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RESEARCH ARTICLE

A COMPARATIVE STUDY IN THE PERFORMANCE OF THE FIRST TAKERS OF THE LICENSURE EXAMINATION FOR TEACHERS (LET): AN ACTION RESEARCH

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Abstract

The analysis of the data shows that there is a significant increase in the performance of the LET takers in the general education component of the LET when the number of sessions was increased in 2018 in-house review sessions. This means that the intervention was effective and impressive to both BSED and BEED programs. In like manner, there was also a slight increase in the performance of the BSED takers in their area of specialization. On the other hand, there was a stable performance in the professional education component of the LET for the two consecutive years. From the results of this study the researchers suggests that the CTE may continually review the curriculum to include varied professional activities and the inclusion of board type tests during the major term exams. More so, the components and competencies to be tested in the LET and the equivalent weights will be explained to the students during their junior and senior years, for them to be prepared when they will take the subject educational synthesis and the in-house review program.

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Introduction:-

The performance of the graduates in the licensure examination and their employability are key performance indicators in quality assurance and reputation of an institution. Stakeholders and policy makers always gauge the effectiveness of a curricular program through its graduates' employability and performances in the licensure examination (Tan 2016 & Visco, 2015) as cited in the work of Botengan, Bansiong, & Kudan (2016). Among private Higher Education Institutions (HEIs), high performances in the Licensure examinations are used to attract prospective enrollees. Several measures are undertaken by Teacher Education Institutions (TEIs) to have a better performance in the Licensure Examination for Teachers (LET) such as intensifying their admission and retention policies as to admit and retain only the most qualified students, and in-house review program.

In the context of Liceo de Cagayan University, several measures are observed such as increasing the cut-off passing percentage for professional education courses and major subjects and sustaining the in-house review program to prepare the graduates in the LET. Based on the previous LET results, it was found out that the weakest area in the LET components was in the general education courses for both the BSED and BEED programs and the specialization for the BSED program (Puertos, 2015 & Valle, 2019). Both Puertos and Valle recommended to increase the number of sessions in the general education component of the LET during the in-house review. In the March and September 2019 in-house review, the number of sessions for general education courses was increased compared to 2018 review sessions. It is on this premise that this action research was conducted to find out if the 2019 LET takers performed better than the 2018 takers in the general education component of LET.

Methods:-

This study made use of the descriptive method of research with documentary analysis. The LET ratings were secured from the office of the dean hence, the office has copies of the results of the LET from the Professional Regulations Commission (PRC). The documents were analyzed using descriptive statistics such as mean and standard deviation to ascertain the takers performance in the areas tested in the LET. T-test for independent samples was used to compare the results of the 2018 and 2019 LET performance.

Results And Analysis:-

Problem 1. What is the performance of the first takers in the Licensure Examination before and after increasing the number of sessions in the general education component?

Table 1:- Performance of the BSED First Takers in the LET.

BSED	General Education		Professional Education		Specialization	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
2018	78.83	6.75	75.89	8.17	71.37	8.91
2019	83.55	6.33	75.82	7.65	75.18	8.51

Table 1 presents the performance of the BSED first takers in the LET from 2018 to 2019. It can be gleaned from the table that there are differences in the mean ratings of the takers in the three components of the LET. The highest variance (4.72) is obtained by the first component of the LET which is the general education subjects; this is followed by the specialization component with a variance of 3.81. This means that there is an increase in the performance of the LET takers when the number of sessions in the general and specialization components are increased as recommended by the studies conducted by Puertos (2017) and Valle (2019). On the other hand, there is a slight decrease in the professional education courses (-0.07). This implies that the CTE should maintain her practices in the in-house review specifically on the professional courses; hence, for the secondary more weight (40%) is taken from this component for an examinee to pass the LET.

Table 2:- Performance of the BEED First Takers in the LET.

BEED	General Education		Professional Education	
	Mean	Standard Deviation	Mean	Standard Deviation
2018	67.14	11.67	71.74	10.5
2019	82.05	9.01	71.64	10.90

The data in Table 2 reveal the performance of the BEED first takers in the LET for two consecutive years 2018 and 2019. It can be inferred from the table that there is a significant increase in the performance of the takers in the general education component. The 2018 result showed that the mean average is only 67.14 which is a failing rating in the Professional Regulatory Commission (PRC). However, in the 2019 result the mean average is 82.05 which is a passing rate as set by the PRC. There is a variance of 14.91 in this component of the LET which implies that the intervention of increasing the sessions for general education in the in-house review is effective. On the other hand, a slight decrease (-.10) in the performance of the takers in the professional courses existed which is also true with the BSED performance. The CTE must intensify her in-house review program not only in the general education courses and specialization but also in the professional courses especially that 60% is taken from this component for a BEED taker to pass the LET.

Problem 2. Is there a significant difference in the performance of the LET before and after increasing the number of sessions in the general education component?

Table 3:- T-Test Results on the Significant Difference among BSED Takers.

Components	Levene's Test for Equality of Variances		Sig. (2-tailed) P-value	Interpretation	Decision on Ho
	F	Sig.			
General Education	.019	.891	.000	Significant	Reject
Professional	.138	.711	.961	Not Significant	Accept

Education					
Specialization	1.378	.243	.021	Significant	Reject

Table 3 presents the T-Test results on the significant difference in the LET performance among BSED takers from 2018 to 2019. It can be observed from the table that a significant difference exists in the general education and specialization for BSED takers as evident on the P- values of .000 and 0.021, respectively which is less than 0.05. Hence, the null hypothesis is rejected. Therefore, increasing the number of sessions in the general education subjects and specialization during the in-house review program of the CTE has a significant bearing in passing the Licensure Examination for Teachers. On the other hand, there is no significant difference in the professional education courses of LET as indicated by the P-value of 0.961. This implies that the performance of the takers during 2018 and 2019 along the professional education component of the LET has no significant difference.

Table 4:- T-Test Results on the Significant Difference among BEED Takers.

Components	Levene's Test for Equality of Variances		Sig. (2-tailed) P-value	Interpretation	Decision on Ho
	F	Sig.			
General Education	4.505	.037	.000	Significant	Reject
Professional Education	.148	.701	.965	Not Significant	Accept

The data in Table 4 display the test of significant difference in the performance of BEED first takers during the school years 2018 and 2019. It can be deduced from the table that a significant difference exists in the general education component of the LET as indicated by the P-value of .000. The result implies that increasing the number of sessions in this component of the LET during the in-house review program of the CTE makes a significant difference in the performance of the LET takers. However, no significant difference exists in the professional education course components in the LET during 2018 and 2019 board results as evident of the P-value of .965. The finding finds support to the previous finding that a significant difference exists in the general education course component of the LET during the 2018 and 2019 board results among BSED takers. Likewise, there is no significant difference in the professional courses component of the LET among BSED takers during the periods of 2018 and 2019.

Discussion:-

This research was conducted to determine the results of the intervention conducted by the CTE in the in-house review program in increasing the number of sessions in the general education component of the LET as recommended by Puertos (2017) and Valle (2019). The analysis of the data shows that there is a significant increase in the performance of the LET takers in the general education component of the LET when the number of sessions was increased in 2019 in-house review sessions. This means that the intervention was effective and impressive to both BSED and BEED programs. In like manner, there was also a slight increase in the performance of the BSED takers in their area of specialization. On the other hand, there was a stable performance in the professional education component of the LET for the two consecutive years. From the results of this study, the researchers suggest that the CTE may continually review the curriculum to include varied professional activities and the inclusion of board type tests during the major term exams. Likewise, the cut-off score for professional education courses and major subjects should be strictly implemented. More so, the components and competencies to be tested in the LET and the equivalent weights will be discussed to the students during their junior and senior years, for them to be prepared when they will take the subject educational synthesis and the in-house review program.

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