is connected to their academic achievement, as a result, students should focus more on their academics while studying, and they should be encouraged to increase their content understanding in professional education classes and familiarize themselves in general education courses. Based on the conclusions of this study, the following recommendations made were; The BEED graduates should be more focused on their academic performance as it reveals that GPA predicts a significant proportion of variability to their LET results and that the BEED graduates should give more time to their general education courses and should prepare for their professional education courses by attending LET review session and mock examination while still attending at the university.

This study serves as a basis for a new and effective way of teaching general, professional, and special courses in the Education. The administrators can utilize this information to help their students do better on the Licensure Examination for Teachers by learning more about the relationship between grade point average and LET results of BEED graduates. It demonstrates the relationship between graduates' grade point averages and their LET performance, providing insight into the subjects they are deficient in and which they should strengthen in order to ace the Licensure Examination for Teachers.

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