

**CORRELATES OF PERFORMANCE IN THE LICENSURE EXAMINATION
OF SELECTED PUBLIC AND PRIVATE TEACHER
EDUCATION INSTITUTIONS**

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Abstract

This study generally aimed to determine the correlates of performance of selected public and private teacher education institutions in the licensure examination from 2010-2012 which served as basis in formulating theories and their corresponding theory modelings.

A combination of descriptive and correlational research design was employed. The study utilized both quantitative and qualitative approaches which were supplemented with documentary analysis and semi-structured interview. Furthermore, numerical accreditation ratings of the teacher education institutions were used, however, there were some teacher education institutions (TEIs) which have not yet applied for accreditation and some refused to divulge their ratings, thus, status of TEIs were assessed through hard data with the aid of the research instrument. The independent variables in the study include admission and retention policy, curriculum and instruction, faculty competence, research and extension, physical plant and facilities, administration, and school culture.

The results of the study divulged that type of school is not a factor in passing the Licensure Examination for Teachers. Admission and retention policy, curriculum and instruction and faculty competence are significantly correlated with the teacher education program performance in the licensure examination. Two theories were formulated based on the results of this study and were represented through models for clarity and better understanding.

Keywords: Licensure Examination for Teachers, Teacher Education Institutions, Theory Modeling

Introduction

The preparation of future teachers for both elementary and secondary educational sectors becomes the very important function assigned to pre-service educators of TEI's. Indeed, the teachers are accountable in providing quality instruction and to ensure that the right and quality education is inculcated to the learners. The teachers' crucial roles in molding and producing competent graduates still remain the most influential factor in attaining excellence in education.

In this regard, the need to assure the supply of teachers who could live up to the expectations and trust of society, who are not only fully prepared but also committed to do their tasks. More so, teachers whose competencies are at par with the national standards as confirmed by the results of the Licensure Examination for Teachers (LET).

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

In the study conducted by Castro (2006), he mentioned that the present educational system is confronted with teachers or teacher applicants who are graduates of courses from certain colleges or universities but do not seem to have equipped themselves with the necessary skills in communication and teaching competencies. This statement is supported by the dismal performance of the takers of the licensure examination for teachers.

For the past three years since 2010 which is composed of six (6) LET administrations (April 2010-September 2012), the average national passing percentage is only 28.71%. In the 2012 LET, the national passing percentage is 41.08%, in 2011, its 24.04%, in 2010 its 21.01%. These are clear indications that teacher education institutions are not producing equipped teachers. Many schools have developed and implemented elaborate school improvement plans however, there is a realization that these efforts often fall short of attaining the expected results.

This study aimed to determine the correlates of performance in the Licensure Examination for Teachers (LET) of the selected public and private teacher education institutions (TEI's) in Manila City, Quezon City and Rizal province for the past three years which served as basis in formulating theory modeling.

Specifically, it sought answers to the following questions:

1. What is the status of the teacher education institutions with respect to admission and retention policy, curriculum and instruction, faculty competence, research and extension, physical plant and facilities, administration, and school culture?
2. How do the deans and faculty respondents assess their teacher education institution with respect to the abovementioned variables?
3. Is there a significant difference between the status of the selected public and private teacher education institutions with respect to the aforementioned aspects and in the performance in LET?
4. How do the selected public and private teacher education institutions cluster with respect to the abovementioned status variables and in terms of the LET results for the past three years?
5. Which among the aforementioned aspects, singly or in combination, predict the teacher education program performance of the selected public and private teacher education institutions?
6. What theory could be formulated based on the analysis made utilizing the status of the selected public and private teacher education institutions and the LET results for the past three years?

Research Design

The researcher obtained quantitative data by employing descriptive approach through field survey in the form of researcher-made questionnaire checklist which aimed to appraise the status of teacher-education institutions in Manila City, Quezon City, and Rizal Province in the point of view of deans and faculty members. This study followed the exploratory approach that combined theoretical study office and review of the literature in the field of research, in addition to the method of field survey. More so, qualitative data were obtained through in-depth analysis and semi-structured interview (triangulation) with the deans and key teachers of selected teacher-education institutions.

Procedure of the Study

To determine the level of the selected teacher education institutions, the researcher requested for the accreditation numerical rating of the TEIs for the areas included in this study. For the institutions with no accreditation yet or refused to give their numerical ratings, the researcher acted the role of an accreditor and assessed the TEIs based on the documents and hard data presented.

Documentary analysis was employed to determine the performance in the licensure examination for teachers of the selected teacher education institutions for the past three years.

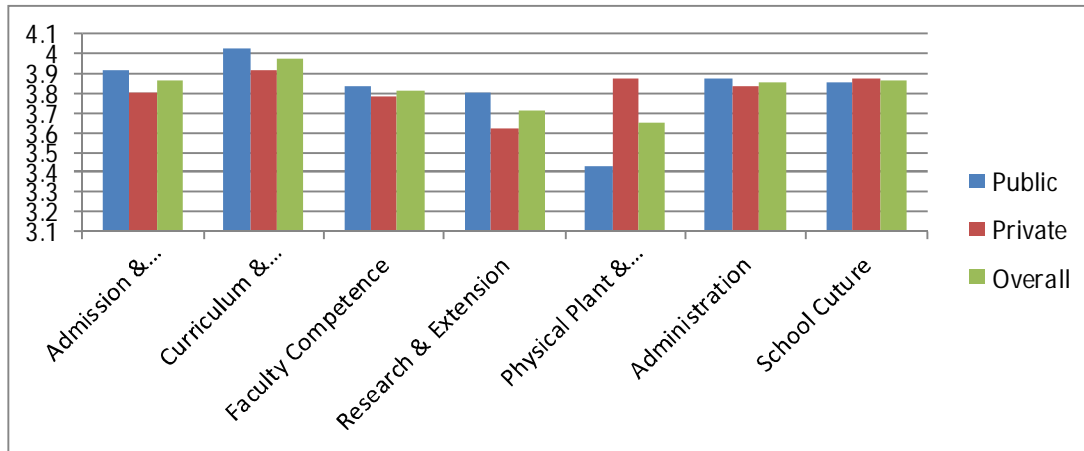
This research also conducted an intensive and in-depth analysis of the policies on admission and retention, the curriculum and delivery modes of instruction, and faculty academic preparation or vertical articulation. The study extensively looked on how research outputs were utilized to improve instruction, the strategies in physical plant and facilities upgrading, administrative support on the various activities and undertakings of the college and on how the school culture affects the teaching-learning process.

Furthermore, the researcher conducted a semi-structured interview with the deans/heads and key teachers of the selected teacher-education to solicit qualitative data that supported and enhanced the discussion and interpretation of findings in this study.

Upon retrieval of questionnaires, and after the in-depth analysis and interview, data were tallied, computed, analyzed, and interpreted. Statistical investigation using descriptive statistics, cluster analysis and regression analysis were conducted to address the different problems of the study. The study relates the performance of the teacher education institutions with the analysis of the aforementioned areas.

Results and Discussions

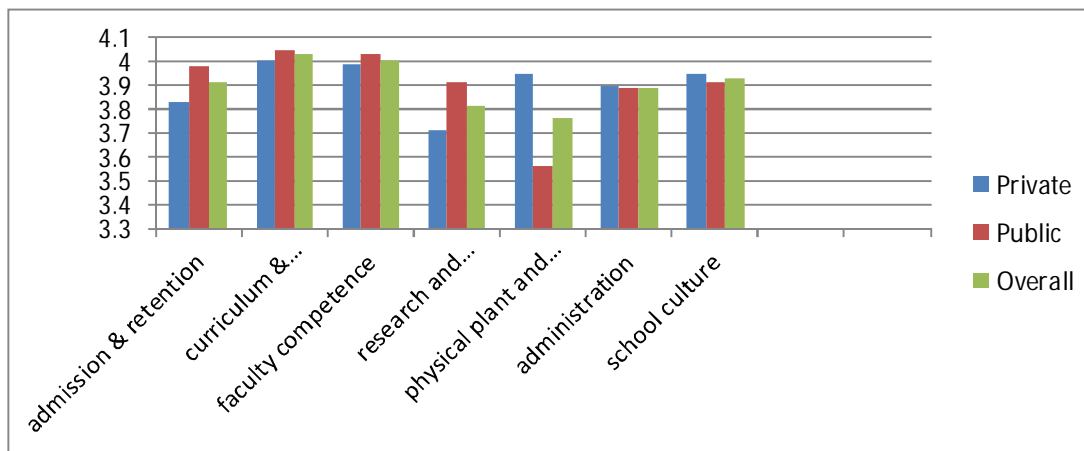
Graph 1
Composite Graph on the Status of Teacher Education Institutions



The status of teacher education institutions with respect to their provisions in admission and retention policy, curriculum and instruction, research and extension, and administration as Highly Evident; with respect to faculty competence, it was assessed that the faculty members are Highly Competent; with respect to physical plant and facilities, it was rated as Very Good; with respect to school culture, it was assessed that teacher education institutions possess Positive Culture.

It can be noted on graph 2 that the respondents assessed the status of teacher education institutions with respect to their provisions in admission and retention policy, curriculum and instruction, research and extension, and administration as Highly Evident; with respect to faculty competence, it was assessed that the faculty members are Highly Competent; with respect to physical plant and facilities, it was assessed as Very Good; with respect to school culture, it was assessed that teacher education institutions possess Positive Culture.

Graph 2
Composite Graph on the Status of Teacher Education Institutions As Assessed by the Deans and Faculty Members



It can be seen in the table, public and private teacher education institutions do not differ significantly with respect to admission and retention policy, curriculum and instruction, faculty competence, research and extension, administration, and school culture. However, with regard to the physical plant and facilities, the table displays that there is a significant difference between public and private teacher education institutions. This is in concomitant with the study of Cynthia and Megan (2008) who confirmed a strong positive relationship between quality and school facilities and student achievement. Moreover, Ibanez (2008) opined that the strength of the curriculum does not only depend on the relevant content of the course and the qualifications of faculty but also in the quality and adequacy of its facilities and equipment.

Table 1

Significant Difference Between the Status of the Selected Public and Private Teacher Education Institutions with Respect to the Independent Variables

	Group	Mean	Sd	T	Df	Sig	H _o	VI
Admission and Retention Policy	Private	3.83	0.84	1.411	188.942	.160	Accept	Not Significant
	Public	3.98	0.67					
Curriculum and Instruction	Private	4.01	0.80	.339	199	.735	Accept	Not Significant
	Public	4.05	0.71					
Faculty Competence	Private	3.99	0.89	.324	189.528	.746	Accept	Not Significant
	Public	3.56	0.75					
Research and Extension	Private	3.71	0.92	1.656	196.436	.099	Accept	Not Significant
	Public	3.91	0.79					
Physical Plant and Facilities	Private	3.95	0.94	3.270	190.702	.001	Reject	Significant
	Public	3.56	0.75					
Administration	Private	3.90	0.82	.085	201	.932	Accept	Not Significant
	Public	4.03	0.74					
School Culture	Private	3.95	0.71	.379	199	.705	Accept	Not Significant

Table 2

Significant Difference Between the LET Performance of Public and Private Teacher Education Institutions for the Past Three Years

	Type	Mean	Sd	t	Df	Sig	H _o	VI
APR2010	Private	29.99	31.30	.841	10	.420	Accept	Not Significant
	Public	43.42	23.45					
SEPT2010	Private	39.51	25.43	.556	10	.590	Accept	Not Significant
	Public	31.09	26.98					
APR2011	Private	40.69	24.50	.055	10	.957	Accept	Not Significant
	Public	40.00	18.06					
SEPT2011	Private	38.82	29.43	.054	10	.958	Accept	Not Significant
	Public	37.93	26.82					
MAR2012	Private	53.93	24.46	.171	10	.868	Accept	Not Significant
	Public	51.72	20.16					
SEPT2012	Private	57.92	27.82	.107	10	.917	Accept	Not Significant

	Public	56.42	20.32					
Overall	Private	43.48	25.92	.007	10	.995	Accept	Not Significant
	Public	43.38	20.79					

With respect to the administration of the Licensure Examination for Teachers from April 2010 to September 2012, there is no significant difference between the LET performance of public and private teacher education institutions for the past three years. This finding is in agreement with the study conducted by Catura (2007) when she revealed that there is no significant difference between passers and non-passers in LET in terms of type of school where they graduated from.

Table 3a

Cluster Analysis of Public and Private Teacher Education Institutions as to the Status and Performance in LET

Case Number	School Type	TEI	Cluster	Distance
1	Public	X1	1	.972
2	Public	X2	2	3.174
3	Public	X3	3	3.665
4	Public	X4	2	6.167
5	Public	X5	1	4.488
6	Public	X6	2	3.149
7	Private	X7	1	12.678
8	Private	X8	2	3.665
9	Private	X9	2	4.629
10	Private	X10	1	8.208
11	Private	X11	3	3.665
12	Private	X12	2	6.756

Table 3b

Final Clustering of Public and Private Teacher Education Institutions as to the Status and Performance in LET

Variables	Cluster		
	1	2	3
Admission and Retention Policy	3.23	3.68	4.60
Curriculum and Instruction	3.45	3.87	4.75
Faculty Competence	3.25	3.28	4.60
Research and Extension	3.35	3.80	4.40
Physical Plant and Facilities	3.13	3.65	4.40
Administration	3.25	3.53	4.60
School Culture	3.35	4.00	4.40
LET Performance	21.79	44.43	83.72

With respect to the abovementioned variables, the TEI's were grouped into three clusters. Cluster 3 which is composed of X11 and X3 has the highest status in all the aforementioned aspects and in the LET performance followed by Cluster 2 which is made

up of X2, X4, X6, X8, and X12. The lowest among the three clusters in all aspects and in LET performance is Cluster 1 which is composed of X1, X5, X7, and X10.

It can be inferred from the table, the higher status of the TEIs in terms of the aspects included, the better is the performance in the licensure examination for teachers. From this finding, it can be said that in order to obtain a high passing percentage in LET, TEIs must improve its status holistically.

Table 4

Regression Analysis on the Teacher Education Program Performance of the Selected Public and Private Teacher Education Institutions

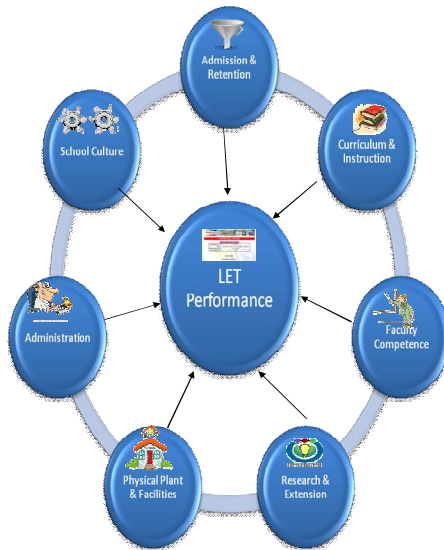
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std Error	Beta		
(Constant) Curriculum and Instruction	-80.936	25.439		-3.182	.010
	32.094	6.497	.842	4.940	.001
(Constant) Curriculum and Instruction Admission and Retention	-124.749	25.570		-4.879	.001
	90.888	22.196	2.385	4.095	.003
	-49.958	18.361	-1.585	-2.721	.024
(Constant) Curriculum and Instruction Admission and Retention Faculty Competence	-130.814	20.945		-6.246	.000
	77.899	18.858	2.044	4.131	.003
	-55.774	15.127	-1.769	-3.687	.006
	21.516	9.078	.582	2.370	.045

It can be gleaned from the table, admission and retention policy, curriculum and instruction, and faculty competence are significantly correlated with the LET performance, therefore, it can be concluded that these aspects can predict the performance of teacher education institutions in the licensure examination.

The findings is supported by the study of Pascua and Belen (2011) when they found out that degree of course is associated with LET performance; the higher the grade point average (GPA), the higher the expected LET performance. More so, it is fortified by the study of Espino *et al.* (2011), when they emphasized that LET performance of the graduates is affected curriculum factor, and that that performance in the licensure examination was related to teaching performance.

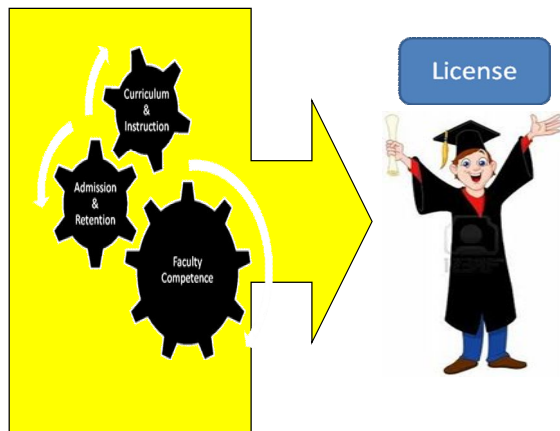
Based from the findings of this research, two theories are hereby formulated: the Holistic TEI Theory and the Three-Tiered Theory on LET Performance Enhancement with their corresponding theory modelings.

The Holistic TEI theory states that in order for a teacher education institution to perform better in the licensure examination, it must have a holistic package. Meaning to say, teacher education institutions must improve and further enhance its status with respect to admission and retention policy, curriculum and instruction, faculty competence, research and extension, physical plant and facilities, administration and school culture.



Holistic TEI Theory Model (Faltado, 2013)

The second theory is the Three-Tiered Theory on LET Performance Enhancement. It states that the performance in the Licensure Examination for Teachers is predicted by three aspects, the admission and retention policy, curriculum and instruction and faculty competence.



Three-Tiered Model on LET Performance Enhancement (Faltado, 2013)

Conclusions

Based on the findings of this study, the following conclusions were formulated:

1. There public and private teacher education institutions are just comparable in terms of admission and retention policy, curriculum and instruction, faculty competence, research and extension, administration, school culture. However, they significantly differ with respect to physical plant and facilities with the private TEIs having an advantage.
2. Type of school is not a factor in passing the Licensure Examination for Teachers.
3. TEIs with greater mean status and higher LET performance cluster together and TEIs with lower mean status and lower LET performance cluster together.
4. Admission and retention policy, curriculum and instruction and faculty competence are the predictors of teacher education program performance in the licensure examination.

Recommendations

Based on the results of this study and the conclusions formulated, the following recommendations are hereby suggested:

1. Public teacher education institutions may make systematic provisions on physical plant facilities maintenance and upgrading. A separate department may be created and sustained whose responsibility is mainly on maintaining, improving and finding ways and means on how physical plant and facilities will be at par with the national standards.
2. Teacher education institution may have a system for selective admission and retention of students. There must be strict measures on who can enter the teacher education program based on the general average in high school, result of admission test or aptitude test and interview. TEIs must also maintain a serious retention policy on who can stay in the program.
3. TEIs may make it sure that they have a curriculum which is constructively aligned with the framework set not only by the CHED but also by the PRC. They must also enrich their curriculum relevant to the needs of the community anchored on the mission, vision and philosophy of their respective schools which may be done by integrating additional subjects
4. Teacher education institutions may have rigorous selection and hiring process to come up with a competent teaching force. They should also observe the vertical alignment of the degrees obtained by the faculty members and assign teaching loads within their field of expertise only.
5. Activities related to the licensure examination for teachers may be institutionalized like the conduct of qualifying exams, pre-board exams and mock examinations. Refresher courses must be integrated in special topics which will be handled through team teaching.
6. A parallel study may be conducted to revalidate the findings of the present study. Other researches may also be performed which will include variables not employed in this study like the age of school, accreditation level and the non-cognitive factors of the LET takers.

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Researcher's Bio-sketch

Dr. Ruben E. Faltado III obtained his Bachelor's Degree in Secondary Education major in General Science (Magna Cum Laude) from University of Rizal System (URS), his Master's Degree in Education from University of the Philippines-Diliman and his Doctorate Degree in Education (with Academic Excellence Distinction) from URS . In current capacity, he is an associate professor in the College of Education of Technological Institute of the Philippines.