

Academic Predictors of the Licensure Examination for Teachers: A Thematic Review of Studies Investigating Students Performance

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Abstract: *Institutions aim to improve the licensure examination result for teacher education. It has been a practice in ensuring quality education to its client through continuously improving its various teacher education programs, engaging learners to the real teaching-learning situation. This study aims to determine the predictors of the licensure examination for teachers. A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. Academic predictors were identified as the result of the study, and it is recommended that state universities and colleges and other private institutions should adopt several methods to achieve a high passing percentage.*

Keywords – Academic Predictors, Licensure Examination for Teachers

I. INTRODUCTION

Ever since then, education is being believed as the key to addressing various governmental problems and issues. Our past president stressed the importance of education as says, “I join the nation in saluting all of you for your professionalism. You shape the minds of the youth who will be tomorrow’s leaders” by Aquino as being cited by [1]. Here indeed, educators in higher education are a challenge not just to teach but to influence learners to multi-faceted areas such as in a pedagogical manner and academic excellence.

Young individuals are entrusted with the nation’s economic growth and strength; therefore, it is then a task for educators to educate students in every means. The academic role as a teacher comprises teaching, counseling, and supervisory role. And as facilitators, teachers must ensure enough supply of knowledge and the appropriate training to students as they face the real-life setting of professionalism.

Teacher education programs in various institutions, Pangasinan State University, for instance, has been ensuring quality education to

its client through continuously improving its various teacher education programs, engaging learners to real teaching-learning situation, and training enabling learners to be competent in each specialization to face the monumental task of the educational field [2]

A standard that measures performance excellence of a State Universities and Colleges (SUCs) or in any academic institution is manifested through outcomes of its graduates who are work-ready, fully equipped of knowledge and skills needed for the active teaching-learning process and exercises values. Other standard measures success of an institution could also be seen in its graduates’ passing rate in licensure examinations.

Teacher education graduates must pass the licensure examination for teachers (LET) to be hired in public schools and practice their chosen profession [3], [4]. Passing the licensure examination gives a high reputation and honor to teacher aspirants and gives an edge compared to no-LET teacher applicants. To pass the qualifying examination, examinees in BEd, applicants must at least 75% average. Scores rate comes

from 40% in general education and 60% in professional education. For BSEd graduate examinees, they must have at least 75% as well, 40% from professional education, 40% from specialization, and 20% from general education.

The purpose of this study is to provide a systematic review of related studies concerning academic predictors of the licensure examination for teachers of various State Universities and Colleges in the Philippines (SUCs) and show the difference in the performance of each SUC.

II. OBJECTIVES OF THE STUDY

This study aims to determine the predictors of the licensure examination for teachers. The analysis of the studies may help SUCs to improve programs, most notably in the teacher education program. This study shows the effectiveness and difference of program

implementation of each academic institution to make valuable changes, if possible, to ensure the quality education to each client.

III. METHODOLOGY

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. Thus, in this study, google scholar research result based on the workload of educators was extracted and transferred to Mendeley referencing for convenience.

IV. RESULTS AND DISCUSSION

The reviewed literature was summarized in the Table, where predictors has been identified together with the literature and authors.

Table 1 Shows the List of Reviewed Literature

LET Predictors	Title	Author
Academic Performance	Predictors of Performance in the licensure Examination for Teachers of the Graduates of Higher Education Institutions in Abra.	Visco, D. A
	Predictors of Performance in the licensure Examination for Teachers: Proposed Regression Model 2 3	Refugio, C.
	Trend of Performance in the Licensure Examination of Teacher Education Institutions in Central Luzon, Philippines	Rivera Nool, N., Agnes, M., & Ladia, P.
	Performance of BSEd Science Graduates in Licensure Examination for Teachers: Basis for a Regression Model	Ferrer, R. C., Buted, D. R., Mirasol, I., & Ferrer, C.
	Predictors of Board Exam Performance of the DHVTSU College of Education Graduates	Quiambao, D. T., Baking, E. G., Buenviaje, L. B., Nuqui, A. V, & Cruz, R. C.
Attendance Review Center	Academic Achievement in the Licensure Examination for Teachers of Education Graduates	Espinosa Arcilla Jr, F.
	Performance of BSEd Science Graduates in Licensure Examination for Teachers: Basis for a Regression Model	Ferrer, R. C., Buted, D. R., Mirasol, I., & Ferrer, C.
	Predictors of Board Exam Performance of the DHVTSU College of Education Graduates	Quiambao, D. T., Baking, E. G., Buenviaje, L. B.,

	Pre-Service Teachers' Licensure Examination Plans and Content Knowledge	Nuqui, A. V., & Cruz, R. C. Aquino, A. B., & Balilla, L. A.
Student Factor	Predictors of Performance in the licensure Examination for Teachers of the Graduates of Higher Education Institutions in Abra.	Visco, D. A
Faculty Factor	Performance of BSEd Science Graduates in Licensure Examination for Teachers: Basis for a Regression Model	Ferrer, R. C., Buted, D. R., Mirasol, I., & Ferrer, C.
	Predictors of Performance in the licensure Examination for Teachers of the Graduates of Higher Education Institutions in Abra. Five Factors for Effective Teaching	Visco, D. A Gurney, P.
Administrative Factor	Predictors of Performance in the licensure Examination for Teachers of the Graduates of Higher Education Institutions in Abra.	Visco, D. A

Performance of each SUC in the licensure examination for teachers is one of the factors for the program accreditation to be accredited as the center of development and excellence and also may contribute to the overall performance of each university.

A study shows that teacher education graduates may plan various things after graduation, and some plan to look for employment. However, most of the graduates planned to take LET as soon as possible. Graduates tend to prepare by enrolling in a review center, but there were few decided to have self-review due to financial issues and schedule constraints [5]. Out of 88 graduated, 73% decided to take the upcoming licensure exam, and 27% are undecided. The eagerness of every graduate to pass the licensure examination is very admirable, but based on some studies review, factors are affecting the results.

To begin with, factors in connection with "faculty-related predictors such as educational attainment, training/seminars attended, academic rank, workloads; administrative and supervisory"[6]. According to Visco [7], there are

3 factors affecting learners' performance in the examination, which may be affected by student-related factors, faculty-related factors, and related administrative factors. The five-year study consists of 3 SUC in the Cordillera Administrative Region.

For the student-related factor, the study shows that HEIs in Abra have screened upcoming teacher education enrollee. The graduate students have undergone scrutiny before awarding completion certificate in their course and honed teacher aspirant to become agent of chance and molders of youth. College admission tests could also be a great contributor to student-related factors. Interviewers such as the college deans and program advisers should observe students' verbal comprehension, figural, and quantitative reasoning in the selection process [4]. TEIs must also consider teaching aptitude test (TAT) in selecting qualified enrollees [8][9].

The study also shows that the faculty-respondents have contributed for the over all performance of HEIs in Abra in terms of passing the LET. Faculty members who are equipped

with a high caliber of qualification and training help to improve quality education [10].

There is also a considerable contribution to the level of performance by the administrators. HEI presidents in Abra rated as “excellence” as perceived by the student respondents. The study implies that administrators of the 4 HEIs in Abra are doing their best in producing good teachers for the country.

Student, faculty, and administrator’s function has contributed to the overall performance of the students in the licensure examination for teachers in the last five years (2006-2011). In other cases, a comparison review of the performance of BSEd Science graduates in LET in four state universities region 1, the study conducted by Ferrer, Buted, Mirasol, & Ferrer (2015) studied the relationship of BSEd Science student graduates’ LET performance in general, professional education, major/ specialization subjects in relation to profile variables; LET performance in connection with academic performance; and the regression model in predicting BSEd Science graduates in the succeeding years. The respondents were 2012-2013 BSEd students in the 4 HEIs.

Their study has revealed that there is a significant relationship between LET performance in gender, secondary school average, college entrance exam score, and in attendance to review class, on the other hand, there is no significant relationship when it comes to age.

It also found out that there was a significant relationship between academic performance and in LET performance, especially in GenEd, ProfEd, and Major subjects.

With the elaborated findings, the study recommended that there is a need to strictly screen upcoming students, SUCs must provide in house review classes, faculty members must prepare examination in line with LET, and conduct further researches in others subject areas and study other variables affecting the LET performance of the students.

A further study has been conducted, quality education, practice innovation instruction to enhance graduate performance [12]. The findings of the study revealed that student, teacher, and school factors might contribute to the more possible passing the LET. The academic performance has a significant relationship with the LET performance. The findings coincide with a related study that shows a positive relationship with the result of the CPA board examination and the academic performance of the students. Some authors [13] also agrees with the findings of the previous studies. The idea strengthens that academic performance has a positive contribution to the licensing examination.

On the other hand, the study of the connection between “academic grades of the students as a predictor of performance in the board examination” [1]. The respondents of the study were 343 Rizal State University teacher education graduates in the years 2009-2011. Out of 343 respondents, there are 227 who passed the LET. The researchers used the performance of the graduates in GenEd, ProfEd, and specialization as independent variables concerning the licensure examination for teacher’s performance. The expected outputs were based on the findings. The findings show that if board performance is correlated with the 3 components in the academic subject’s general education, professional education, and specialization courses, respectively, there is a moderate correlation in general education. In contrast, both professional and specialization courses have a slight correlation. However, there is a linear in 3 academic subjects and the overall LET ratings.

It divulged that in relation to the performance of the students in the examination and to the academic grades, it has a very weak relationship. “It also shows that there is a slight variation of Licensure Examination performance that could be accounted for through the combined linear effects of the predictor variables” [14]. However, the fact that there is a fragile

relationship, the computed coefficient still gives a favorable interpretation, it shows that in every 1 unit that increases in the predictors, it indicates that there will also be an increase with overall LET performance. The study implies that academic performance doesn't ensure the passing performance of the teacher education graduates in the licensure exams as being supported by a study [15].

V. CONCLUSIONS AND RECOMMENDATION

In general, it has been found out that there is a vital role in academic performance in LET overall performance of the graduates. Teacher education institutions must strictly screen upcoming enrollees considering 85 and up the general average for the better LET performance rating by an institution. Improve quality education. Faculty related factor is also a predictor in LET performance. Faculty members must be equipped with knowledge, skills, and values that could be a vital factor in producing competitive and high caliber teachers in the teaching industry, and school administrators could play a pivotal role as well. Prepare students by preparing examinations in line with the licensure examination. Teacher education institutions should offer intensive review programs to the 3 main areas of the LET, general, professional, and specialized subjects [4]. School administrators must improve policy implementation to help further students and the teaching force to improve the LET passing rate. Continuous Intervention should be done, such as surveying the students and identify the weakness of students for training and development [16]–[19]. Researchers must study other predictor variables concerning the LET performance of graduates to prepare examinees in the said examination. Benchmarking with TELs having a high percentage of LET performance to both programs BEd and BSEd courses to adopt programs that may help for the improvement of each SUC Let performance Rating.

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