



**PERFORMANCE OF THE LICENSURE EXAMINATION FOR TEACHERS: BASIS
FOR AN INTERVENTION PLAN**

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ABSTRACT

The study aimed to analyze the results of the Licensure Examination for Teachers (LET) takers of Southern de Oro Philippines College (SPC) during March, June, and October 2022 examination for both Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED). Specifically, the study aimed to determine the profile of the LET takers in terms of degree program; to find out the performance of the takers in the areas tested in the LET such as general education courses, professional

education courses, and major subject for the BSED takers; to determine the overall performance of the school and come up with an intervention program to enhance the performance of the school in the LET. The study employed the descriptive design with documentary analysis and frequency counts and percentage to organize, analyze, and interpret the LET results. Results have revealed that there are more BEED LET takers in the three consecutive examinations yet the BEED examinees did not reach the PRC standard both in the general education and professional education courses. In contrast the BSED takers passed both in the general education and professional courses however, their performance in the major subject was far below against the PRC standard. Thus the academic community may consider increase their admission and retention policies as to admit and retain only the most qualified students. In addition, enhancement and intensive review program may be undertaken specifically in the general education and major subject area to prepare the graduates for the licensure examination.

Keywords: *LET, performance, intervention, plan*

INTRODUCTION

Maintaining and improving the passing rate of its graduates in the Licensure Examination for Teachers (LET) is one of the College of Education's top priorities. This is evidence of a high standard of teaching provided by this HEI, particularly in the area of teachers' training, (Alova, 2021).

The Professional Regulatory Commission (PRC) and laws control teaching in the Philippines. According to (Antiojo, 2017), the fact that candidates passed the Teacher Licensure Examination reflects the finest of instruction offered by the nation's teacher

education institutions. The Philippine government established teacher training in reaction to this crucial role that teachers play in the development of nations. The act aims to oversee and control (LET) run by the (PRC) and promote teachers' professionalization and growth.

Additionally, under the same statute, the Licensing Test for Teachers (LET) is given at two different grade levels: (i) elementary and (ii) secondary. General education makes up 40% of the total preparatory to the primary school level (BEED), while professional education makes up 60%. The three (3) components of the secondary level (BSED) are a combination of General Education, Professional Education, and Field of Specialization, with respective weights of 20, 40, and 60. To receive a passing grade, the examinee must have a minimum weighted average of 75% and no less than 50% in any of the tests. Therefore, LET established the basic level for instruction in the nation and serves as a gauge for the effectiveness of teacher preparation programs. Thus, a greater LET passing rate would probably imply higher-quality teacher education, while a lower LET passing rate would apparently indicate inadequate pre-service teacher preparation.

Given that the licensure examination (LET) is a reliable indicator of the competencies reflected in the Philippine Professional Standards for Teachers (PPST) required for effective teaching in the nation, it is thought that passing the LET can raise teaching quality. The LET aims to discriminate between individuals who are qualified to work in the teaching profession and those who are not based on the abilities and competencies evaluated by the examination.

Moreover, the teacher licensure test is required for all applicants (LET). The venues and times for it to be offered twice a year are chosen by applicants for the RA 7836-required registration as professional instructors. Those who pass the board test will

not only win honor and prestige, but they will also have a competitive advantage over those who do not pass the LET. Higher education institutions that offer teacher education programs have a challenging but transcendent obligation to enhance the number of trained instructors. The public's desire for top-notch education is reflected in the presence of norms, standards, and criteria that determine an institution's performance. One important metric for assessing a higher education institution's success is its graduates' performance on licensing exams. According to Bayliss et al. (2017), it's essential to consider the underlying causes of performance on the board test.

Thus, this study aimed to investigate the performance of the LET takers from Southern de Oro Philippines College examinees during March, June, and October 2022 examination for both a bachelor's degree in elementary education and a diploma in secondary education, to design an intervention program aimed at improving performance of the institution in the LET.



FRAMEWORK

According to those who cited this study as a source, the development of performance relates to the journey, and the degree of performance refers to the location of the journey. The study was conducted on a theory of performance by Elger. The six pillars of Elger's theory of performance are context, level of knowledge, degree of talent, levels of identification, personal variables and fixed factors. First, The degree of identity: as people move in their respective fields, they are accepted by the common identity in profession while enhancing their personal individuality. An organization's mission, operational strategy, and distinctiveness all develop as it matures. Second, levels of skills: skills are activities that people, groups, or organizations utilize to carry out different types of performances. Third, the degree to which an individual or a group has gained facts, is referred to as their level of knowledge. Fourth, context of performance: This section offers information about the setting in which a person or organization carries out its functions. Fifth, personal factors: this component contains variables related to a person's particular circumstances. Sixth, fixed factors: this component consists of the unique personal characteristics of an individual (Theory of Performance PDF | PDF | Reflective Practice | Learning, 2019).

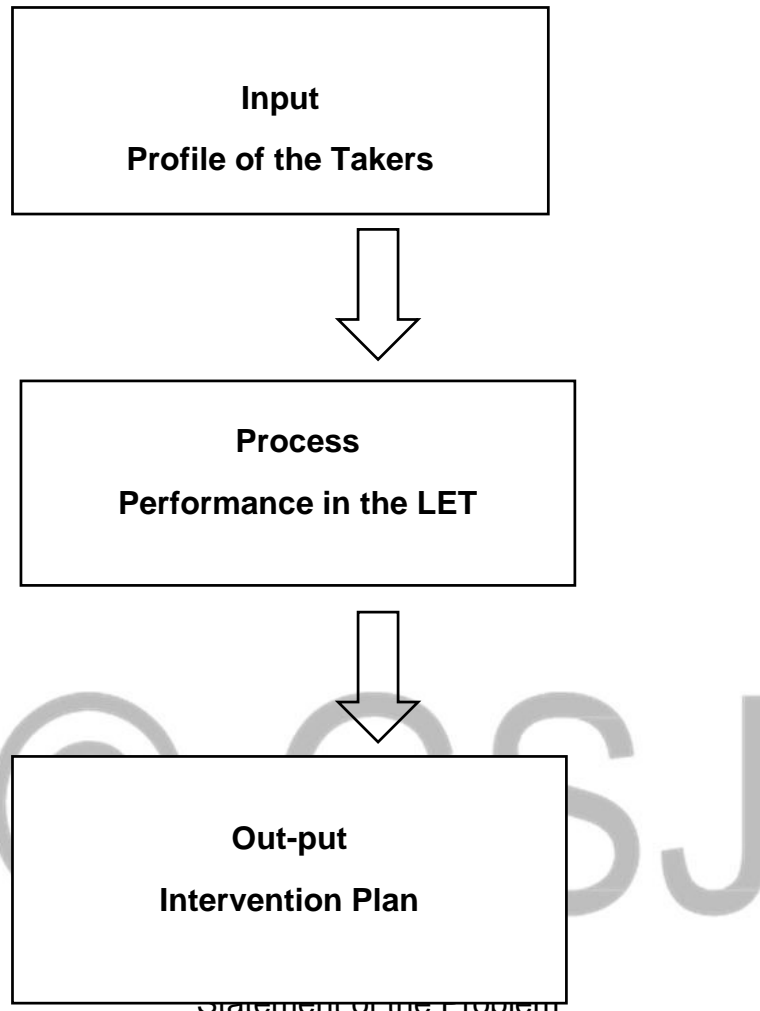
Finally, the teacher offered three axioms of effective performance improvement. They work towards the mindset of a performer, involvement in reflective practices and absorption on an atmosphere of stimulation. Elger's Theory of Performance TOP was very beneficial in a number of learning environments and it is obvious that this theory has something to do with the issue being researched. The following contexts were given as examples: academic advising, departments, academic committees, industry research groups, and colleges all contribute to personal growth.

The Attribution Theory of Achievement serves as the study's foundation. According to this hypothesis, attributions for achievement are significantly influenced by skill, effort, task complexity, and luck. In addition to the elements, attribution is broken down into three categories. The center of control, stability, and controllability is located along these dimensions. Additionally, the Attribution Theory proposed a strong correlation between achievement and self-concept. It is further explained that emotive responses to success and failure are determined by causal attributions. This implies that achieving success or a higher grade will have a significant beneficial impact. According to the study, academic standing and admission test results can have an impact on whether or not candidates pass the teacher licensure exam.

A licensure examination for teachers is an essential safeguard for the quality of teacher training. It provides an assessment method for assessing the level of competence of graduate students to determine whether they are capable of working as instructors. Teacher training institutions' reputation for providing high quality education in the Philippines is enhanced by the performance of their graduates on the LET. As a result, instruction must be delivered in accordance with the teacher's LET's listed skills. According to Amanonce & Maramag's (2020). The graduates' performance on the LET is correlated with the university's efficient instruction delivery and sound evaluation practices.

The flow chart on the next page shows the input, process, and output used in this study. The need to know about the profile of the takers and their plan for enhancing the school's outcomes and developing an intervention programmed to improve these results must take into account how the school is performing within the LET.

SCHEMATIC DIAGRAM OF THE STUDY



1. What is the profile of the graduates in terms of the program?
 - 1.1 BEED; and
 - 1.2 BSED-English?
2. What is the performance of the graduates in 2022 LET examination in the following components:
 - 2.1 General Education courses;
 - 2.2 Professional Education courses; and
 - 2.3 Major subject?

3. What is the overall performance of the institution in 2022 LET in relation to the national performance?

4. What intervention program can be designed to enhance the LET performance of SPC based on the outcomes of the study?

RESEARCH DESIGN

The researchers made use of the descriptive design with documentary analysis. Descriptive design according to McCombs (2022) Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. Documentary analysis is also a widely used tool in a variety of social sciences and the arts. In essence, it entails approaching document comprehension and interpretation systematically (Denscombe, 2018).



RESEARH SETTING

The research was carried out at Southern de Oro Philippines College in Julio Pacana Street, Licuan Cagayan de Oro City, Misamis Oriental, during the school year 2022–2023.

Southern de Oro Philippines College (SPC) is one of a private school in Cagayan de Oro City. It was established upon the proposal of Eng. Apolinar Y. Garcia and Atty. Claudio M. Aguilar through partnership with in 1981. The idea was develop the conjugal real properties of the late Don Benito R. Garcia and Doña Raymunda Y. Garcia and wanted to turn the properties into an educational institution that would develop the young generations into global professionals.

Moreover, the researcher decided to conduct the study of education graduates from SPC to further investigate the performance of both Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) in the Licensure Examination for Teachers. Along with, the area is suitable for this study because the school is convenient for the researchers, where they are currently enrolled.

RESPONDENTS AND SAMPLING PROCEDURES

The respondents of the study were the one hundred eighty-five (185) 2022 LET takers of the Southern de Oro Philippines College both from elementary and secondary education studies at the university level. Consequently, a universal sample was employed by the researcher as there were very few test participants in 2022. Universal sampling involves gathering all data of the whole population who took the Teacher Licensing Examination in 2022 for secondary data research.

RESEARCH INSTRUMENTS

The study relies on secondary data from the dean's office for analysis of content, researchers were unable to develop an information gathering tool which would be able to answer specific questions in this study.

RESEARCH DATA GATHERING PROCEDURES

The researchers sought permission from Dean to conduct the study and furnished the researchers the Licensure Examination Teachers results of 2022. After the approval the researchers secured the data from the dean and ensured that utmost confidentiality would be observed, and the information would only be used for this study.

STATISTICAL TREATMENT

Since the study was purely descriptive, the researchers employed frequency counts and percentage distribution to answer the specific questions of the study. For problem 4 it was qualitative.

RESULTS AND DICUSSION

Problem 1. What is the profile of the graduates in terms of the program?

1.1 BEED; and

1.2 BSED-English?

Table 1

Profile of the Graduates

Program	Frequency	Percentage
BSED	49	26.49
BEED	136	73.51
Total	185	100

Table 1 seen the profile of the graduated in relation to the programmed. In 2022, 185 education graduates of Southern Philippines College passed the Licensure Tests for Teachers in three (3) consecutive examinations in a year. Data indicate that in 2022, there will be only a small number of takers in SPC.

Furthermore, the table also presents that there are more LET takers of BEED graduates took the examination with a frequency of 136 at 73.51 percent. It means that, BEED program has a broader scope in terms of employment specifically in the public schools hence, there are more elementary schools established around the country. In order to succeed in the board examination that will lead to graduates hiring, and produce high-quality work (Rabanal, 2016).

Moreover, out of 185 education graduates who took the LET in March, June, and October 2022, there were only 49 at 26.49 percent of BSED graduates took the

examination. It means that, there are only few enrollees of BSED in the institution. Probably, it is due to the fact that major in English is a major subject with significant importance and widespread relevance worldwide. It encompasses the study of language (Pattaguan 2018), literature, writing, communication, and critical thinking. Overall, the study of English provides valuable skills and perspectives that are applicable in various professional and personal endeavors, making it a versatile and significant major subject.

Problem 2. What is the performance of the graduates in 2022 LET examination in the following components:

- 2.1 General Education courses;
- 2.2 Professional Education courses; and
- 2.3 Major subject?

LET Performance

Table 2

Program	General Education	Professional Education	Major Subject
BEED	72.05	74.24	-
BSED	79.06	80.10	66.61

Table 2 provides a comparison of the LET results. For BEED and BSED testing in March, June and October 2022, The BSED participants are shown to have performed better in the table, hence they obtained a passing rate both in the general and professional subject components in the LET, as revealed an average rating of the three consecutive tests. The results showed that the BSED candidates complied with the PRC requirement of 75, (Valle & Brobo, 2022).

The BEED in the three (3) consecutive examination did not reach the standard set by the PRC which is 75 percent (Valle & Brobo, 2022).

However, the major subject got the lowest overall mean rating in 2022 LET, which was 66.61 percent. Furthermore, Antonio et al. (2016)'s study helped to uncover that English majors.

Problem 3. What is the overall performance of the institution in 2022 LET in relation to the national performance?

Table 3

BEED Performance

Examination Date	First Takers			Repeaters			Overall Institutional Performance	National Performance
	Passed	Failed	Total	Passed	Failed	Total		
March	-	-	-	16	9	25	64.00	48.89
June	1	-	1	6	7	13	50.00	50.54
October	40	13	53	19	25	44	60.82	54.45

Table 3 presents the overall results of the examination of 136 candidates for BEED at the institution of the 2022 LET. Out of the 136 participants, 82 were successful, accounting. First, the table seen that March had the best overall performance of all the months in the institution and was above the national passing rate except for the June 2022 examination.

First, the table shows the month of March got the highest overall performance of the institution which was 64.00 compared to the national performance of 48.89. This month had 25 examinees of BEED took the LET.

In addition, from the chart, it can be seen that were 97 takers and 65 passed the LET in October. This made the institution surpassed the national performance stood at 54.45 percent, compared to the Institutional Performance of 60.82 %. The institution has done well in the BEED LET 2022 period, based on continued above normal performances compared to national performance. This is probably due to an evaluation of the LET by the institution, which started in June 2022. Last but not least, there wasn't much of a

difference between institutional and national performance overall in June. The institution achieved an overall score of 50.00 in comparison to the national average of 50.54. There are 14 takers and 7 passed and 7 got failing score.

Table 4

BSED Performance

Examination Date	First Takers			Repeaters			Overall Institutional Performance	National Performance
	Passed	Failed	Total	Passed	Failed	Total		
March	-	-	-	0	1	1	0.00	41.73
June	0	1	1	0	3	3	0.00	50.50
October	20	17	37	3	4	7	52.27	50.94

Table 4 displays the forty-nine (49) takers of BSED overall performance of the institution in the LET in March, June, and October 2022 examination. Out of 49 takers 23 passed the LET exam.

In October 2022 examination, there were thirty-seven (37) first takers and only seven (7) were repeaters. Out of the thirty-seven first takers, twenty (20) to pass on the test, while seventeen (17) received a failing grade. But in contrast to that out of the seven (7) repeaters only three (3) were able to make it and four (4) got a failing score. This results to the 52.27 overall institutional performance against the 50.94 national performance. It means that, the institution is doing well for this month of October examination based on the data.

It can be also inferred from the table that in March and June examination there were no BSED LET examinees from the institution passed the board exam. The national performance in March and June examination were 41.73 and 50.50 respectively.

Problem 4. What intervention program can be designed to enhance the LET performance of SPC based on the outcomes of the study?

RATIONALE

The quality of education that institutions offer its pupils is proven by the success of graduates at board tests, regardless of their programmed. Therefore, in order to ensure that student learning is effective, individual HEIs have established special procedures and safeguards. For that reason, higher education institutions have developed policies and introduced a number of measures geared towards attracting more talented students to the programmed.

OBJECTIVES

- To establish a review committee to oversee the school’s internal review process
- To encourage alumni to participate in the internal review process;
- To invite reviewers, in particular older graduates and students pursuing professional education;
- To enhance the LET performance of the school

PROPOSED INTERVENTION PROGRAM

Objectives	Activities	Time Frame	Person Involved	Budget/Funding Source	Success Indicator
To create a review committee	-assigned faculty to take charge with the in-house review sessions -encourage all faculty members to coordinate with review committee chair	-Opening of the first semester of SY-2023-2024	-Academic Director -Dean -All faculty members	-Department budget	Functional review committee

To increase the number of reviewees who will join the in-house review	-invite prof. ed. Students -trace and invite alumni to join the in-house review	-Opening of the first semester of SY 2023-2024	-Dean -Review Committee -Students	-Department Budget	Increased number of students who will join the in-house review
To improve the performance in the Licensure Examination for Teachers	-formulate policies relative to cut-off grade and admission policies -assigned competent faculty to handle professional education courses -invite competent teachers to handle the major subjects in the BSED program	-Opening of the first semester of SY-2023-2024	-Academic Director -Dean -Faculty Members	-Department Budget	Consistent above the national passing percentage performance both in the BEED and BSED programs

SUMMARY

The study was designed was to analyzed the LET test respondents' March, June and October 2022 scores. The study was intended to assess the degree programmed profile for LET test subjects, as well as their testing performance in areas of tests such as General and Professional Education or Major Subjects for BSED test takers. In addition, it aimed at assessing the overall performance of the school and developing an intervention programmed for improving its results within the LET. The researchers analyzed the results of test in March, June, and October 2022 LET results of Southern de Oro Philippines College takers. The study employed the descriptive design with documentary analysis and frequency counts and percentage to organize, analyze, and interpret the LET results.

FINDINGS

Based on the documents analyzed by the researchers the following significant findings are revealed:

1. In three previous examinations in the general education and professional training areas, BSED test takers have done better. However, the performance of BEED in both general and vocational education is considerably lower than that required by the PRC. The third component of the BSED, which is the principal subject of the LET, shows that the test-takers' performance is well below the passing mark.

3. The BEED takers' overall effectiveness in the three examinations was above the national performance except in June examination. As to the BSED takers, the performance was a little bit higher from the national performance for the month of October and there were no takers passed in March and June examination.

CONCLUSIONS

The following conclusions can be drawn in contrast to the important findings.

1. There are more BEED LET takers in the three consecutive examinations.
2. In both general and professional courses, BEED examiners did not meet the PRC standard. The BSED candidates have completely both the general and professional courses. However, Compared to PRC standards, their performance in the key topic was drastically below average.
3. In the LET 2022 exam, both BEED and BSED test takers performed well; as a result, their results were better than the national pass rate.

RECOMMENDATIONS

In view of the results of this study, the following recommendations are hereby issued:

1. The academy community may saw about tight admission and retention standards so that only the students are acceptance.

2. A strength and intense review implementing in the areas of general education and major subjects into preparing graduates for the licensure examination.

3. The institutional may adapt and modify the proposed intervention plan proposed by the researchers to enhance to performance of the school in the LET.

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