

Success Under Pressure: A Probabilistic Analysis of the Predictors of the Licensure Examination for Teachers (LET) Results

I.S. Somosot^{1*}, J.R.V. Duran², B.T. Rodriguez³

^{1,2}Institute of Teacher Education, Davao del Norte State College, Panabo City Davao del Norte Philippines

³Institute of Aquatic and Applied Sciences, Davao del Norte State College, Panabo City Davao del Norte Philippines

*Corresponding Author: ian.somosot@dncs.edu.ph, Tel.: +639186837451

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Abstract— One of the important roles of Higher Education Institutions is to produce competent graduates who become future leaders in teacher education and fisheries technology. The study aimed to determine which predictors significantly influenced the licensure examination for teachers (LET) result. The research employed a quantitative research design and 337 LET takers from DNSC from 2015- 2019 were investigated. The study used admission test scores, academic performance, and LET results. Data were treated using frequency, Spearman's correlation, and binary logistic regression. It is revealed that the majority of LET takers who entered teacher education got an average entrance test score and very good academic performance. Study revealed that 89.9% of the LET takers passed the exam. The study confirmed that there was a weak, positive monotonic correlation between entrance test scores and LET results, and academic performance and LET results. It is concluded that of the two variables, statistically, only the admission test score has the likelihood to influence the LET results. It is suggested that schools offering Teacher Education Programs consider accepting students with high admission test scores since the study confirmed that for every 1-point increase of the admission test score, the likelihood that the LET average score increase by approximately 2. Further investigation may consider and explore using other research designs and variables which is not included in the variables under investigation

Keywords— admission test score, academic performance, binary regression, LET, quantitative research, Philippine

I. INTRODUCTION

One of the important roles of every Higher Education Institution (HEI) is to produce competent graduates. These graduates will become future leaders in the country specifically in the field of education. It is very vital for every HEI to ensure that the graduates they produce will become an asset to their chosen field. One factor that will determine that HEIs are producing quality graduates is the Licensure Examination sets by the governing boards. Moreover, human capital development cannot be overstated and need to focus on capacity, development, deployment, and know-how. Capacity is discussed at the level of formal education. Development talks about formal education. Deployment means the application and accumulation of skills. Know-how talks about how specialized skills are used at work which also promote problem-solving, creativity, and critical thinking skills [1].

To fulfil the human capital development, there is a need for the workforce to be prepared and schools need to provide quality education and training to produce quality graduates. The quality of education and training provided by the colleges are determined by the performance of the graduates during the licensure examination. The result of the licensure examination will determine the efficiency and effectiveness of higher education institutions [2][3][4].

However, there is a decrease in the passing rate in different licensure examinations which indicates that the quality of higher education institutions is declining [4].

The Licensure Examination for Teachers (LET) is conducted twice a year. In 2015 PRC announced that there were 17,904 secondary teachers out of 56,596 (31.63%) and 34,010 secondary teachers out of 81,463 (41.75%) who passed the LET for the March and September examinations respectively. In 2016 there were 18,810 (35.43%) successfully passed the March LET out of 53,090 takers, during the September LET 31,334 (33.78%) out of 92,754 secondary teachers passed the exam. Last 2017 only 18,482 (25.46%) passed the March LET and 49,626 secondary teachers out of 107,020 (46.37%) successfully passed the exam. In 2018, 22,936 out of 76,673 (29.91%) secondary teachers passed the March LET and 60,803 out of 126,582 (48.03%) passed the September LET. Finally, last 2019 22,271 secondary teachers out of 85,823 examinees (25.95%) successfully passed the March LET and 54,179 secondary teachers out of 136,523 examinees (39.58%) successfully passed the September LET (PRC).

The above results especially the LET alarmed the government officials in the Philippines. In a recent news report by Maila Ager of Inquirer.Net dated last October 22,

2020, an executive director of the Department of Education Teacher Education Council said that one reason why the passing rate in the LET is going down could be because those attracted to the teaching profession are not the best and the brightest. Furthermore, the executive director added that 5% of the Centre of Excellence and Centre of Development are very low in the LET. He further explained that they have recruited the best and brightest senior high school students but, on their records, those who enrolled in the Teacher Education Program are not those who are expected to enroll.

Davao del Norte State College is one of the HEIs in that country that aims to produce globally competitive graduates. The College has been producing graduates who participated in the LET and LEFT. In the 2015 LET, DNSC's performance during the March LET was 40% and 69.23% for the September LET. In 2016 the performance of DNSC in the LET was 41.94% and 61.90% for March and September results respectively. In 2017 DNSC got 29.55% and 78.51% for March and September performance. During the 2018 LET, DNSC received an overall performance of 40.00% and 70.75% for March and September. And finally, in 2019 LET DNSC got 70.51% and 85.00% in the March and September examinations.

The score mentioned above in LET showed that there is a need for the College to improve its performance to become a Centre for Development in Teacher Education. So, this study will investigate which factor best influences the performance of the College in LET. Furthermore, this study will be conducted for the college to have a basis for crafting policy, especially in the admission and retention policy.

Research Objectives

The study aimed to determine which predictors significantly influenced the licensure examination for teachers (LET) result. Specifically, it aimed to assess the admission test score and academic performance of LET; ascertain the number of takers who passed and failed in the LET; determine the significant relationship between the admission test score and LET, and academic performance and LET result, and determine if admission test scores and academic performance significantly influenced the LET result.

Hypothesis

The following hypotheses were tested at a 0.05 level of significance. There is no significant relationship between the admission test score and LET, academic performance, and LET result; and admission test scores and academic performance did not significantly influence the LET results.

II. RELATED WORK

Theoretical Framework

The study is anchored on the Attribution Theory on Achievement [5]. This theory identified ability, effort, task

difficulty, and luck as important factors affecting attributions for achievement. Aside from the factors, attribution is also classified into three dimensions. These dimensions are the locus of control, stability, and controllability. Moreover, Attribution Theory posited that self-concept and achievement were significantly related to each other. It is further explained that causal attributions determine affective reactions to success and failure. This means that when one got a higher grade or got the victory this will result in a great positive effect. In relation to the study, the entrance test scores, and academic performance are the factors that may affect the success and failure in taking the licensure examination for teachers.

The study is also anchored on Self-Regulated Learning Theory [6]. In this theory, self-regulation is explained as a self-directive process in which learners are able to change their intellectual abilities into task-related skills. Furthermore, the theory also assumes that when there is social interaction or doing it alone learning process may occur as long as learners are actively involved, showing initiative, perseverance, and adaptive skills. Moreover, self-regulated learning is a repeating process that starts with planning the task, next, monitoring the performance, and lastly, reflecting on the outcome. Since this is a repeating process, the learners will repeat the process and will use what they have learned from the previous process to adjust for the next step and prepare for the next task.

Related Literature

The college admission examination is a standardized test set by the institution to determine the student's probability of pursuing degree courses [7]. Many studies were conducted on how admission tests influence the academic performance of the students in different fields including medicine, business administration and management, social sciences, engineering, and education [8][9][10][11].

As to the academic performances of the students, it was found that academic performance can be used as a predictor of passing the licensure examination. In a study conducted among Bulacan Agricultural State College - agriculture graduates, College GPA had a high correlation while the admission test had a moderate correlation with passing the Licensure Examination in Agriculture (LEA) [12]. The same case is also reflected in Isabela State University-San Mariano Campus, Philippines wherein the academic performance of the students played a strong factor in passing LEA [13]. However, in the study conducted at the University of Southeastern Philippines, academic performances such as University grades in engineering programs and other agricultural-related programs were considered insignificant in passing licensure examination [14]. This implied that grading was arbitrary among instructors and could not significantly affect the licensure performance of the students.

Aside from using admission test scores as a predictor of academic performances, multiple studies posited admission test scores and the chance of passing the licensure

examinations are significantly related to each other. One of these studies was conducted un the University of Southeastern Philippines. In this study, it was shown that the college admission test score of the students statistically influenced the licensure performance of the students in civil and electrical engineering, but not relevant with other programs such as geology [14]. In addition, admission test scores are also found as predictors of passing the licensure examination. It is further discussed that when takers got low performance during the entrance test, they have the chance to get low performance in the licensure examination [15][16]. This implied the use of an entrance exam instrument helped Higher Education institutions (HEIs) assess students' chances of passing licensure examinations. In the field of the customs broker, admission tests and mock board examination results significantly predicted the performance of students in the licensure examination [17].

The literature claimed that the admission test was a strong determinant in the licensure examination across different fields of expertise. This literature could help the researchers understand the concept of admission tests and the academic performances of the students in passing the licensure examination. Furthermore, the study conducted at JRMSC had a strong appeal to the current situation in DNSC because both utilized OLSAT as an instrument to assess students.

III. METHODOLOGY

Research Design

The study employed a quantitative research design. The researchers did not manipulate the variables of the study instead variables were examined carefully. Quantitative design is used since it involves the process of gathering, analyzing, interpreting the data, and writing the results [18]. The study will be specifically employed a secondary quantitative research method. This method involves using data that is already existing since the study used secondary data which include admission test scores, Academic performance, and LET performance of the graduates from 2015- 2019. The study also used a correlational research design in which variables were tested if they were associated or related to each other. [18]. This was used in the study with the data on the admission test scores, and Academic Performance of graduates from 2015-2019 which was correlated to the data on the level of LET performance of the graduates.

Population and Sample

The respondents of the study were the graduates of Bachelor of Secondary Education from 2015- 2019 who took the LET for the first time. A simple random sampling technique was used in determining the number of respondents. All the takers of both examinations were included in this study except those repeaters, earners, and no records of their admission test scores. As per PRC record, there were 488 LET takers from 2015- 2019,

however, only 337 LET takers have complete records from the registrar's office and guidance office.

Data Collection

The study was presented to the In- house review for approval. After approval of the proposal, the researcher asked the approval from the Vice President for Academic and Research for the conduct of the study. After the approval, a letter was sent to the PRC for the list of LET takers from 2015- 2019. When the data were retrieved from the PRC, a Google Form was sent to the LET takers to ask permission from them to get their admission test scores and grades. Next, a letter to the Office of the Registrar and Guidance Office was sent to get the admission test scores and grades of the takers. After all the data were collected, these were tallied and placed in an Excel spreadsheet and were given to the statistician for statistical treatment.

Ethical Consideration of the Study

The Republic Act 10173 or also known as the Data Privacy Act of 2012 is considered in the conduct of the study. The Act explained the different requirements to protect the different personal information that will be used in this study. The researcher considered the confidentiality and integrity of the data. Since the data of the study will be coming from the Registrar's Office, Guidance Office, and PRC. The request should be approved by the offices mentioned the and Office of the Vice President for Academic and Research. Researchers secured consent from the graduates since their data was used.

It is the responsibility of the researchers to secure the gathered data including the privacy and confidentiality of the personal information of the participants. It is the duty of the researchers to protect the right and the welfare of the participants. The participants of the study signed a non-disclosure agreement to protect their integrity and confidentiality. The researchers also see to it that the participants of the study were informed of the purpose of the study. The signed consent was the proof of the voluntary participation of the research participants and they allow the researchers to use the data specifically the LET Result, Entrance Test Score, and Grades.

Statistical Tools

The following statistical tools were used in treating the data. Frequency was used to describe the admission test score, academic performance, and LET results. Spearman's Correlation is used when the researcher wanted to explore the strength of the relationship between the two variables, and it was used when data did not meet the criteria for Pearson Correlation [19]. This tool was used to determine the relationship between the variables of this study. Binary Logistic Regression is used when the dependent variable is categorical, and it will allow predicting categorical outcomes with two variables [19]. This tool was performed to assess the impact of factors on the likelihood of passing the licensure examination for teachers.

IV. RESULTS AND DISCUSSION

Before students could enter a college degree program, they need to take an entrance exam that will determine their chance of the students to pursue their degree in an academic institution [7]. Also, the high school grade of every student entering the program is also considered before entering the program. Academic performance is also considered in admission to the degree program. After graduation, one of the indicators that determine the success of students is to pass the licensure examinations set by a governing body like the Professional Regulatory Commission (PRC). The study is conducted to determine if the entrance test score is a significant predictor of the licensure examination for teachers. It is revealed in this study that the majority of the LET takers who enter the program with an average entrance test score or Stanine 4 as shown in Figure 1. Giving entrance tests to students is the simplest way to determine their ability of the students and to determine the likelihood to finish their course [20].

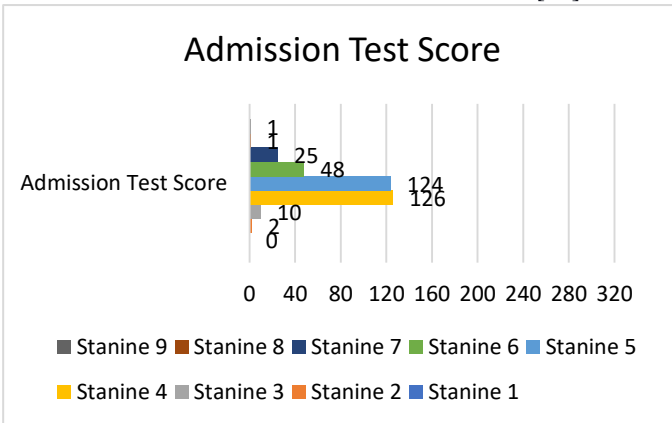


Figure 1. Results of the Admission Test Score of LET Takers

Further, to be admitted to higher education, students need to meet a certain basic academic requirement. Academic performance is a form of grade that serves as a contributing factor for the students to be classified into groups [21]. The Grade Point Average of the student during high school was one of the bases on which college admission decisions were taken [11]. As presented in Figure 2, the study confirmed that the majority of the students who entered the Teacher Education Program got a GPA of 92-94. The use of GPA in admission depends on the school and on the quality of education at the school, its location, and type.

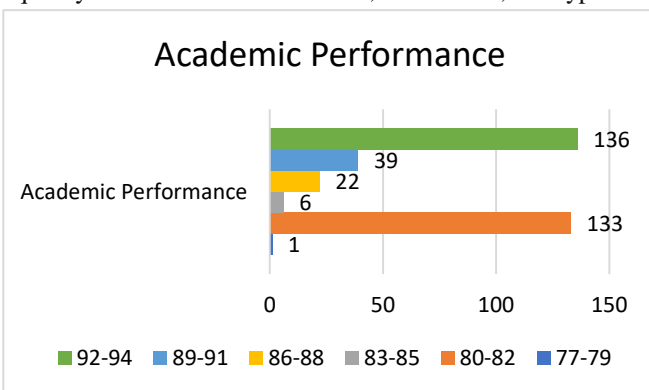


Figure 2. Results of the Academic Performance of LET Takers

It is presented in Figure 3 the result of the frequency of the number of LET takers who passed and failed the exam from 2015- 2019. The performance of the graduates in teacher education in the LET determines the educational quality of Higher Education institutions offering teacher education programs. This also served as criteria for the Commission on Higher Education (CHED) in granting the Center of Development and Center of Excellence [22]. The study revealed that 89.9% of the LET takers passed the exam and only 10.1% failed the said exam. Despite that, the result revealed a high percentage of passing rate compared to the failure rate there were higher education institutions offering teacher education programs that gained poor performance for five years and struggled to attain 60% national passing standards [23].

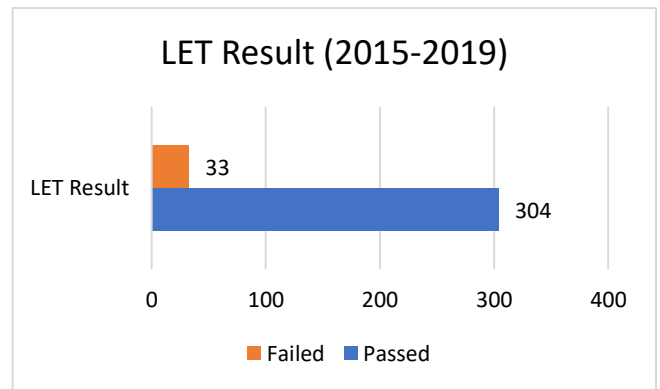


Figure 3. Result of the LET Performance from 2015-2019

Table 1 presents the Test of Normality of the Data; this is done to test the assumption of normality. Using the Kolmogorov- Smirnov test, the p-value of all the variables is less than 0.05 level of significance. When the p-value is less than 0.05 it violates the assumption of normality in using Pearson- r correlation [19]. Thus, the researcher opted to use a non-parametric test on correlation using Spearman Rho.

Table 1. Test of Normality of the Data

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
LET	.530	337	.000	.344	337	.000
Admission Test Score	.223	337	.000	.881	337	.000
Academic Performance	.037	337	.200*	.988	337	.009

a. Lilliefors Significance Correction

Table 2 presents the significant relationship between the Admission Test Score and LET Result, and Academic Performance and LET Results. A Spearman’s correlation was run to determine the relationship between the variables of this study. This statistical tool is used since the data used are ordinal level (Admission Test Score and Academic Performance) and rank data (LET Result) [19]. It is revealed that there is a weak, positive monotonic

correlation between the Admission Test Score of LET Takers and the LET Results ($r=0.222$, $n= 337$, $p < .000$). This also implies that, as the Admission Test Score of LET Takers increases the LET Results will not decrease but there is a possibility that it will increase. The result of the study confirmed the result of the previous study that academic performance and LET performance have a weak relationship [22].

Table 2. Significant Relationship between the Admission Test Score and LET Results, Academic Performance and LET Results

Independent Variables	LET
Admission Test Score LET Takers	0.*222 (0.000)
Academic Performance LET Takers	0.139* (0.011)

Further, the result also reveals that there was a weak, positive monotonic correlation between the Admission Test Score of the LET Takers and LET Results ($r_s= 0.139$, $n= 337$, $p < .011$) as shown in Table 3. This means that when the Admission Test Score of LET Takers will increase, the LET scores will not decrease but there is a possibility that it will increase. Though the result posited a weak monotonic correlation, the study confirmed the result of a previous study that admission test scores including the Otis-Lennon School Ability Test, English Proficiency, and Cultural Fair Intelligence Test were significantly related to the LET result [23].

Table 3. Logistic Regression Predicting Likelihood of Passing the Licensure Examination for Teachers

Step	Variable	B	S.E.	Wald	df	Sig.	Exp (B)	95% C.I.for EXP(B)	
								Lower	Upper
1 ^a	Admission Test Score	.862	.242	12.659	1	.000	2.368	1.473	3.808
	Academic Performance	.128	.084	2.342	1	.126	1.137	.965	1.340
	Constant	-13.065	7.366	3.146	1	.076	.000		

a. Variable(s) entered on step 1 Admission Test Score _LET, ACADEMIC_LET.

As shown in Table 3, only the Admission Test Score of LET Takers made a unique statistically significant contribution to the model and predictor of the likelihood to pass the LET, with a $p < .000$, recording an odds ratio of 2.368. This means that for every 1-point increase of the Admission Test Score, the likelihood that the LET average score increase by approximately 2. Further, looking at the confidence interval for the Admission Test Score (odds ratio= 2.368) ranges from 1.473 to 3.808. Although the odds ratio is 2.368, it is 95% confident that the actual value of the odds ratio in the population lies somewhere in the middle of 1.473 to 3.808. However, the confidence interval, in this case, contains the value of 1; therefore, this result is not statistically significant at $p < .05$. The study

confirmed previous conclusions that admission test score is a significant predictor of academic success, particularly LET performance [24]. The admission test plays an important role as a predictor of passing the licensure examination. This confirmed that low performance in the admission test is related to the low passing rate of the licensure examination [25].

V. CONCLUSION AND RECOMMENDATIONS

Based on the result of the study, the following conclusions were drawn. The majority of the LET Takers enter the program with an average admission test score. In terms of academic performance, most of the students who enter the Teacher Education Program had a very good academic performance ranging from 92-94. From 2015-2019, there were 89.1% of first-time LET takers successfully passed the exam and only 10.1% of them failed the exam. This study concluded that the admission test scores and LET results, and high school GPA of LET and LET results have a weak, positive monotonic correlation which means that when the admission test score and high school GPA will increase, statistically, the LET result will not decrease but there is a possibility that it will increase. Lastly, the study confirmed that of the two variables Admission Test Score and Academic Performance, statistically, only the Admission Test Score has the likelihood to influence the LET results. Statistically, the study posited that for every 1-point increase of the Admission Test Score, the likelihood that the LET average score increase by approximately 2.

Based on the results and conclusion of this study, the following recommendations were suggested; since the result of the study confirmed that statistically, the admission test score has the likelihood to influence the LET results, it is suggested to consider the admission test score in admitting new entrants in programs with licensure examinations specifically in Teacher Education Programs. With the results revealed highlighting the influence of admission test scores on licensure examination results, this paper suggests that every program with licensure examinations will consider accepting students with high admission Test Scores. For future researchers, the result of the study may be one of the bases for conducting future research considering other research designs. A qualitative design can be explored on why licensure examination takers have passed and failed the exams. In addition, quantitative research can also be conducted to explore other variables which are not included in the variables under investigation.

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AUTHORS PROFILE

Ian S. Somosot is a College Instructor and at the same time Program Chairperson for Bachelor of Technology and Livelihood Education under the Institute of Teacher Education, Davao del Norte State College. Author of several research and serves as a reviewer to different international research journals. Currently working on research in education, technology education, and preservice teachers.



John Rae V. Duran is a College Instructor under the Institute of Teacher Education, Davao del Norte State College. He is teaching English in the same College and serves as Planning Officer of the College.



Bernandita T. Rodriguez is an Associate Professor and at the same time the Program Chairperson of the Bachelor of Science in Fisheries Technology under the Institute of Aquatic and Applied Sciences, Davao del Norte State College.

