

Academic Performance and Predictors of Licensure Examination for Teachers of Bachelor of Elementary Education

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ABSTRACT

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This study was conducted to determine the academic performance and predictors of the licensure examination for teachers of the Bachelor of Elementary Education (BEED) of Ilocos Sur Polytechnic State College Sta Maria Campus, Philippines, during four consecutive years from 2016 to 2019. This descriptive correlational study involved 299 student takers who took the yearly September Licensure Examination for Teachers (LET). The student's official transcript of records was used to determine their academic performance in general and professional education courses/subjects, while the LET results were analyzed to identify the relationship between academic performance and LET results in general and professional education. Findings revealed that academic performance in general and professional education courses was "very good." A relationship existed between academic performance in general and professional education courses and LET results. General education courses/subjects such as English, Math, Science, and Social Studies and professional education courses/subjects like Theory and Concepts and Methods/strategies were predictors of the licensure examination. However, English is a best predictor. Generally, students performed well in their academics. The higher the academic grades the better chance of passing the licensure examination. The institutional LET passing percentage is consistently higher than the national passing percentage. The repeaters dragged the national passing percentage down. The overall performance of the graduates during their licensure examination is dependent on how the college equipped the students in taking the said examination.

Contribution/Originality: This is one of the very few studies that have investigated the academic grades and scores in the licensure examination for teachers. This study contributes to the existing related literature. It uses an approach to measure logical analysis of interrelated variables affecting students' success in the licensure examination.

1. Introduction

It is only possible to imagine a world with education. The lack of access to education may lead to poverty, and not getting an education might lead to the cycle of poverty. According to the [United Nations \(1948, Article 26\)](#), states that "everyone has a right to education, and it shall direct to the holistic transformation of human personality and to strengthen the respect for human rights and fundamental freedoms." Relative to this is the Delor's report to the United Nations about the pillars of education, like learning to know, learning to do, learning to live together, and learning to be human. These pillars of education are the primary guides for teachers to prepare learners for these 21st-century skills and develop students holistically. It is significant to note that these changes or developments will redound to enhance the quality of education. Similarly, with the goal of producing quality Bachelor of Elementary Education graduates in the Philippines, the [Commission on Higher Education \(CHED, 2017\)](#) explored upgrading and establishing core competencies.

It is believed that access to education is the best legacy a nation can offer its citizens and the best gift a family can give its children. Filipinos viewed education as a significant path to social and economic mobility and an agent for maintaining the social status quo in society. How about the institution? What is its specific role in developing young citizens? The school is considered the children's second home and consider teachers as their second or surrogate parents while in the school, known as the principle of "loco-parentis." An adage states that "water seeks its level," which means that the inadequate knowledge of teachers can result in poor learning quality. Conformably, [Ferrer \(2021\)](#) explained that students' knowledge and abilities reflect the type of institution they graduated from and the kind of teachers who imparted the knowledge to them.

The teaching responsibilities at the tertiary level are centered on the faculty's ability to foster meaningful self-growth among students through a well-organized instructional design and development and assessment of learning. Tertiary institutions in the Philippines also prioritized board exams. Relative to this, to get a higher passing percentage in board examinations, [Dagdag, Sarmiento, and Ibale \(2017\)](#) explained that Higher Education Institutions (HEIs) should strictly implement admission and retention policies, benchmark schools with a higher passing percentage rate, and assign faculty members to teach subjects in line with their specialization, instructional materials, and assessment tools should be in line with the competencies for the board examinations and assess the content of the learning plan periodically. In the same instance, one of the predictors of passing the said board examination, [Visco \(2015\)](#) mentioned that student-related Teaching Aptitude Test (TAT) and review classes should be conducted.

On the other hand, passing the licensure examination indicates that a prospective teacher has been appropriately prepared in content and shows that he/she is prepared to become a great teacher and has the potential and the strong desire for determination. Teachers in the department should likewise know the result of the said licensure examination for them to enhance the overall knowledge of the preservice teachers and provide the school with significant information that will aid in formulating policy and decision-making. It is along this premise that the researcher came up with this idea. The result of this study serves as a conceptual basis for framing retention policies and pre-board review mechanisms to improve the performance of the graduates in the LET. The study has limitations, particularly as the respondents are limited to September 2016 to

2019 LET takers. Hence, this study examines the academic performance and predictors of the licensure examination for teachers of the Bachelor of Elementary Education.

1.1. Research Objectives

The study aims to assess the academic performance and Licensure Examination for Teachers (LET) of the Bachelor of Elementary Education for the four academic school year 2016 to 2019. Specifically it attempted to answer the following questions to guide this study.

- i. What is the level of academic performance along the general education courses?
- ii. What is the level of academic performance along professional education courses?
- iii. What is the passing percentage of the Licensure Examination Teachers (LET) from 2016 to 2019?
- iv. Is there a significant relationship between the academic performance/grades in general education and LET results in general education courses?
- v. Is there a significant relationship between the academic performance/grades in professional education and LET results in professional education courses?
- vi. Is there a significant relationship between the LET results in general education courses and LET results in professional education courses?
- vii. What are the predictors in the licensure examination for teachers?

2. Literature Review

Not all degree courses in the Philippines have a board examination. However, for those courses/degree programs with board examinations and who wish to practice their chosen profession and include their names in the list of professionals, one must take and pass the licensure examinations. All Higher Education Institutions (HEIs) in the Philippines are compelled and encouraged to strive for and achieve in the licensure examination. A more significant number of passers in the Licensure examinations for teachers for a particular school indicates the quality of education offered in that particular school. Likewise, this higher passing percentage of the licensure examination is one of the requirements for applying for a higher level of accreditation, such as a center for development, a center for excellence, or even an international accreditation.

Republic Act No. 7836, also known as the "Teachers' Professionalization Act of 1994," stipulates that LET is mandatory for prospective teachers to teach in primary education. In taking the licensure examination for teachers, the Bachelor in Elementary Education (BEED) has two main parts, the general education subjects and the professional education subjects. The licensure examination is one of the factors that signal the quality of educators and the instruction they provide, and it has become an essential safeguard for the caliber of a teacher to be employed in schools, as specified by [Abao, Petancio, Sanchez, and Sumali \(2023\)](#).

According to the [Commission on Higher Education \(2013\)](#), general education courses are the portion of the student's curriculum common to all college undergraduate students regardless of their major which revealed the different domains of knowledge and ways of comprehending social and natural realities and categorizes outcomes into three namely intellectual competencies, personal and civic competencies, and practical skills.

One of the subjects in general education is English; according to [Aina et al. \(2013\)](#), proficiency in the English language has something to do with academic performance. [Racca and Lasaten \(2016\)](#) also explains that the higher the English proficiency, the higher the academic performance. Another subject offered in general education is Filipino; however, the Philippine Supreme Court has ruled that Filipino and Panitikan as subjects in college are no longer required.

Social Studies is also one of the subjects included in general education. It discusses the study of several branches of Social Science, including humanities, history, and geography. In the teaching of social studies, [Olayinka \(2016\)](#) added that teachers should use instructional materials to facilitate the teaching-learning process. In the same vein, [Crisolo, Camposano, and Rogayan \(2021\)](#) stipulated that teachers are being encouraged to contextualize and localize their teachings to make social studies instruction more responsive and relevant in today's world. Social Studies, as one of the core disciplines has multidisciplinary structure ([Mensah, 2020](#)).

In teaching mathematics, [Andaya \(2014\)](#) revealed that instructional factors affect students' mathematics achievements. [Hagan \(2020\)](#) disclosed that students' perceptions of mathematics do not influence academic performance. Relative to this, [Siregar, Suryadi, Prabawanto, and Mujib \(2022\)](#) pointed out that boosting the morale and knowledge of learners in mathematics can be enhanced through realistic mathematical education which includes problems and real-life learning situations when it comes to teaching mathematics. Further, [Videla, Rossel, Muñoz, and Aguayo \(2022\)](#) concluded that when it comes to teaching mathematics, a correlation existed between teacher's years of experience, technical proficiency, and teaching technique.

The science curriculum in the Philippines, as explained by [De La Cruz \(2022\)](#), was designed to produce scientifically literate persons who are responsible decision-makers and can utilize scientific knowledge to solve community problems. According to [Cairns and Areepattamannil \(2019\)](#), interest and enjoyment in scientific learning, instrumental and future-oriented science education, self-concept and self-efficacy were all significantly correlated with inquiry-based teaching in science. However, in teaching applied Sciences, [Tus et al. \(2020\)](#) confirmed that students favored learning styles such as visual, group, and kinetics.

The professional education courses assist the students in acquiring the theoretical information and practical skills required to build a successful career. These subjects are one of the significant parts of the licensure examination. The LET is a test for prospective teachers' general knowledge and skills. The coverage of examinations for elementary, is 40% for general education subjects and 60% for professional education subjects. The examinee should obtain at least 75% as a passing percentage. The said examination is conducted during the months of March and September.

As stipulated by [Bañez and Pardo \(2016\)](#), students with higher scores in general education courses/subjects performed better in the licensure examination. However, [Antonio, Malvar, Ferrer, and Pambuena \(2016\)](#) stressed that there was a fragile link between general education courses and academic and LET performance. [Pachejo and Allaga \(2014\)](#) also confirmed that there is a shallow relationship between the students' LET performance and academic grades/performance. [Puertos \(2015\)](#), the GWA may strongly predict the licensure examination result. The academic performance of the students is a factor that can determine the success of teachers in the licensure

examination (Gerundio, & Balagtas, 2014). Academic performance in professional subjects, is an essential factor in passing the licensure examinations for teachers as stressed by Navida, and Cocal (2021).

Understanding the concepts of foundations and theories in education engages teachers with the diverse behaviors of students in the teaching and learning process. It assists educational sectors in critically reflecting on securing appropriate education policies, principles, and classroom practices. Likewise, these theories in education should be put into practice. The Delors (2001) report to the UN in 2001 explained one of education's pillars, "learning to do." The knowledge should be put into action or practice not simply to do but must be innovative and creative.

In institutions that employ conventional lectures, Senthamarai (2018) opined that professors and students have revealed that teaching and learning have limited efficacy, and teachers must employ other methods in teaching to stimulate discovery learning, heuristic, and research methods. Relative to this is experiential learning that transforms theory into practice. The experiential learning theory, as explained by Kolb, Boyatzis, and Mainemelis, (2001), offers a multilinear model of adult development and a holistic description of the learning process, both of which are in keeping with what we know about how individuals learn, grow, and develop that emphasize the fundamental significance of experience in the learning process. In the same parameter, Bartle (2015) considers experiential learning as an ongoing process in which theory and practice are considered and reconceptualized, strengthened students' comprehension. Another example in the LET is content courses/specialization courses, which defines that these are the body of knowledge and information that teachers should teach and students should study on a specific topic or content.

3. Research Methods

The study made use of the descriptive research methods which identified and described the status of related variables to determine the academic performance and predictors of LET for the Bachelor of Elementary (BEED) of Ilocos Sur Polytechnic State College (ISPSC). Based on the analysis and declaration of Best (1981), this kind of research method describes and interprets the specific conditions of relationship in a quantitative problem, status of the practices that exist, processes that are going on, level of variables as practices, and trends that are developing.

3.1. Research Design

The study used the documents such as the Official Transcript of Records (OTR) from the school registrar and the results of the September Licensure Examination for Teachers (LET) requested by the institution from the Professional Regulation Commission (PRC). The academic performance/grades in general and professional education courses/subjects were taken from the official transcript of records. However, the LET scores in general and professional education courses including the passing percentage were obtained from the said result of the licensure examination. A variety of statistical techniques were employed in this study to address its specific objectives. These descriptive statistics were used to describe the results, while inferential statistics allowed researchers to examine relationships and causality. By using a quantitative approach, means and standard deviations and performance distributions of graduates in general and professional education courses helped illuminate the general competency

level of the students and the differences among the students. To assess the relationship between academic performance and LET results, the Pearson correlation coefficient was also calculated to determine significant relationship between general and professional education. Hypothesis testing, regression, and correlation analysis were applied to determine the relative importance of one factor to another such as the academic performance and preparatory training to LET success

3.2. Participants

The population of the study was comprised of graduates with a Bachelor of Elementary Education degree from ISPSC, Sta. Maria Campus, during the academic year 2016 to 2019, who took the September licensure examination for teachers. There were 78 takers for 2016, 72 for 2017, 100 for 2018, and 49 for 2019, with a total number of 299 student-takers for these four consecutive years. The total enumeration of the number of takers was considered.

4. Results

Table 1 presents the level of academic performance in General Education (GE) courses. As shown in the table, there were eight category courses under GE. According to the Philippines' Commission on Higher Education (CHED), these General education courses/subjects expose students to a variety of knowledge domains and ways of understanding social and natural realities, which includes intellectual skills including critical, analytical, and creative thinking as well as civic abilities required of citizens of the community, nation, and of the world.

Table 1: Level Academic Performance in General Education Courses

General Education Courses	Mean	Standard Deviation	Descriptive Rating
Science	2.14	0.859	Very Good (LB)
English	1.99	0.271	Very Good (MB)
Mathematics	1.93	0.252	Very Good (MB)
Filipino	1.92	0.219	Very Good (MB)
Social Science	2.00	0.289	Very Good (LB)
Home Economics and Livelihood	2.06	0.343	Very Good (LB)
Education (HELE)	1.89	0.431	Very Good (MB)
Music, Arts, Physical Education and	1.97	0.278	Very Good (MB)
Health (MAPEH)	1.91	0.321	Very Good (MB)
Values Education	1.98	0.363	Very Good (MB)
ICT/Computer Education			
Overall			

Legend: 1.75-1.99 Very Good (Middle Bracket-LB) 2.00 - 2.24 Very Good (Lower Bracket)

The table shows that students were described as "very good" with a mean rating of 1.98 in their general education courses. This would mean that they performed well in their general education courses. This might be a good result of the idea of the K-12 primary education that, considering the College Readiness Standards, the General Education curricula (GEC) were incorporated in the Senior High School core curricula by the Department of Education. This also connotes that if the introductory or basic subjects were included in the lower years, there would be a mastery of the lesson if this were again introduced in the higher/college years. According to Lam (2023), a General Education Curriculum may contain interrelated elements like what is the value of

learning, how to teach and learn, how to create, and how to know what students have learned that will capture information, skills, and attitudes by promoting active, genuine, and contextualized pedagogies and assessments that are coordinated, broad, balanced, open, and adaptable. In addition, according to [Dagdagui and Mang-usan \(2022\)](#), reviewing and revising syllabi and implementing teaching-learning activities and assessment tasks, particularly in the significant field, can enhance academic performance.

[Table 2](#) shows the academic performance in professional education courses. The table shows that Field Study/Experiential Learning courses got the highest mean rating of 1.49, which is described as "superior." This shows that students can apply the theory into practice, which is the objective of this professional education course. Further, the education graduates perform well in subjects that requires application of skills. The results negate the idea of some educators that theories learned in the classroom are often disconnected from the experiential learning applied in practice. As [Heinrich and Green \(2020\)](#) explained, experiential learning will help educators and students by focusing on holistic design, instruction, evaluation, and learning with context in mind, with the combination of familiar elements of well-known theories to highlight distinct experiential teaching and learning mindset.

Table 2: Level of Academic Performance Along Professional Education Courses

Professional Education Courses	Mean	SD	Descriptive Rating
Theory	2.03	0.266	Very Good (LB)
Methods/Strategies	2.03	0.304	Very Good (LB)
Field Study/ Experiential Learning	1.49	0.248	Superior
Special Topics	1.75	0.202	Very Good (MB)
Overall	1.82	0.220	Very Good (MD)

Legend: 1.75-1.99 Very Good (Middle Bracket-MB) 2.00 - 2.24 Very Good (Lower Bracket-LB)

[Table 3](#) presents the passing percentage of the licensure examination for teachers. The Licensure Examination for Teachers (LET) establishes a minimum standard for teaching and is regarded as a barometer of the quality of preservice teacher preparation. The table shows that the highest number of passers was in 2016, with an overall of 43 or 55.13% passing percentage. In the same year, a bulk examinee recorded the highest number of passers with 42 or 73.68% from the first takers. However, all repeaters/retakers who took the 2017 LET did not passed.

It also reveals that first takers outperformed the repeaters. Further, it can be concluded from the study that repeaters dragged down the institutional passing percentage. It is likewise noticeable that the institutional passing percentage is constantly higher than the national passing percentage from 2016 to 2019. Nevertheless, the institution should not only be contented that the school is always above the national passing percentage, because the said percentage may go down depending on the result of the national percentage. To increase the institutional passing percentage, [Calixto \(2021\)](#) stipulated that curriculum content must be evaluated collaboratively by the faculty to incorporate the competencies in the general education and professional components of the licensure examination for teachers, including the learning competencies contained in the course outline should also be thoroughly reviewed and compared to the required learning competencies as set by the Professional Regulations Commission (PRC). A rigorous

evaluation and enhancement program must be implemented to update the curriculum (Feliciano, Lopez, Villarante, and Sacherz, 2023).

It also connotes that with the given result, the examinees needed help in passing the licensure examination for teachers. With this observation, the institution may examine its curriculum content to see if there are any discrepancies between the curriculum mandated by the Commission on Higher Education (CHED) and the table of specifications provided by the board examination for teachers, according to Mensah, Acquah, Frimpong, Babah (2020), the quest for solutions to problems will raise the standards of education.

Table 3: Passing Percentage of the Licensure Examination for Teachers

Year	Number of Students/Graduates			Passing Percentage	National Passing Percentage
2016	Passed	Failed	Total		
First Timers	42	15	57	73.68%	
Repeaters	1	20	21	4.76%	30.18%
Overall	43	35	78	55.13%	
2017					
First Timers	36	23	59	61.00%	
Repeaters	0	13	13	0.00%	26.33%
Overall	36	36	72	50.00%	
2018					
First Timers	31	44	75	41.33%	
Repeaters	3	22	25	12.00%	20.29%
Overall	34	66	100	34.00%	
2019					
First Timers	15	6	21	71.43%	
Repeaters	6	22	28	21.43%	31.34%
Overall	21	28	49	42.86%	

Table 4 presents the Relationships Between Academic Grades in General Education and LET Performance in General Education. It can be gleaned from the table that of the nine (9) subjects included in the general education subjects, there were six (6) found to be correlated with the Licensure Examination results of the general education courses such as Science with a computed r- value of 0.267** and a p-value of .001, English with an r-value of 0.385 ** and p-value .000, Math with a r-value of 0.387** and p-value of .001, Social Studies with t-value of 0.478** and p-value of .000, HELE, with t-value of 0.424** and p-value .001 and ICT which is supported by r-value value 0.231** and p-value of .004. It is also noticeable that of the six (6) courses. Academic performance in general education courses is a contributory factor in passing LET scores in general education; the higher the academic grades in the general education courses, the higher the possibility of getting a high LET score in general education. According to Ibarrientos (2022), academic performance is strongly linked to the performance licensure examination for teachers. Similarly, Lagcao, Toquero, and Tusoy (2023) state that academic achievement predicts a considerable share of diversity in LET outcomes. In addition, Gabasa and Raqueño (2021), in their study that the academic performance of

BEEd graduates in their general education courses is a predictor of a good performance in the licensure examination.

However, it should not only be in the subjects were found to be significantly correlated that students should be taught the competencies needed to pass the licensure examination the fact that students enrolling in the school have varying levels of cognitive ability, as well as varying test items given in the licensure examination.

Table 4: Relationships Between Academic Performance in General Education and LET Performance in General Education

General Education Courses	r - Value	P-value
Science	0.267**	.001
English	0.385**	.000
Math	0.387**	.000
Filipino	- 0.141	.075
Social Studies	0.474**	.000
Music, Arts, Physical Education and Health (MAPEH)	- 0.108	.176
Home Economics and Livelihood Education (HELE)	0.424**	.000
Values Education	-0.035	.664
Information and Communication Technology (ICT)	0.231**	.004

** Relationship is significant at < 0.05 probability level

Table 5 shows the relationships between academic performance in professional education courses and LET performance in professional education. It can be gleaned from the table that academic performance, such as Theories and Concepts with a computed t-value of 0.315** and .418 respectively, with both p-value of .000, which is significantly correlated in the LET performance along professional education. Professional courses such as theories, concepts, and methods are all connected to what is taught and how it is taught. This connection between these two professional subjects, as well as what and how they are taught, according to Binayao and Dales (2020), can maximize student learning. It also noted that those who obtained better grades in their professional education courses, specifically in theories, concepts, and methods, would likely get better results in their LET along with professional education.

Table 5: Relationships Between Academic Performance in Professional Education and LET Performance in Professional Education

Professional Education Courses	r-value	P-value
Theories and Concepts	0.315**	.000
Methods	0.418**	.000
Field Study/Experiential Learning	- 0.220	.782
Special Topics	- 0.066	.407

** Relationship is significant at 0.05 probability level

Table 6 shows the relationship between LET performance in general and professional education. As shown in the table, the overall r-value, with a high correlation of 0.784 and a p-value of .000, marked a significant correlation. From 2016 to 2019, it is worth noting that the higher LET performance or the more knowledge of the students in general education predicts the LET performance in professional education or vice versa. The quality of teacher preparation, according to Cadosales, Sanchez, Cordova, Merin, and Augusto (2023), has a substantial impact on preservice teachers' success in the LET.

Therefore, educational institutions should prepare their students/graduates in their chosen career.

Table 6: Relationships Between the LET Performance in General Education and the LET Performance Professional Education

Year	r- Value	P-value
2016	0.754**	.000
2017	0.799**	.000
2018	0.854**	.000
2019	0.730**	.000
Over-all	0.784**	.000

The relationship is significant at a 0.05 probability level

Table 7 shows the predictors of the Licensure Examination for Teachers (LET). As shown in the table, the higher the academic performance in general education subjects/courses such as English, Math, Science, and Social studies predicts success in passing the licensure examination for teachers. Ideally, higher grades in these subjects connote that students have better knowledge and information in the given subjects and can logically obtain a higher grade point average. According to Amanonce and Maramag (2020), academic grade is a predictor of passing the licensure examination for teachers. Murro, Divinagracia and Inoferio (2023) revealed that the results of the general and professional education courses are directly proportional. The table also shows that English grade is the best predictor of passing the LET. Higher knowledge or academic performance in English subjects gave the students better information and understanding that test items or questions were written in English.

Table 7: Regression Analysis on LET Predictors

Courses/Subjects	BETA	t-Value	Prob
General Education	-		
Science	3.996	18.171	*0.032
English	-6.875	-2.566	*0.011
Math	-4.208	-2.239	*0.028
Filipino	-0.060	0.017	0.987
Social Science	-5.991	-2.489	*0.027
Music, Arts, and Physical Education	0.446	0.306	0.760
Home and Livelihood Education	-0.881	-0.249	.805
Values Education	-1.619	-0.347	0.731
Information and Communication Technology	-1.873	-1.008	0.315
Professional Education			
Theories and Concepts	-6.561	-2.531	* 0.012
Methods /Strategies	-7347	3.161	* 0.020
Field Study/Experiential Learning	-0.833	0.342	0.733
Special Topics	-2.673	-0.678	0.802

Mult R= 0.677 $r^2= 0.458$ F Ratio = 9.23 F Sig.= < 0.001

Legend: * significant at 0.05 level of significance

The same table shows the professional subjects. Professional education courses are specialized training for a specific profession, providing students with knowledge, principles, techniques, and practical application skills for appropriate behavior and practice. As shown in the table, grades in theory, concepts, methods, and strategies were

also predictors of passing the licensure examination for teachers. Their licensure examination result may be attributed to their knowledge of the professional education subjects.

5. Conclusion

Based on the findings of the study, the following conclusions were drawn. The students performed well academically in general and professional education courses. The institutional LET passing percentage is consistently higher than the national passing percentage, and repeaters/retakers drag the national passing percentage down. Higher academic performance/grades in general and professional education courses obtained better results in the licensure examination. General education courses such as English, Math, Science, and Social Studies, as well as professional courses such as Theory and Concepts, Methods, and Strategies, are predictors of the said licensure. However, English is the best predictor. Overall, the performance of the graduates during their licensure examination is dependent on how the college prepare the students to take the examination.

Ethics Approval and Consent to Participate

This study strictly followed all measures to ensure that the research ethics policies of Ilocos Sur Polytechnic State College would not be violated. The rights, privacy, and well-being of all participants, including obtaining informed consent where necessary and ensuring confidentiality, were observed.

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Conflict of Interest

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