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RESEARCH ARTICLE

STUDENTS' ACADEMIC AND LET PERFORMANCE: A CORRELATIONAL STUDY

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ABSTRACT

Performance in board examinations is regarded as one of the indicators of the quality of education provided by the Teacher Education Institutions (TEIs) in the country. Responding to the call for quality education, this correlational study is conducted to determine LET performance and its relationship to the academic performance of College of Teacher Education (CTE) students from 2018 to 2021. This research utilized a descriptive-correlational research design to determine the relationship between academic performance and LET performance of CTE students. Data revealed that the students' academic performance in the university has a weak relationship with their LET performance.

INTRODUCTION

The Licensure Examination for Teachers (LET) is considered the ultimate measure and the standard indicator of one's readiness to practice the teaching profession. Likewise, the LET serves as a "gauge" of the TEI's curriculum effectiveness. The Teacher Education Institutions (TEIs) in the Philippines exert maximum efforts to improve the performance in the Licensure Examination for Teachers (LET). The passing percentage of the TEI seemingly defines its reputation. The figure is translated as the bragging rights of the TEI. It strongly indicates the TEI's success in delivering quality instruction and its capacity to prepare pre-service teachers for the requirements deemed necessary to practice the profession as stipulated in RA 7836 otherwise known as the Philippine Teachers Professionalization Act of 1994. Given the significance of the LET, several studies to improve graduates' performance in the LET were conducted. In (Pascua, J.B., & Navalta, J.D, 2011) and (Nyangena, E., Getanda, A. & Ngugi, S. 2013) studies, data revealed that grade point average is one of the main factors associated with the LET performance of students. In like manner, M.G. Gabasa and A.R. Raqueño (2021) showed that there is a significant relationship between the students' academic performance and LET performance in all areas namely General Education, Professional Education, and major subjects. Other studies, however, did not take the same position.

Aragon (2012), showed that a strong performance in academics does not guarantee a passing rate in the LET. Apparently, R. Pachejo & W. Allaga (2013), and S. Aberin, N.L. Sermona, & M.T. Fajardo (2019) disclosed that there is a very weak relationship between the performance of the students in the LET and their academic grades. Further, Visco (2015) had failed to establish that the academic achievement of graduates can be a predictor of students' performance in the LET. Given the opposing literature, this study is conducted to contribute to the knowledge of the wider community as the correlation between the students' academic performance and LET performance for three years on different examination dates is further determined.

THEORETICAL BACKGROUND

The Cognitive Theory of Learning emphasizes the role of motivation, metacognition, and cognitive strategies in the process of knowledge acquisition and skill development. Motivation is seen as a driving factor that motivates learning activities, as proposed by theorists along the lines of Albert Bandura. Learners' intrinsic and extrinsic value to achieve goals have a major impact on the depth and persistence of their learning. Metacognition, influenced by John Flavell's work, is essential for effective learning since it involves awareness and control of learning processes. Learners who can check their learning, evaluate their tactics, and make necessary adjustments are better prepared to grasp complicated subjects. Cognitive Strategies, as demonstrated by experts such as David Ausubel and Richard Mayer, include tactics such as arranging knowledge meaningfully or organization, elaboration, and

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retrieval practice to improve learning efficiency. These linked parts of the Cognitive Theory of Learning together govern how individuals approach, engage with, and extract meaning from the educational environments they encounter.

OBJECTIVES

The study entitled Student's Academic and LET performance: A Correlational Study aims to determine the relationship between the academic and LET performance of UCLM-CTE students. Specifically, this study seeks to answer the following question: (1) assess the performance of UCLM CTE students in the general education and professional education, (2) assess the performance of UCLM-CTE students in the Licensure Examination for Teachers (LET), (3) determine the correlation between the academic and LET performances of UCLM-CTE students, and (4) propose a departmental policy for LET enhancement.

METHODOLOGY

This quantitative study employed a descriptive- correlational research design to determine the relationship between the academic and LET performance of UCLM-CTE students from 2018 to 2021. Academic Performance such as GPA for General and Professional Education and the LET ratings were secured from the Office of the College of Teacher Education and from the Record Section upon request for the examination periods 2018-2021. The study's participants were the College of Teacher Education (CTE) Bachelor of Elementary Education students who took the Teacher Licensure Examination from SY 2017-2018 to S.Y. 2020-2021. The sample participants were chosen from a group of unsuccessful LET applicants. In the same proportion, a population of failed takers is coupled with a population of successful takers. Slovin's formula was used to determine the desired total sample size while stratified random sampling was used to determine the sample size per examination schedule and graduates per School Year. A total of 120 respondents were identified, with September 2021 (5%), September 2019 (28%), March 2019 (8%), September 2018 (52%), and March 2018 (7%).

The research was being carried out at the University of Cebu Lapu-Lapu and Mandaue Campuses, notably the College of Teacher Education. The school is located at the foot of the old Mactan Bridge, which connects Cebu and Lapu-lapu. As a university, the institution is dedicated to providing a genuine education based on its core values-innovation, camaraderie, alignment, respect, and excellence. The study used the available official documents of the students' academic performance and the official LET ratings from 2018 to 2021. These documents served as the data for testing the study. Before and throughout the data collection, the researchers observed the process. First, the researchers obtained written authorization and approval from the Dean's Office of the College of Teacher Education, the University Research Office (URO), and the Academic Director's Office prior to conducting the study. Second, the researchers requested an official transcript of the student's records from the Record Section in order to compute GPAs in General Education and Professional Education disciplines. Third, the researchers requested the students' LET official results from the CTE department office. Finally, after acquiring the information, the researchers tested and interpreted the findings.

The information is analyzed quantitatively. To assess and analyze the data, the following statistical tools were employed. The Means and Standard Deviations were computed in the first and second sub-problems. To examine and detect the significant difference between the academic and LET performance of UCLM CTE students in General Education and Professional Education, the Wilcoxon Signed Rank Test was utilized. Finally, the Spearman rho rank-order correlation coefficient was utilized to establish the association between UCLM-CTE students' academic and LET performance. The ethical considerations pertinent to this research encompassed several crucial aspects. Primarily, there was no conflict of interest since the primary focus of the study was on advancing education and professional growth. Secondly, the principles of privacy and confidentiality were meticulously observed. Students were duly informed about the use of their academic performance records and official LET ratings from 2018 to 2021, ensuring that no personally identifiable information was divulged. Given that the data were derived from these official records and utilized for research purposes, obtaining informed consent was deemed unnecessary. Participants faced no risks, and data collection was conducted promptly upon the availability of these official records. The recruitment process adhered rigorously to predetermined inclusion criteria, with full transparency regarding the study's methodology. The potential benefits of the research were particularly focused on enhancing the LET performance of both the participants and future university students. As a gesture of appreciation, departments were acknowledged for their assistance, as the data were readily accessible. Lastly, the research was a collaborative effort, involving contributions from diverse faculty members, academic dean, and university offices, with financial backing provided by the University of Cebu Lapu-Lapu and Mandaue throughout its duration.

RESULTS AND DISCUSSION

This chapter provides the results, discussions, analyses, and interpretations of data based on the stated objectives. The Shapiro-Wilk test revealed non-normality of the data for academic performance in General Education (.002, $p < .05$) and Professional Education (.003, $p < .05$) in table No. 2. The same test revealed non-normality of the data in LET performance in General Education (.005, $p < .05$) and Professional Education (.000, $p < .05$). The non-parametric test statistics is appropriate for the management of the data based on these statistical results. The Wilcoxon Signed Rank Test is used to determine whether there is a significant difference in academic and LET performance between general and professional education. Finally, the Spearman rho rank-order correlation coefficient is utilized to determine whether there is a significant association between students' academic and LET performance in General and Professional Education. Table No. 3 showed that the BEEd students have good performance in both General Education ($M=82.8$, $SD=2.8$) and Professional Education ($M=84.6$, $SD=1.9$). The Wilcoxon Signed Rank Test revealed (.000, $p < .05$), indicating that there is a significant difference in academic performance between General and Professional Education. This finding implied that BEEd students performed much better in Professional Education than in General Education. According to Bellen, Abela, & Truya (2018), the BEEd students had a higher mean in Professional Education (PE) since they spent more time in professional education. The result suggests that rather than concentrate on all areas, the participants prefer to focus on a specific subject area.

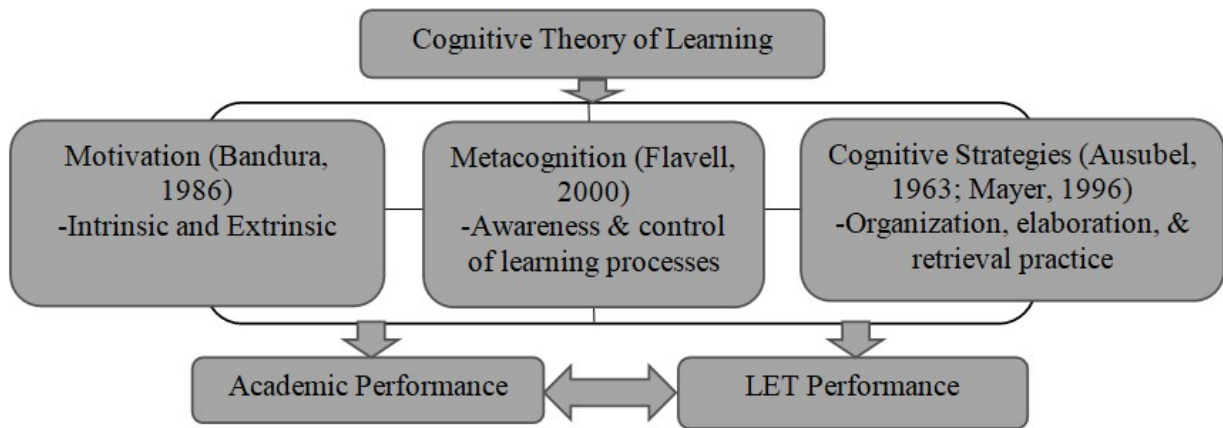


Figure 1. Schematic Diagram of the Study

Table 1. The Sample of Failed Takers is Coupled with Passed Takers per Schedule of LET Examination

Schedule of Examination	Failed	Passed	Percent
Sep-21	3	3	5%
Sep-19	17	17	28%
Mar-19	5	5	8%
Sep-18	31	31	52%
Mar-18	4	4	7%
Totally	60	60	100%

Table 2. Shapiro-Wilk Test of Normality on the Academic and LET Performance

Variables	Statistics	df	Sig.
Academic Performance			
General Education	.963	120	.002
Professional Education	.964	120	.003
LET Performance			
General Education	.967	120	.005
Professional Education	.859	120	.000

Table 3. The Academic Performance of the BEED Students

GPA	N	M	SD
General Education	120	82.8	2.8
Professional Education	120	84.6	1.9
Valid N (listwise)	120		

Interpretation: 75 below - Poor; 76-79 - Fair; 80-89 - Good; 90-94 - Very Good; 95-100 - Excellent

Table 4. The LET Performance of the BEED Students

LET	N	M	SD
General Education	120	74.5	12.3
Professional Education	120	75.1	11.1
Valid N (listwise)	120		

Interpretation: 75 below - Poor; 76-79 - Fair; 80-89 - Good; 90-94 - Very Good; 95-100 - Excellent

Table 5. Correlation between Academic and LET Performance in General Education

Variables	Spearman r	P-value	Interpretation
Academic and LET Performance in General Education	.660	.000	Significant

Table 6. Correlation between Academic and LET Performance in Professional Education

Variables	Spearman r	P-value	Interpretation
Academic and LET Performance in Professional Education	.357	.000	Significant

Nonetheless, they performed well in both areas. Table No. 4 showed the LET performance of the BEEd students with ($M=74.5$, $SD=12.3$) in General Education and ($M=75.1$, $SD=11.1$) in Professional Education. The results revealed that BEEd students performed poorly on the LET. However, the standard deviation indicated that the scores were dispersed, implying that some students performed fairly. Using the Wilcoxon Signed Rank Test to evaluate their LET performance revealed (.783, $p>.05$). This means that there is no significant difference in LET performance between General Education and Professional Education though there is a slight difference between their means. This indicates that the scores of the BEEd students in both General Education and Professional Education are at the same level. The same findings were found in Amanonce and Maramag (2020) and Bellen, Abela, and Truya (2018), where BEEd students performed poorly at the same level in General Education and Professional Education, despite a slight difference between the two subtests.

Table No. 5 revealed the correlation coefficient (r) of .660 demonstrated a moderate association between academic and LET performance of the students in General Education Subjects and statistics showed (.000, $p < .05$). This means that there is a significant relationship between the academic and LET performance of the students in General Education Subjects. It indicates that when academic achievement improves, LET performance improves as well, and as academic performance declines, LET performance declines as well. It implies that the takers' LET performance is influenced by their academic performance.

The top three (3) lowest GPAs for General Education subjects in academic performance are also evaluated in order to discover which subjects the students fared poorly in on the LET. Mathematics received the lowest grade of 2.34, followed by Natural Science with a grade of 2.31, and Filipino with a grade of 2.12. Psychology, Economics, and Physical Science received the lowest GPA out of all the Natural Science disciplines. Table No. 6 revealed the correlation coefficient (r) of .357 demonstrated a weak association between academic and LET performance of students in Professional Education Subjects but statistics showed (.000, $p < .05$). This means that there is a significant relationship between the academic and LET performance of the students in Professional Education Subjects. It suggests that as academic achievement increases, so does LET performance in the Professional Education, and as academic performance drops, so does LET performance. It implies that the LET performance of the takers is dependent on their academic performance. The top three (3) lowest GPAs for Professional Education in academic performance are evaluated in order to establish which subjects the students performed poorly in on the LET. Practice Teaching received the lowest GPA of 2.38, followed by Education Subject (2.17), and Field Study (2.12). The Teaching Profession, Child and Adolescent Development, and Developmental Reading had the lowest General Point Average among the Education Subjects. Finally, the FS E 5 – Learning Assessment Strategy, FS E 3 – Technology in the Learning Environment, and FS E 4 – Exploring the Curriculum had the lowest GPA among the Field Study subjects. In general, both academic and LET performances are tediously evaluated and analyzed. It was found that students who had good grades in college for General Education tend to perform high in General Education of LET and those who got good grades in Professional Education courses tend to have high scores in the Professional Education

LET (Amanonce & Maramag, 2020). The courses where they got low capacity be the same courses that bring them down in the LET or that let them conquer the exam.

CONCLUSION

Based on the findings of this study, it is clear that there is a significant consistency in the academic and Licensure Examination for Teachers (LET) performance of UCLM-CTE students from 2018 to 2021. These findings point to a reasonably consistent pattern in student accomplishment across this time span. However, it is crucial to note that a few differences in performance have been noticed, and that these differences have the potential to be related to the importance of students' prior knowledge and level of readiness. It becomes clear that when students flourish academically, they tend to perform similarly well on the LET, and when academic performance is weak, LET outcomes can reflect the trend. In essence, this emphasizes the interdependence of academic preparation and license examination performance, emphasizing the necessity of a solid educational foundation in facilitating success in professional examinations such as the LET. These findings highlight the need for focused support and measures to increase students' academic readiness, which could lead to improved LET outcomes and better preparation for their future careers as educators.

RECOMMENDATION

In light of the study's findings and conclusions, the following recommendations are put forth:

- Develop a comprehensive program policy aimed at enhancing the academic and Licensure Examination for Teachers (LET) performance of students within the College of Teacher Education (CTE). Such a policy should embrace a range of strategic initiatives designed to bolster student achievement in both academic coursework and licensure examinations.
- Initiate targeted intervention programs that address the academic needs of students while they are actively enrolled in the CTE. These interventions should be tailored to enhance their learning experiences, provide additional academic support where necessary, and foster an environment conducive to optimal academic performance. Such programs should be both proactive and responsive, identifying areas of improvement and implementing appropriate measures to help students thrive academically.

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