AN ANALYSIS OF THE FIVE-YEAR PERFORMANCE OF BSED-TLE GRADUATES IN THE LICENSURE EXAMINATION FOR TEACHERS

Saturnina P. Aberin, Maria Teresa M. Fajardo, Ms. Nivea Louwah D. Sermona

University of Science and Technology of Southern Philippines

For correspondence: *aberinsaturnina@yahoo.com.ph*

ABSTRACT: *This study looks at the performance of the year 2011-2015 graduates of the Bachelor of Secondary Education major in Technology and Livelihood Education (BSED-TLE) from the Mindanao University of Science and Technology (MUST), Cagayan de Oro at the Licensure Examination of Teachers (LET). The relationship of preservice grade point average (GPA) and licensure examination was also explored. Two hundred twenty (220) graduates who took the LET within two years constitute the sample of this study. Descriptive statistics and Pearson's r correlations between preservice GPA and LET ratings were determined. Results showed that the LET success rate of BSED-TLE graduates from 2011-2015 ranged from 31% to 78% with an average of 52%. Furthermore, a weak but significant relationship between preservice GPA and LET performance of graduates were found in all three areas: General Education, Professional Education and Major/Specialization. The results of the study can be good inputs for curriculum review and reform of the program and for the development of intervention programs to improve the performance of the graduates in the LET.*

1. INTRODUCTION

As stipulated in Republic Act No. 7836, otherwise known as the *Philippine Teachers Professionalization Act of 1994,* no person is allowed to practice as a professional teacher without a valid certificate of registration or license from the Professional Regulation Commission (PRC). Passing the licensure examination, therefore, is deemed necessary for one to be hired as a teacher in either a private institution or in the Department of Education. Obtaining a high passing rate in the licensure examination is also crucial as this given credits in the hiring guidelines for Teacher 1 position issued by the Department of Education for Calendar Year 2015-2016. Good academic performance is as important as this is one of the major criteria in the hiring guidelines issued by the Department. The higher the rating and the general weighted average of the teacher education graduate, the higher the chances of getting employed at the Department of Education.

The quality of teachers determines the strength of an educational system, in general, and the education of children, in particular [1]. Thus, it is a big responsibility for teacher education institutions to provide sufficient supply of the best graduates to the profession. However in the Philippines, while teachers are at the forefront of educating the country's future generation, their "education" continues to worsen as revealed in the study of the Philippine Business Education (PBEd) [2] in 2014 on the licensure examination performance of teacher education institutions (TEIs). In a span of 9 instances of LET from October 2009 to September 2013, only 10% (107/1,025) and 12% (151/1,259) of teacher education institutions in elementary and secondary education, respectively, had at least 75% of their students pass the LET. On the other hand, this same study revealed that 59% (601/1,025) of TEIs for elementary and 63% (795/1,259) performed below national passing rates.

Teacher education graduates' performance in the Licensure Examination for Teachers (LET) has become a measure of educational quality in the country. Arenillo and Arenillo [3], suggested that passing the LET depends largely upon the teaching preparations made by the teacher education institutions. They found out that graduates' grades in pre-service education particularly in areas of general education and professional education are significantly related to their performance scores in LET. Moreover, a number of factors have also been suggested to contribute to one's success in passing LET including cognitive and non-cognitive factors [4]. Pascua and Navalta [5], studied the correlation between the personal and educational related factors with the LET performance of the Teacher Education graduates and found out that GPA, English proficiency and Admission Test Score of examinees are positively correlated to their LET scores.

Gitomer Brown and Bonett [6], claimed that performance in basic skills tests prepares students for the licensure examination. Thus, students' frequent exposure to well-prepared examinations is a good strategy in training students for the licensure examination. Kuncel *et al.* [7], in a meta-analysis conducted for predicting licensure performance of pharmacy students claimed that a standardized admission test can help predict performance in the licensure examination. This means that indeed there are factors that can predict pre-service teachers' performance in the licensure examination. The licensure examination is the government's way of professionalizing the teaching career and establishes the eligibility of a teaching candidate for both private and public school employment.

In the case of Mindanao University of Science and Technology (MUST), there has been an irregular trend on the LET performance of BSED graduates for the past years based on the certifications of LET results obtained from the Professional Regulation Commission (PRC).

Table 1. LET performance of BSED graduates (First Timers)

Year	Month	Passed	Failed	Total	MUST Passing Rate	National Passing Rate
2011	April	0	1	1	0%	26.28%
	September	29	48	77	37.66%	31.45%
2012	March	7	3	10	70.00%	34.85%
	September	52	17	69	75.36%	43.51%
2013	March	18	3	21	85.71%	39.61%
	September	51	31	82	62.20%	39.75%
2014	January	13	10	23	56.52%	29.57%
	August	66	50	116	56.90%	34.41%
2015	March	21	13	34	61.76%	31.64%
	September	80	41	121	66.12%	41.75%
2016	March	16	5	21	76.19%	35.43%

As shown in Table 1, the MUST passing rate is always higher than the national passing rate except for the April 2011 result with only one taker. However, these figures are still dismally low and this has been a pressing concern of the College of Policy Studies, Education and Management (CPSEM). Furthermore, the results presented in the table do not show disaggregated data in terms of the performance of graduates from various programs (BSED-TLE, BSED-Mathematics, or BSED-Physical Sciences) of the university.

The above data is primarily the reason that prompted the researchers to conduct an in-depth analysis of the graduates' performance in the LET and determine factors that could be associated with said performance. This study is specifically focused on the LET performance of BSED-TLE graduates from 2011-2015 and the relationship between their preservice grade point average and LET performance ratings on three components: General Education (Gen.Ed.), Professional Education (Prof.Ed.) and Major or Specialization Courses (Major).

This study hopes to provide inputs for possible curricular reform/enrichment or for the development of intervention programs to improve the performance of BSED-TLE graduates in the LET.

Statement of the Problem

This study aimed to determine the performance of the BSED-TLE graduates of Mindanao University of Science and Technology from 2011-2015 in the LET and establish whether a relationship exists between licensure and preservice academic performances of the graduates.

Specifically, this study addressed the following questions:
1. What is the performance of the BSED-graduates on the LET in terms of the following areas:
    a. General Education?
    b. Professional Education?
    c. Major/Specialization Courses?
2. Is there a significant relationship between the licensure and academic (GPA) performance of the BSED-TLE graduates for the following areas:
    a. General Education?
    b. Professional Education?
    c. Major/Specialization Courses?

The findings of this study may be used as input to curriculum review and revision of the BSED Technology and Livelihood Education (BSED TLE) program. Moreover, the results may be used as a basis for improving instructional delivery as well as in identifying concepts that

must be mastered by the students in preparation for the licensure examination for teachers.

2. THEORETICAL CONSIDERATIONS/ BRIEF LITERATURE

Licensure Examination for Teachers (LET)

The Professional Regulation Commission (PRC) conducts the Licensure Examination for Teachers (LET) twice a year, usually during the months of September and March to cater to a large number of aspiring professional teachers from both elementary and secondary levels. In order to pass the licensure examination, a candidate must obtain an average rating of 75% and must not have a rating of below 50% in any of the test areas. The test areas considered for secondary education are General Education, Professional Education and Specialization or Major. Each of the test areas has a total of 150 multiple choice items.

The Importance of the Licensure Examination and Teacher Quality

The Department of Education issued DepEd Order No. 7, series of 2015 as hiring guidelines for Teacher 1 positions effective School Year 2015-2016. The department order stated that the primary objective of the Kto 12 Basic Education Program is to enhance the overall quality of basic education in the country by hiring highly-competent teachers, and to uphold the Department's mandate under the Magna Carta for Public School Teachers (Republic Act 4670) that is to promote and improve public school teachers' employment and career opportunities as well as to attract more people with proper qualifications to the teaching profession. Teacher applicants will be ranked and included in the Registry of Qualified Applicants (RQA) based on the points (a total of 100 points) distributed based on the following:

- Education (**20 points**)
- Teaching Experience(**15 points**)
- LET Rating (**15 points**)
- Specialized Training and Skills (**10 points**)
- Demonstration Teaching (**15 points**)
- Communication Skills (**15 points**)
- Interview (**10 points**)

The RQA is the list of applicants qualified for appointment, which shall be used in filling up new items and natural vacancies for Senior High School (SHS) teaching positions. It shall be valid for a period of one (1) year. For a teacher applicant to be included in the RQA, he or she must have a total of 70 points.

It is the ultimate goal of every employee to have the security of tenure and get a good paying job. Employment

with the Department of Education is considered to be secured as mandated by the Civil Service Commission and many reforms on teacher salary standardization have already taken root. It is, therefore, the goal of every Teacher Education Institute to prepare their graduates to be employed by the Department of Education 3 to 5 years from graduation and even earlier. Thus, ensuring that students passed the licensure examination is foremost in the agenda aside from enhancing their communication skills, critical thinking skills and developing their mastery of the content among others.

A number of researches had attempted to determine the relationship and importance of teacher training, certification, teaching effectiveness to students' achievement or performance. For example, Darling-Hammond and Youngs [8], contended that although teacher education and certification are not related to teacher effectiveness, the teacher preparation that includes student teaching and methods coursework contribute to teacher effectiveness and to teacher retention. The authors added that there is also enough research evidence that says verbal ability and content knowledge contribute to teacher effectiveness. Thus, giving premium to the grades in that important coursework and to student teaching and how the students are evaluated is a way of ensuring quality teacher education. Passing the licensure examination can help the graduates get employment with private high school and later with public high school.

It was already established that there is a strong positive relationship between student achievement and full certification. It is suggested that researches on teacher education and certification should focus to provide a clearer view of the aspects of teacher's knowledge and skills that make a difference in student learning [9]. The authors also recommended that studies should be conducted on how teachers organize the acquisition of content and teaching knowledge and build knowledge and practices as it is applied. Also on teacher certification policies to determine what are important factors contribute to teacher practice and effectiveness in the classroom. This is because the purpose of certification and accreditation is to provide vital information about whether the teachers possess the minimum proficiencies that are required from the teaching job. It is the country's sacred duty to provide quality education for all. The same call was issued by Crowe [10]. He stated that there is a need for teacher tests that have predictive validity and that high test scores should correlate to better classroom teaching performance that would lead to positive learning outcomes for K to 12 pupils.

Factors Associated with LET Performance
Arenillo and Arenillo (2008) [3] explored the relationship between the pre-service academic and LET performance of Mindoro State College of Agriculture and Technology graduates and results revealed that respondents' grades in pre-service education particularly in areas of general education and professional education are significantly related to their performance scores obtained in LET. Moreover, a number of factors have also been suggested to contribute to one's success in passing LET including cognitive and non-cognitive factors [4].

Another study analyzed the academic performance and the LET results of the graduated Bachelor in Secondary Education major in Mathematics and English students of the Polytechnic University of the Philippines, San Pedro

Campus [11]. Findings revealed that a very weak linear relationship existed between the academic performance and LET the performance of the students with respect to the General Education subjects. A weak linear relationship between the academic performance and LET the performance of the students in terms of Professional Education and Field of Specialization subjects. However, as a whole, a moderate linear relationship between academic performance and LET the performance of the students was found in this particular study.

Pascua and Navalta [5], on the other hand, studied the correlation between the personal and educational related factors with the LET performance of the Teacher Education graduates of Nueva Vizcaya State University and found out that GPA, English proficiency and Admission Test Score of examinees are positively correlated to their LET scores.

The study of Hena, *et al.* [12], on teacher education graduates of the University of Eastern Philippines from 2008-2011found out that college Grade Point Average, OLSAT rating and English placement test passing are significantly influential to LET performance. High school grade point average and honors received in high school by the sample, on the other hand, were also studied but were not found to be good predictors of LET performance.

A study to determine contributory factors affecting the performance of teacher education graduates of the University of Southern Mindanao in the 2007 Licensure Examination for Teachers (LET) was conducted by Soriano [4]. A total of 153 respondents were drawn from a total of 306 LET examinees. Using multiple regression analysis relating the cognitive and non-cognitive variables, results of the study showed that General Education GPA, college entrance test score, course, and sex of the respondents' are good predictors of LET performance of the respondents with Gen Ed GPA as the best predictor among the variables. Students who obtained higher grades in Gen Ed courses had a better chance of passing the LET. Furthermore, the college entrance test score also score positively predicted LET performance connoting possible a higher chance in passing the LET for a student having higher entrance test scores. With these results, the author had the following recommendations to improve LET performance of their graduates, among others: (a) strengthening of pre-service teacher education by strictly imposing policies on admission, (b) designing an annual review of LET for graduates and (c) periodically updating syllabi matched with the competencies required in the LET.

Another study was conducted by Tarun, *et.al* [13] on the significant predictors of LET performance of Isabela State University-Cabagan campus students and found out that the result of the mock board exam along with general weighted average in the General Education and Major or Core subjects are significant to LET performance. They further studied the likelihood of a reviewee to pass the LET using PART and JRip prediction models of Weka, an open-source data mining software. Results showed that a reviewee is predicted to fail the LET if the reviewee will obtain a mock board rating lower than 34% of the total points. that if the general weighted average (GWA) in all the general education subjects is fair, or the general weighted average in all the general education subjects is fairly good and has a kinesthetic learning style, then the reviewee is predicted to fail the LET. Other than these specified rules, the reviewee is predicted to pass the LET.

Quaimbao, *et al.* [14] determined the predictors of board exam performance of education graduates at Don Honorio Ventura Technological State University using a survey method and extensive documentary analyses and the results revealed that the teachers' educational attainment, teachers' length of service, quality of library facilities, quality of laboratory facilities, students' intelligence quotient, and students' grade point average formed a very significant set of predictors for the students' success in the licensure examination for teachers.

The present study has a similar objective with the cited studies that is to determine whether students' performance as reflected by their grade point average in the three different core areas would predict their performance in the licensure examination for teachers.

3. METHODOLOGY

This study employed a descriptive-correlational research design. The five-year performance of the BSED-TLE graduates were presented in terms of the three test areas: General Education, Professional Education, and Major Subject. The correlation between the LET scores and GPA of the graduates for each area, as well as between the LET scores, was explored in this study.

The study was conducted in Mindanao University of Science and Technology located in Northern Mindanao during the school year 2016-2017.

Research Sample

The subjects of this study are 220 BSED-TLE graduates of MUST from 2011to 2015 who took the LET for the first time within 2 years after graduation. This sample represents 75% of the total graduates for the said years (see Table 2).

Table 2. Distribution of Samples for the Five Year LET Performance

Year	No. of graduates	No. of sample	%
2011	82	51	62%
2012	54	46	85%
2013	50	33	66%
2014	44	41	93%
2015	65	49	75%
TOTAL	295	220	75%

Out of 220, 199 took the exam within a year after graduation and 21 within two years after graduation as shown in Table 2. Teacher education graduates would usually spend time right after graduation to prepare for the licensure examination by either enrolling in a review center or by doing self-review. A number of students would be employed by private schools while doing the review as many schools would hire the TLE graduates even without a teaching license but have shown good academic performance, good communication skills and excellent performance during the interview and teaching demonstration. Eighteen percent (18%, n=39) of the sample are males and eighty-two percent (82%, n=181) are females. This indicates that this teacher education program is dominated by females.

Table 3. Distribution of graduates based on dates of examination

	No. of sample	No. of graduates who took the exam within 1 year	No. of graduates who took the exam within 2 years
2011	51	47	4
2012	46	39	7
2013	33	26	7
2014	41	40	1
2015	49	47	2
TOTAL	220	199	21

The grades of the graduates from their first to the fourth year were obtained from the University Registrar's records. The GPA of the graduates for the three components (General Education, Professional Education and Major Courses) was calculated. The subjects under these components are presented in Table 4.

Physical education subjects (PE 1, PE 2, PE 3 and PE 4) and National Service Training Program (NSTP 1 and NSTP 2) were not included in the computation of the general education GPA. These subjects are considered co-curricular subjects. Section 15.3.2 of the MUST Student Handbook provides that "all grades in the academic subjects from the first year to the last year of the curriculum shall be considered in the computation of the Grade Point Average (GPA) except the grades of NSTP and PE/PD."

Table 4 shows the BSED TLE curriculum grouped according to the major components of the Licensure Examination for Teachers. The curriculum for the BSED TLE complies and even exceeded the minimum requirement set by the Commission of Higher Education for the general education and specialization. This means that the curriculum is loaded with courses that may have helped students get a wider view of the different knowledge fields.

Analyses of the data collected included frequencies, percentages, weighted means and mean of ranks. Descriptive statistics such as frequencies, percentages, means, standard deviations and correlation coefficients were computed. Pearson's r formula was specifically used to determine the relationship between the variables under study. In interpreting the strength of the correlation, the criteria of Best & Khan (2006) was used for this study, as follows:

Table 4. Magnitude of Correlation

Value	Description/Interpretation
0.00 – 0.199	negligible
0.20 – 0.399	low
0.40 – 0.599	moderate
0.60 – 0.799	substantial
0.80 – 1.000	high to very high

The university's grading system as reflected in the student handbook is reflected in Figure 1. Most of the courses implemented the 40 to 50% passing percentage as of the school year 2016 in written examinations like quizzes, unit test, long test and periodical exams (prelim, midterm, semi-finals and final). The term grade for courses with no

laboratory component (lecture only) such as Midterm is taken from quizzes which constitute 40%, the periodical examination is 30%, course requirement such as performance tasks, term papers, reporting is given 20% as weight while the remaining 10% is for attendance and class participation.

Figure 1. The grading system of MUST

The faculty can decide on what to require for the 20% (course requirement) of the term grade as long as it focuses on students' application of what has been learned from the course. For the final grade that will be reflected in the transcript of records, it is cumulative, that is, it is computed as 1/3 of the Midterm grade and 2/3 of the final term grade if the coverage of the final examination is from the beginning of the term or semester. If the final exam coverage is taken after the midterm, then, the final grade shall be taken from 50% of the midterm grade and 50% from the final term performance. For courses with a laboratory component, the lecture grade is computed as discussed but will only constitute 70% of the term or final grade. Laboratory grade which is the aggregate of the performance in written exam (40 to 50% passing rate), moving exam or performance tasks, laboratory reports, and attendance shall constitute 30% of the term grade or final grade. The faculty is given freedom to decide on what performance indicators will be given more weights in the laboratory (such as physics, chemistry, computer, machine shop, fabrication lab for example) depending on its nature and purpose.

For the school year 2016-2017, the university had decided to adopt the passing rate of 70% across all the curricular offerings of the university. This decision had sprung from the desire to improve the institution's performance in the licensure examinations of Professional Regulation Commission. This increase from the usual 40% to 50% passing rate was adopted to ensure that students are properly evaluated and to make the assessment of learning institutions and understood by both faculty and students. Hopefully, this measure alongside other reforms and initiatives to improve students' performance will be translated to a better and higher PRC performance of the University.

4. HIGHLIGHTS OF FINDINGS AND DISCUSSION
LET Performance of BSED-TLE graduates in terms of the following areas: (a) General Education, (b) Professional Education, and (c) Major/Specialization Courses?

As can be gleaned in Figure 2 and Table 5, the trend of BSED-TLE graduates' success in LET was inconsistent or irregular which ranged from 31% (2011) to 78% (2012) with an average of 52% passing percentage for all graduates from 2011-2015. Although there was a high decrease of passers in terms of percentage from 2012-2013, it is somehow encouraging to see the increasing trend from 2013-2015.

Looking at the graph and the table, the percentage of sample passing the General Education component is lowest in most years, except in 2014. This performance could be due to the wide scope of topics under this area. On the other hand, it is in the major/specialization area that graduates had the highest passing percentage.
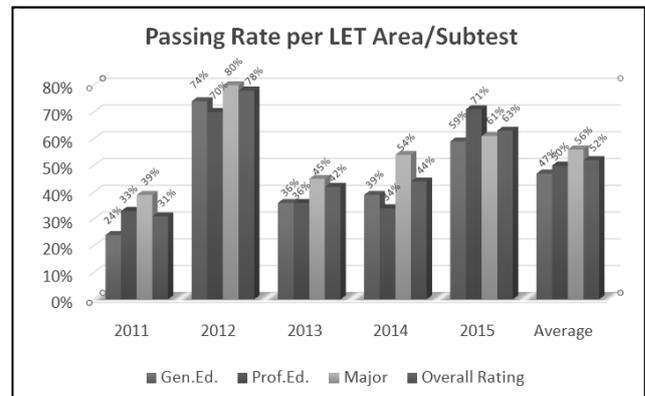
Figure 2. Passing rates of BSED-TLE graduates from 2011-2015

Table 5. Passing Rates of BSED-TLE Graduates (First Timers)

Year Graduated	n	Gen.Ed.		Prof.Ed.		Major		Average Rating	
		Passed	%	Passed	%	Passed	%	Passed	%
2011	51	12	**24%**	17	**33%**	20	**39%**	16	**31%**
2012	46	34	**74%**	32	**70%**	37	**80%**	36	**78%**
2013	33	12	**36%**	12	**36%**	15	**45%**	14	**42%**
2014	41	16	**39%**	14	**34%**	22	**54%**	18	**44%**
2015	49	29	**59%**	35	**71%**	30	**61%**	31	**63%**
Total	220	103	**47%**	110	**50%**	124	**56%**	115	**52%**

Further analysis of the 48% (n=105) of the sample who did not pass the exam on their first try was also conducted. Results revealed that only 61% (n=64) of LET first-timers retook LET from September 2012 to March 2016. Of the 64 LET second-timers, only 17 passed (27%). From the 47 graduates who failed on their second try, 20 again took the exam for the third time. Records show that the remaining 27 graduates stopped taking the LET exam after take 2. Out of the 20 third-time takers, only 4 passed. Eleven (11) of the 20 took the exam again for the fourth time but only 2 passed (18%). Four (4) of those who failed on the fourth try retook the LET for the fifth time and none of them passed. Two (2) of these 4 took the exam for the sixth time and only 1 passed. Overall, from the 64 BSED-TLE graduates

who failed the LET on their first try, only 24 (38%) got their teacher's license as of March 2016 LET exam.

Table 6. Passing Percentage of BSED-TLE Graduates who Retook LET

No. of Takes	No. of Retakers	No. of Retakers who Passed	Passing Rate
2nd	64	17	27%
3rd	20	4	20%
4th	11	2	18%
5th	4	0	0%
6th	2	1	50%
	64	**24**	**38%**

PBEd in 2014 cited the statistics from the Commission on Higher Education (CHED) that only about 54% of teacher education graduates will pass the Licensure Examination for Teachers (LET) on their first take. For repeaters, the average passing rate is 16%. The result for the BSED-TLE graduates of MUST from 2011-2015 conforms to these statistics showing an average of 52% passing percentage for first-timers from 2011-2015. The average passing rate for repeaters at 38% (24/64) was slightly higher than CHED data.

Results of the data gathered reveal that the 2012 BSED-TLE graduates showed the best LET performance at 78% passing percentage. It is interesting to review the activities and/or initiatives of the department for this batch which possibly led to this satisfactory performance. These batch of students were expected to have their preservice training from Academic Years (AY) 2008-2009 until 2011-2012. Looking back, it was found out that LET reviews were conducted during their last semester in the program. This could have been the reason for this better performance.

Relationship between the Licensure Examination for Teachers (LET) Ratings and Grade Point Average of BSED-TLE Graduates

A Pearson product-moment correlation coefficient was computed to assess the relationship between the LET ratings and GPAs of BSED-TLE graduates in all three exam areas: General Education, Professional Education and Major. Following the criteria of Best & Khan (2006) [15] shown in Table 4 in Chapter 3, the results are presented in Table 7.

Table 7. Relationship between LET Ratings and Preservice GPA of BSED-TLE Graduates from Year 2011-2015

Subject Areas	r Value	Interpretation
General Education	-0.306**	Low Relationship
Professional Education	-0.220**	Low
Major/Specialization	-0.231**	Low

**. Correlation is significant at the 0.01 level (2-tailed).*

For General Education LET rating and preservice GPA, a negative correlation $r(-.306)$, $n=220$ is found significant at $p < .0$, two-tailed. On the other hand, the Professional Education rating in LET and preservice GPA is also found to have a low negative correlation, $r(220) = -.375$ and significant at $p = .0$, two-tailed. The result is found to be the same for the relationship between the LET rating for Major subjects and preservice GPA of graduates, a negative correlation $r(-.231)$, $n=220$ found to be significant at $p < .001$, two-tailed. As explained in the statistical treatment, the negative correlation is due to the grading system of

MUST in which 1.0 is the highest possible grade and 5.0 is the lowest possible grade, while for LET ratings, a higher number means better performance.

Overall, although the results are found to be significant at the 0.01 level (2-tailed), the results show a weak linear relationship between the LET ratings and academic performance of graduates from 2011-2015 in all three areas.

Several studies in the country have shown the same findings of this study. One is by Pachejo & Allaga [16], who studied the correlation of LET ratings and preservice academic grades of the teacher education graduates of Rizal Technological University from 2009-2011. The study revealed that there is a slight correlation between the preservice academic grades of graduates and LET ratings in the areas of general education and the specialization. However, they found no relationship between the preservice grades and LET ratings in the professional education sub-area.

5. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, it is concluded that (a) the LET performance of BSED-TLE graduates from 2011-2015 still needs improvement and (b) academic achievement of students during preservice education is related to LET success.

Based on the conclusions, the following are hereby recommended:

- The College of Education should institutionalize a LET review for preservice students at their fourth year in the program. A mock pretest must be given at the start of the review to determine subject areas that need more attention, in order to improve LET performance.
- The curriculum review must take into consideration the subject areas covered in the LET.
- Feedback from students should be gathered after taking LET. There are numerous ways of communicating with graduates with the advent of technology, especially social media.
- Other factors affecting LET performance of university's teacher education graduates must also be explored, such as high school GPA, student's IQ, admission test scores, teaching aptitude test results, teacher factor (educational attainment, length of service, instruction strategies) and reviews attended must also be explored. Outcomes of these study/ies will help enhance policy/ies for teacher education programs, including admission and retention.

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