

Factors Influencing the Licensure Examination for Teachers (LET) Performance of MSU Lanao National College of Arts and Trades: A Basis for Action Plan

LILY B. CAYE

*MSU- Lanao National College of Arts and Trades
Marawi City, Philippines*

Abstract – Nowadays, the academic performance of teacher education graduates is consequential corresponds to their performance in Licensure Examination for Teachers (LET). As a whole, positive and strong interdependence was proven between the graduates' academic achievement in college and their licensure examination performance. The education graduates have met challenges in today's educational standards where competencies are always changing. In response to the call of academic excellence, passing the Licensure Examination for Professional Teachers not only serves as a doorway to the teaching profession but a significant indicator of quality standard. This study focused on identifying the factors affecting the LET Performance of the Education graduates of MSU-Lanao National College of Arts and Trades in Marawi city. The respondents were selected takers of LET from year 2019 to 2022. Furthermore, this study made use of quantitative and qualitative approach. The data were collected through the use of survey questionnaires and supported by an interview. This sought to investigate the demographic profiles of the respondents such as Civil status, Employment Status and identified the factors affecting the LET takers performance of the respondents such are personal, family and academic. The perceived challenges associated with the respondents' LET preparations and to outline an action plan based on the recommendation of the study. The study made use of convince sampling. The data were collected from one hundred thirty -six (136) sample who took the LET from year 2019 to 2022. Based on the findings, there were factors that influence the LET performance of the respondents. It was found out that respondents have general agreement on personal, family or home environment and academic factors affecting LET performance. It showed in their responses the "often" remarks which imply that they these factors influence their preparation and performance. On the other hand,

the qualitative data of this study also supported this result by describing some key challenges such as time management and alignment of courses with LET content and demands that affected their preparations. One of the highlighted recommendations that this study has proposed was the institutionalization of review courses to improve the performance of the graduates.

Indexed Terms - Factors, Licensure Examination for Teachers, and Performance

I. INTRODUCTION

The quality standards have been imposed to the education sector to standstill in the midst of national and international competition. This standard is directly linked to the competency of its teachers. With this, the Licensure Examination for Professional Teachers serves as a doorway to the teaching profession in a world where educational standards and competencies are always changing. Meanwhile, education graduates face obstacles that have an unforeseen negative impact on their exam performance even after receiving academic preparation. Understanding the factors affecting the performance of the graduates will allow stakeholders to address the gaps in the current educational and review systems.

According to Dagdag, et al. (2017), Teacher Education graduates are required to take the Licensure Examination for Professional Teachers (LEPT) to exercise their profession. When a person passes the examination, he or she will not only gain prestige and honor, but also the competitive advantage over those who did not pass the LET. The Republic act No. 7836 or otherwise known as the Philippine Teacher Professionalization Act of 1994 mandated that any person who wants to practice his/her profession in Education is required to pass the Licensure Examination for Teachers (LET). Giving by the Professional Regulation Commission (PRC). The Licensure Examination is the significant measure to ensure the quality of teacher education. Likewise,

according to Antiojo (2017), passing the licensure for teachers is an indication of quality education.

Moreover, Licensure Examination for Teachers (LET) is a test of the overall knowledge and proficiency of prospective teachers to provide a reliable structure, which can be measured and proven, and it gives access to continuing growth and development. Valle, A. and Brobo, M. (2022) emphasized that having a license to teach is necessary to ensure that teachers who want to teach in a classroom are prepared to take on this responsibility. It is right to argue that passing the licensure exam has been the focus of the tertiary education institutions in the Philippines. Therefore, educational institutions may conduct benchmarking activities with other top performing schools in LET. Surprisingly, Higher Education Institutions (HEIs) in the country place high regard in courses with licensure examinations. These institutions offering teacher education curriculum are establishing their brand of quality education by producing graduates who are performing well in their licensure examination for professional teachers. Hence, it is argued that the graduates' performance in their licensure examination is related to their academic achievement. Furthermore, it is a great challenge for the educational institutions to develop review programs, which will eventually help students and institutions in their licensure examinations performance.

Given the significant role that the LET plays in determining the future careers of the education graduates, it is crucial for MSU-LNCAT to identify the different factors that influence their preparation and exam performance for their graduates. Many existing studies primarily focus on the academic preparedness or the effectiveness of review programs and the impact of external stressors to LET performance. However, there is a need for more research that connects these factors to practical interventions, offering actionable strategies that can be implemented by the school. This study sought to contribute to the improvement of teacher LET performance of the education graduates of MSU-LNCAT to ensure that future educators are well-prepared and capable of providing high-quality education.

In addition, the study aimed to provide insights that can help educators and the institution develop targeted interventions that will improve the overall success rate of their LET takers. The figure 1 presented illustrated the dependent variables that were taken into consideration in this study. The primary objective of this research was to comprehensively identify the factors affecting the LET performance of the graduates of MSU-LNCAT, Marawi City. To guide the analysis of this study, a systematic model was introduced as a framework.

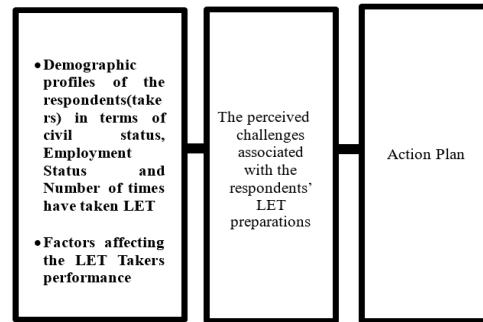


Figure: 1 Schematic Diagram of the Conceptual Framework

This schematic diagram was composed of three main components. The first box described the demographic profile and the factors affecting the LET takers performance. The second box showed the perceived challenges associated with the respondents' LET preparations. The third box described the proposed action plan. This research framework was instrumental in aiding the researchers in identifying the factors affecting the LET takers performance of the Education graduates of MSU-LNCAT, Marawi City.

II. METHODOLOGY

The study analyzed the factors influencing the licensure examination for teachers (LET) performance of MSU Lanao National College of Arts for a basis to make an action plan. Hence, the researcher used a mixed method. This study utilized survey-questionnaires as instruments to gather data and conduct interview to the selected respondents. Data gathering was conducted through convenience sampling. The selection of participants was based on predetermined criteria to ensure diversity and representation within the study. While the exact number of LET takers from year 2019 to 2022 were five hundred ten (510), these includes the repeaters, only one hundred thirty-six (136) served as participants that provide valuable insights into the factors affecting LET takers performance. This approach ensured an understanding of the challenges faced by graduates who took the board exam within the study's scope. The data that were collected were subjected to different statistical analysis namely frequency and percentage distribution to determine the response of the respondents on their profile and questionnaire and weighted mean to calculate the central value of observations answered by the respondents. On the other hand, thematic analysis was used to analyzed and interpret the qualitative data of the study.

III. RESULTS AND DISCUSSION

This section presents the results of the factors influencing the LET performance of the education

students graduated from year 2019 to 2022. On the demographic profile of the respondents, the findings revealed that 76.5 % were females and 50.1 % were single. In terms of employment, at least 50.7 % were unemployed and 49.3 % were fulltime employed. Furthermore, on the factors influence the students’ performance in LET, the table 1 presents the overall weighted mean of 2.67, descriptively define as “often” in terms of respondents’ personal factor.

Table 1
Weighted Mean Rating Value of the Respondents
in Terms of Personal Factor

Personal Factor	Weighted Mean	Literal Description
I am confident in my own abilities and knowledge to perform well in the LET.	2.50	Often
I struggled with self-doubt and lack of confidence throughout my LET preparation.	2.58	Often
I maintain a healthy balance between studying and other activities.	2.49	Sometimes
I struggled with stress and worries related to the uncertainty of exam content.	2.63	Often
I struggled with time management in preparing for the LET.	2.50	Often
Average	2.67	Often

Legend: 1-1.74 never; 1.75-2.49 sometimes; 2.50-3.24 often; and 3.25-3.99 always

Moreover, the results revealed that all the indicators have “often” remarks which imply that personal factors often influence their preparation in taking LET. However, the indicator, “I maintain a healthy balance between studying and other activities.” has a 2.49 weighted mean and mark as sometimes which shows the inability of the respondents to maintain a healthy balance between studying and other personal activities. The findings suggest that despite the respondents relied on their abilities and knowledge, personal challenges such as stress, worries, struggled with time-management and self-doubt have affected their preparation in taking LET. This is supported by Briones, M. and Romero, V. (2020) study, they suggest that respondents were exceptionally high in their personal drive along self-motivation but their commitment or goal setting needs to be defined. The use of resources was noted to be very highly used along study skills but health habits was the least given attention.

Table 2
Weighted Mean Rating Value of the Respondents
in Terms of Family / Home Environment

Personal Factor	Weighted Mean	Literal Description
I have a quiet and conducive environment for studying at home.	2.50	Often
Family responsibilities and obligations affected my study time.	3.20	Often
My family provided support and assistance as I prepared for the LET.	2.76	Often
Family conflict and demands have created challenge in maintaining focus on my LET preparation.	3.23	Often
Family pressure and expectations have affected my LET preparation.	2.74	Often
Average	2.89	Often

Legend: 1-1.74 never; 1.75-2.49 sometimes; 2.50-3.24 often; and 3.25-3.99 always

Table 2 presents the weighted mean value and descriptive rating of family and home factors influencing the LET performance of the respondents. Based from the presented data, an average of 2.89 descriptively define as “often”. All indicators are marked as often. It implies that the respondents have general agreement on the family and home environment factors. These factors are believed to have influence the performance of the takers.

The present study provides evidence that family/home environment-related variables are significant driver in LET success. It is similar to the study of Akee et al. (2015), they conclude that the intergenerational transmission of disadvantage is very closely related to factors determined by the family environment. There are well known confounding issues as income is closely linked to parental effort, skills and preferences, which directly affect children’s short- and long-term outcomes.

Therefore, it showed that family and economic status contributes to higher chances of passing the LET. According to Hoover – Dempsey et al (2005) factors that influence parent ability to activity contribute to a child education influence by four constructs. the parental role construction which its shaped but the belief, perception and experience of the parent, the innovation of the parent by the teacher and school to be active participants in the education of their children, the socio-economic items.

Table 3
Weighted Mean Rating Value of the Respondents
in Terms of School Challenges

Personal Factor	Weighted Mean	Literal Description
The curriculum and instructions I received in my education adequately prepared me for the LET.	2.64	Often
I had met new concepts that were not fully covered in my school which made it difficult for me to comprehend some questions in the LET.	3.12	Often
I received support and guidance from the school especially from my teachers	2.68	Often
The courses I received in my education were relevant to the LET content.	2.76	Often
The school LET review has provided adequate resources for the LET.	2.62	Often
Average	2.80	Often

Legend: 1-1.74 never; 1.75-2.49 sometimes; 2.50-3.24 often; and 3.25-3.99 always

Table 3 above presents the weighted mean value and descriptive rating of the academic factors that influence the performance of LET takers. Based from the presented data, a total of 2.80 average of weighted mean and descriptively define as “often”, and all indicators are marked as often. The result implied that the respondents have general agreement on the academic factors. It shows that the education received by the students have a significant effect on their LET performance. Furthermore, it is highlighted that highest mean among the indicators is encountering new concepts that are not fully covered in the school. The school challenges had great impact on students’ preparation in taking LET when still schooling. The results further implied that the support of the school to the preparation of students is significant to the students’ performance in LET.

It is believed that gaps in knowledge lead to a lack of understanding, which can prevent students from passing the board exam. It is cleared that students often feel very anxious about exams, due to the high stakes and high-pressure nature of exams. It is also believed that the academic achievement of teacher education graduates is significantly correlated to their performance in the LET. As a whole, a positive and strong correlation was proven between the graduates' grade weighted average in college and their licensure examination performance. Surprisingly, the performance of the education graduates in the board exam entails the collaborative efforts of both the internal and the external stakeholders. These internal stakeholders include the LET takers, administration, and the faculty. In contrast, the external stakeholders were the family, resource persons and other people who may be indirectly connected to the LET takers.

These people have a comprehensive role in measure of the students for LET, then to the performance of the graduates in the exam.

Below are some formulated open-ended questions that described the perceived key challenges associated with the graduates’ LET preparations. Selected respondents of the study were asked to get an in-depth data that would support the quantitative result of this study. The following questions were asked: 1. *Can you describe the key challenges you faced while preparing for the Licensure Examination for Teachers (LET), and how did these challenges affect your performance?* and 2.) *What types of support or resources (e.g., review programs, mentoring, access to study materials) did you find most helpful in your LET preparation, and what additional support do you think could have improved your performance?* These questions are designed to explore the personal experiences of the respondents and the effectiveness of available support systems.

The researchers have asked the question “*Can you describe the key challenges you faced while preparing for the Licensure Examination for Teachers (LET), and how did these challenges affect your performance?*” to the interviewed respondents. most of the respondents replied that time management and alignment of courses with LET content and demands is necessary. Based from the qualitative data, when the respondents were asked of the key challenges that affect their LET preparations, the majority stressed that one key factor that is believed to be important were managing their time effectively. there was one who commented that “*I think balancing my studies and other activities result to insufficient time to review all the subjects thoroughly.*”

It was implied that some respondents were not fully prepared in taking the Licensure examination for teachers (LET). There was a tendency that after graduation, balancing study and other activities had been a challenge for them. It was also revealed that some of the respondents who were LET repeaters have emphasized the importance of time management in passing the LET.

On the other hand, some of the responses in an interview reflect the relevance and alignment of the curriculum with the content and demands of the LET as one of the key challenges that affected their LET preparations. There was one respondent who commented that “*The curriculum in school was enough, but I found that there were areas on the exam that we didn't cover in depth, which made it difficult for me to answer some questions.*”

It can be gleaned from the given response that comprehensive discussion of courses is relevant to help graduates have a better performance in LET. Based from the interview responses, it was

highlighted that the significance of alignment of courses with the content or demands of the LET is a vital resource in the students' preparation.

Recommended Support Systems to Improve LET Performance

The main objective of this study was to find out the variables affecting the LET performance of the takers. In order to construct and propose an intervention program, the researchers have asked the respondents about the type of support or resources did they find most helpful in LET preparation. They were also asked what additional support do they think could have improved their performance.

Based from the findings that were reflected in the interview, review programs provide more chances of better LET performance. It was revealed that respondents have received review sessions for LET in school during their last semester. This finding emphasized the need to have a more structured review class. This further implied that to have a systematic and structured review, a need to incorporate review courses into the school curriculum must be put into consideration. Furthermore, the relevant of aligning the review with the content of LET is also found to be an essential part of formulating a structured review.

The absence of structured, institutionally-provided review courses was noted as a significant gap in terms of school support in his study. Graduates expressed a more systematic, organized review sessions that are directly aligned with the LET objectives. While peer study groups and informal sessions are helpful, they cannot fully replace the comprehensive coverage and expert guidance provided by formal review programs. The formulated theme of the qualitative data of this study suggested that universities and institutions should take a more proactive role in offering structured review courses that are integrated into the curriculum.

In the Philippines, one of the maneuver of producing quality teacher is through to go beyond what was expected in licensure examination for teachers (LET). Passing the LET is one of the qualification requirements of every teacher based on the Philippine Teachers Professionalization Act of 1994 or Republic Act (RA7836) (<https://pcw.gov.ph/republic-act-7836-philippine-teachers-professionalization-act-of-1994>). Because of this, it is the duty and obligation of every institution to increase their performance in the LET which is one of the indicators of quality and excellence in education

CONCLUSION

In the light of the foregoing results, the following conclusions were drawn:

First, out of one hundred thirty-six (136) respondents, the findings revealed that 76.5% of them were female and 50.1%, single status, and 50.7 % from the total respondents were unemployed.

Second, the LET performance of the graduates from 2019 to 2022 was found out that compare to first-time takers, repeaters have low LET performance. This result concluded that repeaters pull down the passing percentage of the over-all takers in the MSU-LNCAT. In addition, this finding further indicated that these respondents have met challenges that affected their preparation in taking the board exam.

Finally, the factors influenced the performance of the LET takers such as personal, home/family and academic were found to influence the respondents' preparation. these factors have a significant effect on their LET performance. The qualitative data of this study emphasized the perceived key challenges associated with the graduates' LET preparations. Challenges such as time management and alignment of courses affected their performance. This means that respondents were challenged to balance their study and other personal activities. This further concluded that takers should be well-prepared and equipped with knowledge relevant to the guidelines, content and standard provided by CHED and PRC.

ACKNOWLEDGMENT

The researcher would like to express her thanks and gratitude, first, to the Almighty Lord for His blessings and guidance and giving her full strength to finished this study. Second, to her family, she is overwhelmed in all humbleness and gratefulness to acknowledge them, who had helped her putting ideas for the completion of this paper. For their love and endless valuable support, especially their prayers. Finally, to her colleagues who had helped her to complete this paper successfully.

REFERENCES

[1] Akee, R., et. al. (2005). How Does Household Income Affect Child Personality Traits and Behaviors? Paper 21562 <http://www.nber.org/papers/papers/w21562>.
 [2] Antiojo, L. (2017). Performance of Education Graduates in the Licensure Examination for

- Teachers/LET.
<https://www.researchgate.net/publication/320384905>
- [3] Briones, M. and Romero, V. (2020), Examining the Personal Factors Affecting Licensure Examination Preparation. Vol.1, No.2. Journal of English Education and Linguistics. DOI. <https://doi.org/10.56874/jeel.v1;252>
- [4] Chan-Rabannal, G. (2016). Academic Achievement and LET performance of the Bachelor of Elementary Education Graduates, University of Northern Philippines. International Journal of Scientific and Research Publications, 6(6): 455-461.
- [5] Dagdag, J.D, Samiento, C. S., Ibale J.C. (2017). Examining the factors of licensure examinations for teacher performance for program strategy enhancement. Asia Pacific Journal of Multidisciplinary Research, 5(4), 34-39.
- [6] Hoover-Dempsey, et. al. (2005) Why Do Parents Become Involved? Research Findings and Implications. The Elementary School Journal 106(2):105-130. DOI:10.1086/499194.
- [7] Tan, D.A., et.al. (2023). Academic Training and Institutional Interventions on Graduates' Performance in the Licensure Examinations
- [8] Ferrer, R.C., Buted, D.R. (2015). Performance of BSEd science graduates in licensure examination for teachers: Basis for regression model. Asia Pacific Journal of Multidisciplinary Research, 3(5), 1-6.
- [9] Nool, N.R., Ladia, M.A.P. (2017). Trend of Performance in the Licensure Examination of Teacher Education Institutions in Central Luzon Philippines. Internal Journal of Applied Engineering Research, Volume 12, Number 24 (2017) pp.15734-15745.
- [10] Rabanal, G. (2016). Academic Achievement and LET Performance of the Bachelor of Elementary Education Graduates, University of Northern Philippines. International Journal of Scientific Research Publications, 6(6), 455-461.
- [11] Republic Act (RA7836) (<https://pcw.gov.ph/republic-act-7836-philippine-teachers-professionalization-act-of-1994>)
- [12] Sunio-Jamero, Eleanor (2023). Predictors of LET Performance among COE Graduates: Basis for the Development of Education Students' Excellence (EduStEP). International Journal of Innovation Scientific Research and Review, Vol. 5, Issue 3, pp.4101-4109.
- [13] Valle, A. and Brobo, M. (2020). Academic Achievement and LET Performance of Teacher Education Graduates. Vol. II Issue 2:1020. DOI.10.21275/SR22218105125.