

Factors Affecting the LET Performance of the Guimaras State College Education Graduates

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Abstract

This study was conducted to determine the factors affecting the Licensure Examination for Teachers (LET) performance of the Education graduates of the Guimaras State College. The descriptive - correlational method was used in the study. Secondary data of the LET results for the five consecutive years (2003 - 2007) of the graduates of the School of Education of Guimaras State College were used. The statistical tools employed in this study were mean, frequency count and percent. Pearson product moment correlation (Pearson's r) was used to determine the relationships among variables. The graduates were mostly female (232 or 85%) while (42 or 15%) were male. Of these 274 graduates, 198 or 72.26% took the exam and 76 or (27.7%) did not take the exam. From the total of 198 takers, only 80 or (29.20%) passed, 118 or (43.1%) failed; 2. There were graduates who took the LET twice and passed; some took the LET twice, but failed; the level of LET performance of the graduates when grouped according to gender and age showed an overall performance of average; there was a significant relationship which existed between the Grade Point Average and gender of the graduates with their LET performance; the GPA of the graduates affected their LET performance, wherein those who had higher GPA, had high probability of passing the LET; the gender of the respondents could be considered as a factor in their LET performance, considering that the graduate respondents were composed of 85% female. The GPA and gender of the graduates affected their overall LET performance.

Keywords: LET Performance, Education Graduates, GSC

INTRODUCTION

Background of the Study

Teaching refers to the profession concerned primarily with classroom instruction at the elementary and secondary levels in accordance with the curriculum prescribed by the Department of Education (DepEd) whether on part-time or full-time basis in the private or public schools. At teaching profession means that one must be willing to go through a long period of preparation and a continuing professional development. One must strive for excellence to commit oneself to moral, ethical and religious values and dedicate oneself to public service.

Teaching is a vocation, a mission, assigned task, and a profession. It is our way of rendering service to humanity. The quality of our professional service is determined to a very extent on a long and arduous period of preparation, continuing professional education, and commitment to ethical and moral values. It is stated in Republic Act No. 7836 - An Act to Strengthen the Regulation and Supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers and for other purposes.

Licensure tests typically assess the basic substantive knowledge for professional practice which is a key measure of quality control for entry into most professions. There are two major reasons for teacher licensure tests: to protect the public as with most licenses; and to make teacher training programs accountable for the initial academic competence of those who complete their programs. The Teachers' Licensure Examination has three parts: the General Education, the Professional Education and the Specialization.

The paramount importance of the Licensure Examination for Teachers (LET) among graduates can't be overemphasized. The same is true with regard to the school by which their graduates were enrolled. The low or high rating in LET of the graduates of the different schools offering education program is indicative of the type of program and nurturing acts the faculty and staff of these schools have offered. This is also an indication of the quality of education offered by these schools and the basis in giving schools high or low performance rating by the government. Thus, determining the factors affecting the high or low rating in LET among the graduates of education is very necessary, hence, this study.

Statement of the Problem

The main purpose of the investigation was to determine the factors affecting the Licensure Examination for Teachers (LET) performance of the Education Graduates of the Guimaras State College

This sought answers to the following questions:

1. What is the profile of the graduates?
2. What is the level of the LET Performance of Education graduates for the last five years (2003-2007)
3. What is the comparison in performance in LET of the GSC graduates with the National Passing Percentage?
4. What is the Grade Point Average of the GSC Education graduates for the last five years?
5. Is there significant correlation in the graduates LET performance when classified as to Grade Point Average, gender and age?

METHODOLOGY

The descriptive-correlational method was employed in this study. The LET Performance served as the dependent variable. The independent variables were personal profile such as age, gender and the students' grade point average. This study made use of secondary data of the LET results for the five consecutive years (2003-2007). The data used in the study were taken from the official LET results from the Office of the Vice President for Academic Affairs. These were the official results coming from the Philippine Regulation Commission (PRC) Manila.

The Grade Point Average (GPA) was taken from the records of the graduates from the Registrar's Office maintaining the privacy of the respective graduates. The age and sex were likewise taken from the official records of the graduates as provided by the Office of the Registrar.

The statistical tools employed in this study were the mean to determine the level of the students' performance, frequency counts and percent for descriptive analysis. Pearson's r was used to ascertain the significance of the relationship among variables in the study such as the students' performance, Grade Point Average, gender and age set at .01 alpha level of significance.

MAJOR FINDINGS

Profile of the Respondents

The Teacher Education graduates were composed mostly of female (232 or 85%) while the male were only (42 or 15%). Majority of the graduates have an age ranging from 20 - 24 years old (234 or 85.4%) while those with ages ranging from 25 - 30 were only 35 or 12.77% and those having an age between 31 & 36 were only 5 or 1.82%. Majority of the graduates (170 or 62.04%) have the GPA ranging from 1.80 - 2.17. Those with GPA's ranging from 1.42 - 1.79 were only 76 or 27.74% while those with GPA's of 2.18 - 2.55 were only 20 or 7.30%, the same data were used in determining the relationship of grade point average, gender and age of the respondents with their individual LET performance (Table 1).

Table 1. Profile of the Education Graduates for SY 2003-2007

Category	f	%
Sex:		
Male	42	15
Female	232	85
Total	274	100
Age:		
20-24	234	85.4
25-30	35	12.77
31-36	5	1.82
Total	274	100
GPA:		
1.42-1.79	76	27.74
1.80-2.17	170	62.04
2.18-2.55	20	7.3
Missing	8	2.92
Total	274	100

LET Performance of the Teacher Education Graduates

The performance in LET of the BEED graduates for AY 2003 - 2007 include the repeaters who graduated before 2003 but took their exam during these periods. These results were taken from the official record of Professional Regulation Commission (PRC) sent to the college. In 2003, there were 30 LET takers, 14 or 46.67% passed and 16 or 53.33% failed. In 2004, there were 28 graduates who took the exam and only 6 or 21.43% passed and 22 or 78.57% failed. In 2005, out of 44 LET takers, 15 or 34.09% passed the exam and 29 or 65.91% failed. In 2006, out of 36 BEED LET takers, only 10 or 27.18% passed and 26 or 72.22% failed. In 2007, there were 58 LET takers and only 15 or 25.86% passed the exam and 43 or 74.14% failed. In totality, BEED graduates got an overall performance rating of 30.61% (60 graduates). There were 136 graduates or 69.39% who did not pass the exam (Figure 2).

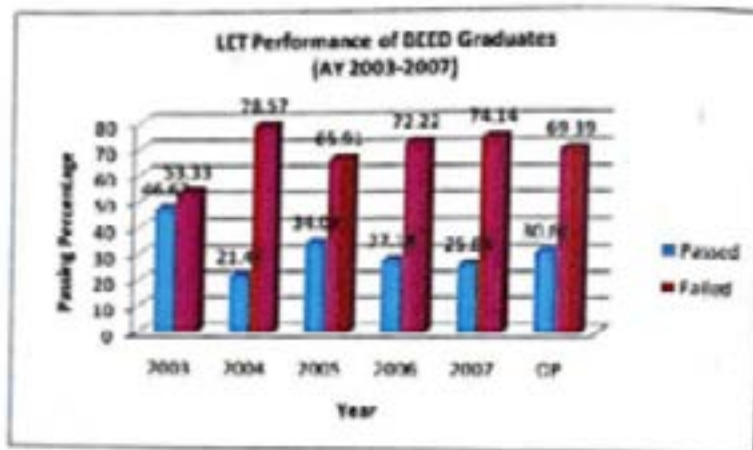


Fig. 2 LET Performance of BEED Graduates AY 2003-2007

The LET performance of the BSED graduates for AY 2003-2007 revealed that in 2003, there were 58 LET takers, 11 or 18.97% passed and 47 or 81.03% failed. In 2004, out of 45 BSED LET takers, only 6 or 13.33% passed and 39 or 86.67% failed. In 2005, out of the 43 BSED LET takers, 13 or 30.23% passed and 30 or 69.77% failed. In 2006, out of 49 LET takers, 21 or 42.86% passed and 28 or 57.14% failed. In 2007, there were 70 LET takers, 23 or 32.86% of which passed and 47 or 67.14% failed. Results further revealed that the overall passing performance of the BSED LET takers was only 74 or 27.92%.

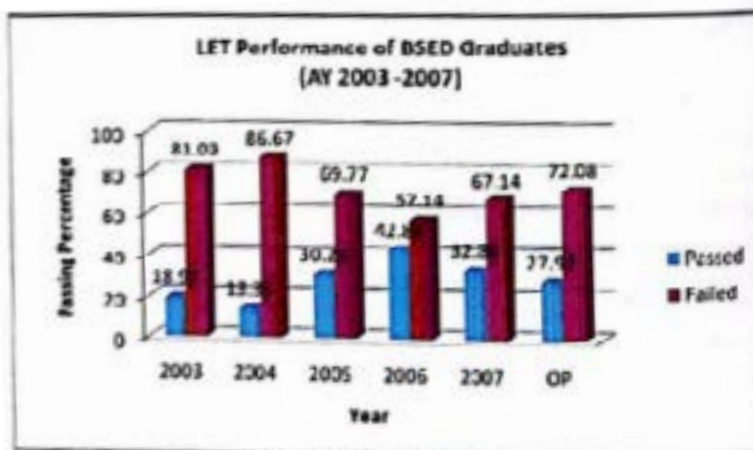


Figure 3. LET Performance of BSED Graduates AY 2003 – 2007

The level of LET Performance of Education graduates categorized per year revealed that in year 2003, the mean was 71.35, Sd 8.34; in 2004, the mean was 67.43, Sd 8.04; in 2005 the mean was 71.65, Sd 6.42; in 2006, the mean 70.28, Sd 8.47; in 2006 the mean was 70.28, Sd 8.47; in 2007, the mean was 71.25, Sd 7.32 all were described as average. When the LET performance was categorized as to gender, the average for the male was 71.77, Sd 7.50 while for female, the mean was 70.12, Sd 7.82 all described as average. When the LET performance was categorized as to age, results showed that from age 19-24, the mean was 70.50, Sd 7.54, while for ages 25-30, the mean was 68.83, sd 9.56 and for the ages between 31-36, the mean was 72.75, Sd 8.31, all described as average.

Table 2. Performance of the Education graduates in the Licensure Examination AY 2003-2007

Category	Mean	Description	Standard Deviation
Year			
2003	71.35	Average	8.34
2004	67.43	Average	8.04
2005	71.65	Average	6.42
2006	70.28	Average	8.47
2007	71.25	Average	7.32
Gender			
Male	71.77	Average	7.5
Female	70.12	Average	7.82
Age			
19-24	70.5	Average	7.54
25-30	68.83	Average	9.56
31-36	72.75	Average	8.31

Scale: 49-65 Low; 66-81 Average; 82-99 High

Figure 4 showed the comparative LET rating of the BSED and BEED graduates for the last five years. In 2003 to 2004, the BSED graduates have a low passing percentage of 18.97% and 13.33%, respectively. The percentage of passing however improved in 2005 - 2007 (34.09%, 42.86% and 32.86%), respectively.

For the BEED, it was in 2003 and 2005 where they got a good rating of 46.67% and 34.09%, respectively. However, in 2004, 2006 and 2007, the passing percentages of the BEED graduates were 21.43%, 27.18 and 25.86%, respectively. The five year average of the BEED passing percentage was 31.17% while that of the BSED was only 27.65%.

This is expected considering that the BEED got only 2 types of test, the general and professional education while the BSED has the 3rd test which is specialization.

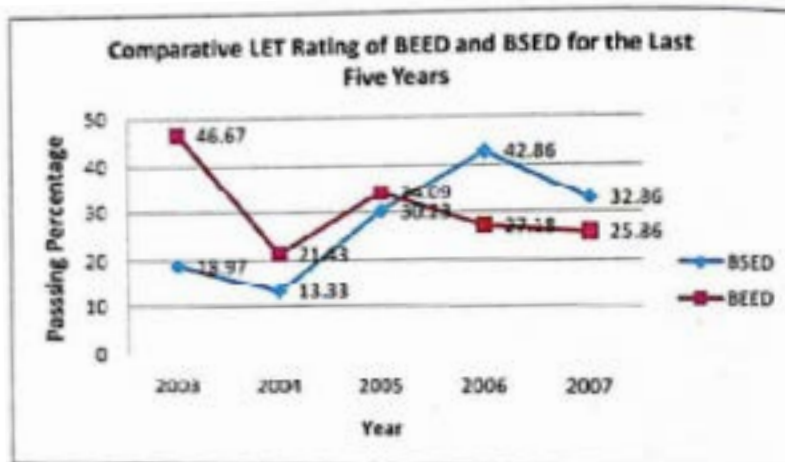


Figure 4. Comparative LET Rating of BEED and BSED for the last five years

GSC LET Performance Compared Against the National Passing Percentage

Figure 5 presents the comparison between the GSC passing percentage against the National passing percentage for the BSED LET takers. It was revealed that in 2003 and 2004, the GSC ratings of 18.97% and 13.33% were lower compared to the national rating percentages of 26.29% and 27.15%, respectively. However, in the succeeding 3 years (2005-2007), the GSC passing percentages were higher than the national passing percentages of 30.23% (GSC), 25.93% (National); 42.86 (GSC), 32.46 (National); and 32.86, 29.12, respectively. The five year average performance of GSC was 27.65% which is 0.54% lower than the national passing percentage of 28%.

Comparative LET Performance of the GSC BSED Graduates with the National Passing Percentage

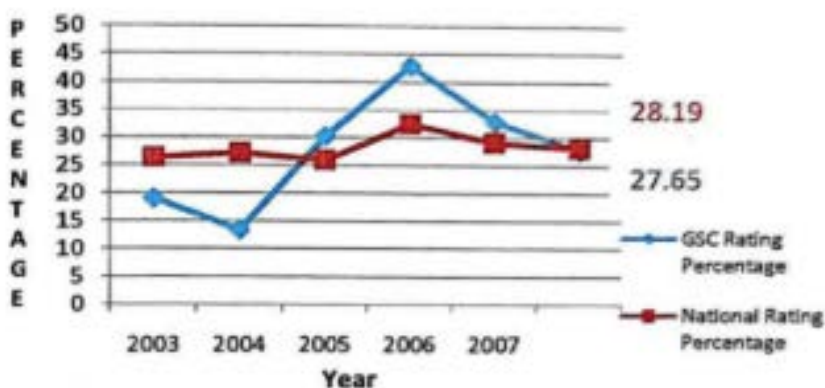


Figure 5 Comparative LET Performance of GSC BSED Graduates and the National Passing Percentage

Figure 6 presents the comparison between the GSC passing percentage against the national passing percentage of the BEED LET takers. It was revealed that in 2003 and 2005, the GSC rating percentages (46.67%, 34.09%) were higher than the national passing percentages (26.25%, 27.55%). However, the rest of the years (2004, 2006 & 2007) the GSC passing percentages were lower than the national passing percentages with the ratings of 21.43%, 26.95%; 27.78, 29.28; and 25.86, 27.55%, respectively. But despite this, the five year average performance of GSC is 3.65% higher than the national passing percentage.

Comparative LET Performance of BEED Graduates with The National Passing Percentage

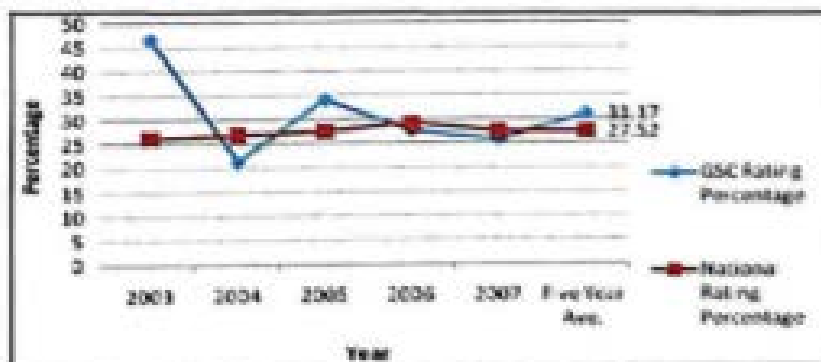


Figure 6. Comparative LET Performance of BEED Graduates with the National Passing Percentage

Relationship Between the Graduates Profile and their LET Performance

On the relationship between the licensure examination performance, grade point average, sex and age of the LET takers from 2003 - 2007, this study showed that a positive and non significant correlation existed between the age of the Education graduates and their LET performance ($N=274$ $r=.073$), $p<.05$. Positive and significant correlation existed between the gender of the education respondents at .05 level of significance $N=274$ ($r=.021$, $p<.05$). The performance of the education female respondents varies from the male education respondents. The male respondents were outnumbered by the female respondents. A positive and high correlation existed between the LET performance and the graduates GPA, ($N=274$, $rp=.000$). Analyzing further the GPA of the graduates per year, it was found out that majority of the graduates got a GPA range of 1.42 - 1.79 and 1.80 - 2.17 with a very minimal graduates having the GPA of 2.18 - 2.55 (Fig. 7). This implies that the requirements and other parameters in giving grades to the students by the Education faculty members must be reviewed because despite the high GPA they got, their LET performance is not very impressive (table 3).

The null hypothesis that there is no significant relationship that existed in the LET performance of the Education graduates when classified to variables GPA and gender is rejected.

Further, there is no relationship that existed between the graduates LET performance and their age which implies that whether the respondent is 19 or 36, their performance do not vary. It is still average.

Table 3. Relationship Between Licensure Examination Performance, Grade Point Average, Sex and Age (2003-23007)

Variables	N	r value	r probability	Description
Age	274	0.073	0.23	NS
Gender	274	0.139	0.021	*
GPA	250	0.313	0	**

Significant at .05 level. **Significant at .01 level

Grade Point Average of the GSC Education Graduates for the Last Five-Years

Figure 7 presents the Grade Point Average (GPA) of the LET takers for the last five years. It shows that majority of the graduates fall within the range of 1.42 - 1.79 and 1.80 - 2.17 and a very insignificant number having GPA of 2.18 - 2.55. Despite these high GPA, the passing percentage for the last five years for BEED was only 31.17 while for the BSED was 27.65% or 0.29% lower than the five year average of the national passing.



Figure 7. Grade Point Average of LET Takers for a Five - Year Period

CONCLUSIONS AND RECOMMENDATIONS

Majority of the students enrolled in Education course in Guimaras State College for AY 2003 - 2007 were female. Some of the students were not that young anymore but still aimed to finish a degree. The GPA of the graduates were somewhat high yet the results in LET were not that very impressive and did not imply that if the graduates' GPAs are high, the percentage of passing is also high. The performance in LET of the Education graduates of GSC did not show a positive pattern of leading upward or downward, neither did it show any distinct pattern. Even though the area of BEED graduates in LET is less than that of the BSSED, (Professional and General Education only) the difference in the five-year average of passing percentage between the two courses is not that remarkable. The individual performance of the LET takers was established as average and none emerged as high. The 5-year passing percentage of GSC for both courses was above the national passing percentage with a very slim margin. A positive and non significant correlation existed between the age of the Education graduates and their LET performance. Thus, the null hypothesis which states that there is no significant relationship that existed between the graduates LET performance when classified as to age is not accepted. A positive and significant correlation existed between the age and GPA of the respondents, thus the null hypothesis which states that there is no significant relationship that existed between the graduates LET performance when the respondents were classified as to variables such as age and GPA, is not accepted.

Based from the findings of the study, it is recommended that the School of Education should strengthen their yearly career guidance campaign and try to capture the attention of male graduating high school students to enroll in the Education courses at Guimaras State College to have a balance between the male and female population in the Education course. The School of Education should assist in the ALS program of DepEd as part of their extension activities so that some of the deserving but out-of-school youths will be given a chance to enroll in college preferably in the School of Education. In this way, GSC can help in giving tertiary education to older members of the community who have the drive and aspiration to finish a degree in the field of education. The requirements and other parameters given to the students in their subjects need to be improved and reviewed as well as the composition of grading them so that the GPA and board results will have a positive relationship which is, if GPA is high then the LET performance will also be high. The School of Education should strive to improve the margin of difference in the GSC LET performance when compared to the national passing percentage by 15-20% in the coming years. There should be a periodic review on the curricular offerings, books, facilities, teaching methodologies and other parameters in the School of Education to improve the level of performance in LET from average to high.