

# The Correlation Analysis Between Students Performance and Licensure Examination Result of Beed Graduates in Um Panabo College

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## ABSTRACT

This study used descriptive correlational research designs to determine the relationship between student's performance and licensing examination outcomes. Using random sampling forty (40) participants were identified in the study; these are the graduates of the BEED Program who took the Licensure Examination for Teachers (LET) from 2018-2021. The Pearson r correlation was used to establish the significant link between the Competency Appraisal (CA) result, General Weighted Average (GWA) and On-the-Job-Training (OJT) rating and the board examination rating. Data from the CA result was taken from the Competency Appraisal Coordinator, while GWA and OJT rating is taken from the registrar office, further PRC issued the result of the LET. The results shows that the competency appraisal has no significant relationship with the result of the board examination. On the other hand, the GWA and the OJT grade of the BEED graduates significantly correlated with the PRC result, suggesting it helps the students pass the licensure exam. Students who perform well in their college courses, particularly in courses that are directly related to their profession, are more likely to have a strong foundation of knowledge and skills that are necessary to pass the LET. Thus, the researcher recommends to look for other possible factors, such as students' personal, economic, and emotional factors, students' performance from their respective review centers.

**Keywords:** Competency Appraisal Course, BEED Students Licensure Exam, Pearson r, Philippines.

## INTRODUCTION

Many educational institutions require board certification or licensure for certain positions or promotions. Passing in the licensure exam can increase your chances of being hired or promoted in your field; it also provides credibility to professional standing, which can help the person gain the trust and respect of colleagues, employers, and clients (Dagdag, Sarmiento, & Ibale, 2017). These exams typically cover a wide range of topics or competencies related to the chosen profession, and passing the exam demonstrates the mastery of these topics. Preparing for and taking the exam can also help identify areas needed for improvement of knowledge and skills and for pursuing ongoing professional development.

In the Philippines, the highlighted standards for teacher education graduates to qualify as professional teachers are stipulated in RA 7836, also known as the "Philippine Teachers Professionalization Act of 1994" and these are set by the Professional Regulation Commission (PRC), which is responsible for administering and regulating licensure exams for educators. Graduates of Bachelor of Elementary Education (BEEd) are assessed along two components, which are General Education, which covers subjects such as English, Filipino, Mathematics, Social Sciences, and Natural Sciences and Professional Education, which covers topics such as teaching strategies, assessment and evaluation, curriculum development, and educational technology with corresponding weights of 40% and 60%, respectively (Amanonce & Marama, 2020). With the approval of Chairperson Rosita Navarro of Professional Regulatory Commission, to pass the examination, an examinee must obtain an average rating of not less than 75% and must have no rating lower than 50% in any of the tests. In addition to meeting the percentage requirement, candidates must also meet other eligibility requirements set by the PRC, such as holding a bachelor's degree in education or a related field, and completing the required number of units of professional education subjects.

Cited from the 2022 research done by the government's socioeconomic-policy think tank Philippine Institute for Developmental Studies (PIDS), stated that low teacher qualification was a major factor in the low-quality education and poor performance of students. In fact, in the last 12 years, 56 percent of the said schools had below passing rates in the teacher licensure examination. Furthermore, only two percent of schools offering teacher education were classified as high-performing (Espiritu, 2023). Thus, the overall passing rate of LET examinees was lower compared to that of other courses, such as architecture, nursing, civil engineering, and accountancy (Bautista, 2023).

The performance scores in the LET reflect the abilities of the teacher examinees. Thus, having low percentage of LET passers indicates low quality pre-service teacher education in the country. Also, poor performance in LET may lead to further slide of the educational standards of a country (Guinayen, 2016). Teacher Education Institutions (TEIs) in the Philippines ought to establish their brand of educational quality through their graduates' performance in the LET since it plays a crucial criterion of the Commission on Higher Education (CHED) in granting Centre of Development (COD) and Centre of Excellence (COE) status to the curricular programs and an indicator for quality assurance (Amanonce & Marama, 2020).

The licensing of the teachers is vital to the acquisition of quality education. TEI's must determine any possible hindrances in producing teachers with high competencies and competitive teacher-education graduates. Thus, Teacher Education Institutions (TEI's) are responsible for the education and training of the future teachers (Delos Angeles, 2019). In particular, University of Mindanao has a unique way of helping the students pass the LET. As such Competency Appraisal (CA) has been part of the student's curriculum in the teacher education program. This CA aims to enhance the students' proficiency and prepare them for the licensure exam. With CA, students are exposed to LET questions and have undergone a series of lectures and discussion on different topic or competencies in education.

Despite these efforts, the UM Panabo College strives to increase the percentage of passers in the licensure exam and meet the standard set by the University of more or equal to eighty percent (80%) and be above the National Passing Percentage. In fact, in the LET result of UM Panabo, the Bachelor of Elementary Program note an inconsistent rating. Thus, this study will be conducted to identify what factors contribute more to students' performance on the licensure exam. This will also address the issue of the university system on an open admission and will attest to the effectiveness of conducting CA to students.

Further, the significance of this study lies in its potential to provide valuable insights into the relationship between students' academic performance and their success in the Licensure Examination for Teachers (LET). Understanding this correlation is critical for educators, and administrators, as it can guide efforts to enhance teaching quality, curriculum design, and student support services. Additionally, the findings of this study could help the institution refine its instructional approaches and competency appraisal methods, ensuring that they are better aligned with the competencies tested in the LET. It may also provide a basis for offering more effective academic and remedial support to students who may be at risk of underperforming in the licensure exam. Ultimately, this study has the potential to contribute to the improvement of the overall academic and professional preparedness of BEED graduates, thereby enhancing their employability and effectiveness as future educators in the field of elementary education.

The objective of this study is to determine the correlation between the students' performance and licensure examination for teachers among the BEED graduates of UM Panabo. Specifically, the study elicited information on the Academic Performance of Graduates through General Weighted Average (GWA), On-the-Job-Training results, and CA results, covering 2018-2021. Moreover, the performance in the LET and the factors that correlate with LET performance were sought in this study. Thus, living by the University's philosophy on transformative education "Polishing diamond in the rough".

## **METHODOLOGY**

A quantitative design, using descriptive-correlational method and documentary analysis were used to determine the relationship of LET performance of BEED graduates and academic achievements such as college GWA, OJT result, and CA results. Descriptive correlational design was used as it aims to provide static

pictures of situations and establish the relationship between different variables (McBurney & White, 2009). Moreover, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; Rapley, 2007; and Bowen, 2009). Most importantly, the study analysed the relationship and strength of correlation between the graduates' performance and LET result.

The research subjects were fresh graduates in college and first-time takers in LET to measure more validly the impact of the college services on their LET performance. Using a purposive random sampling, 40 participants were identified in the study. Total and purposive were used to represent each year of the respondents in the study. A purposive sample is a non-probability sample that is selected based on population characteristics and the study's objective (Crossman, 2020). Data on LET ratings were taken from PRC Manila, Philippines upon the approval of the PRC chairperson. Transcript of Records (TOR) for the GWA and On-the-Job rating were obtained from the registrar's office, and CA Results from the CA coordinator after the approval of the college administrator. This ensures compliance with institutional and legal protocols, safeguarding the integrity of data collection. Academic data was anonymized to prevent identification and protect privacy of the participants. Furthermore, these records are only be accessed by authorized personnel for the specific purpose of research, ensuring the research adheres to ethical standards and data protection laws like the Data Privacy Act in the Philippines.

The researchers employed the Pearson  $r$  correlation to establish the significant link between the General Weighted Average (GWA), Practice Teaching, and CA results and the board examination rating. The Pearson's product Moment Correlation coefficient measures the strength and direction of association that exists between two variables measured on at least an interval scale (Obilor & Amadi, 2018).

The data were interpreted using the following parameter:

Range of Means	Interpretation
95 - 100	Outstanding
90 - 94.99	Very Good
85 - 89.99	Good
80 - 84.99	Fair
75 - 79.99	Poor
<75	Very Poor

## RESULTS AND DISCUSSIONS

This part presents the results and discussion based on the findings of the data gathered. The discussion is to interpret and describe the importance of the findings in the light of what was already known to answer the research objectives.

### Academic Performance of the Graduates

The Academic Performance of graduates is based on the computed GWA. Shown in Table 1 are the results of the academic performance of the BEED graduates from 2018-2021. The result revealed that the general weighted average of graduates is 87.94 which means that graduates achieve a good performance in their studies. In addition, 2018 has the highest computed mean of 90.23 which is interpreted as very good and 2019 has the lowest computed mean of 86.61 which is interpreted as good.

A study of Mappadang, Sinaga, and Elizabeth, (2022) mentioned that academic performance stands as a significant milestone for students throughout their university journey, exerting influence on both their present circumstances and future prospects. This accomplishment reflects students' intrinsic productivity and capabilities and has implications for their ongoing and future endeavours.

Table 1. Academic Performance of Graduates

Year Graduated	N	Mean	SD	Interpretation
2018	3	90.23	3.1342	Very Good
2019	14	86.61	2.6252	Good
2020	6	87.21	2.1876	Good
2021	16	87.72	2.3867	Good

### On-The-Job Performance of Graduates

Shown in Table 2 are the descriptive results of the On-the-Job Performance of BEED graduates. The result revealed that the overall mean was 93.47. This means that graduate have a very good understanding of their chosen profession and yield greater skills in their on-the-job training. Further, graduates from year 2018 got an outstanding results compared to 2019, 2020, and 2021 which gained very good result.

Moreover, as pointed out in the study of Hafeez, (2021) teacher training stands as a vital prerequisite and integral aspect of all educational endeavours, encompassing the creation of a supportive learning atmosphere, curriculum design and execution, as well as assessment procedures. A highly and well-trained educator possesses greater capacity to instruct students effectively and execute diverse teaching methodologies successfully.

Table 2. Descriptive Results of On-the-Job Performance of the Graduates

Year Graduated	N	Mean	SD	Interpretation
2018	3	98.33	1.154	Outstanding
2019	14	92.92	3.315	Very Good
2020	6	91.33	2.503	Very Good
2021	16	91.31	6.1288	Very Good

### Competency Appraisal Performance of the Graduates

Shown in Table 3 are the descriptive result of BEED graduates in the competency appraisal courses. The results revealed that the over-all average rating of the students in CA is 79.33, which is interpreted as poor. It is also shown that the students performed better in 2018 having the highest overall mean of 84 thus interpreted as fair, followed by year 2021 with an overall mean rating of 83.50 and 80.07 in 2019. However, the year 2020 got a lowest overall mean of 70.08 which is interpreted as very poor. Moreover, it is also observed that 2018 had the lowest computed standard deviation of 1.000 particularly in professional education subject.

It implies that a very high performance with low standard deviation reflects mastery of theory- and practice-based assessments and demonstrated consistency and reliability, which are highly valued in various domains and advantageous in academic and professional settings.

Table 3. Competency Appraisal Performance of Graduates

Year Graduated	N	Subject Cluster	Mean	SD	Interpretation
<b>2018</b>	3	CA 1	87	10.148	Good
		CA 2	81	1	Fair
		<b>Overall</b>	84	5.574	Fair
<b>2019</b>	14	CA 1	82.57	9.254	Fair
		CA 2	77.57	2.737	Poor
		<b>Overall</b>	80.07	5.9955	Fair
<b>2020</b>	6	CA 1	70.5	1.76	Very Poor
		CA 2	69.67	1.032	Very Poor
		<b>Overall</b>	70.08	1.396	Very Poor
<b>2021</b>	16	CA 1	79.37	7.796	Poor
		CA 2	86.93	6.147	Good
		<b>Overall</b>	83.5	6.9715	Fair

\*CA1- General Education

CA2 – Professional Education

### Distribution of Passers in the Licensure Examination

The Licensure Examination for Teachers was given by the Philippine Regulatory Commission. Shown in Table 4 are the distribution of passers in both general education and professional education of the Bachelor of Elementary Education. It is observed in the data that UM's performance in the licensure exam has reached one hundred percent (100%) in three (3) consecutive examination period from 2018-2020 which is interpreted as outstanding. However, in 2021 graduates, it obtained an overall rating of ninety four percent (94%) which is interpreted as very good.

Acosta and Acosta (2016) assert that teacher licensure plays a crucial role in driving the implementation of basic education reform within the Philippine education system and serves as a reliable indicator of teachers' effectiveness. They further suggest that teacher licensing validates the ongoing education reform initiatives aimed at enhance teacher quality and excellence.

Table 4 Distribution of Passers in the Licensure Examination

Exam Period	General Education (Gen Ed)	Professional Education (Prof Ed)	Overall (%)	Interpretation
<b>2018</b>	100% (3)	33% (1)	100%	Outstanding
<b>2019</b>	100% (14)	100% (14)	100%	Outstanding

2020	100% (6)	100% (6)	100%	Outstanding
2021	94% (15)	94% (15)	94%	Very Good

**Licensure Performance of the Graduates per Subject**

Shown in Table 5 are the descriptive result of BEED graduates in the licensure examination per subject. As shown in the data, that graduates from 2021 had the lowest performance in the board exam and interpreted as fair. Moreover, it is also observed that 2018 has the lowest computed standard deviation of 1.806, which means that the reliability and consistency of the results from the assessment are closely related than the results from 2019 to 2021.

Furthermore, a consistent observation indicates that the performance in Subj 2 or professional education has been consistently perceived as very low. This observation aligns with the research conducted by Guanzon and Marpa (2013) as cited by Antiojo (2017), which suggests that graduates often struggle with the professional education examination component of the licensure exam.

Table 5. Licensure Performance of the Graduates per Subject

Year Graduated	N	Subject Competency	Mean	SD	Interpretation
2018		Subj1	87.00	2.000	Good
	3	Subj2	80.33	5.686	Fair
		Ave	83.50	1.802	Fair
2019		Subj1	88.28	4.787	Good
	14	Subj2	79.57	4.351	Poor
		Ave	83.28	3.717	Fair
2020		Subj1	85.50	6.503	Good
	6	Subj2	87.50	5.310	Good
		Ave	86.70	5.538	Good
2021		Subj1	84.18	8.75	Fair
	16	Subj2	82.31	11.055	Fair
		Ave	83.06	10.100	Fair

\*Subj1- General Education

Subj2 – Professional Education

**Significant Relationship of CA, Internship, GWA and Licensure Performance**

Shown in table 6 the correlation analysis of the licensure exam results as corelated to the Competency Appraisal Courses, On-the-Job-Training Grade and GWA of BEED graduates. The result revealed that GWA and on-the-job-training grades significantly correlated to the PRC result, with a computed P value of less than

0.05. Moreover, the Competency Appraisal, particularly in General Education has significantly correlated to the result of the GENEd LET performance.

This finding resonates with the claims of various studies that college General Weighted Average (GWA) is a significant predictor of passing the LET; thus, students who had good grades in college tend to pass and attain a higher rating in the LET while those who performed poorly in college more likely fail or obtain a lower rating in the LET (Amanonce & Maramag, 2020).

Moreover, the correlation between the On-the-Job Training (OJT) and Licensure Examination Teachers (LET) performance is attributed to students' exposure to content in the elementary competency. In addition, students' exposure to review is an added factor for the correlation. Kalaw (2019), emphasized the importance of enhancing faculty competence to provide students appropriate training, practices and quality education. However, there is no significant relationship between the overall Competency Appraisal result and LET Performance.

Table 6. Test of Significant Relationship of CA, Internship, GWA and Licensure Performance

Variables		Licensure					
		Gen ED		Prof ED		Overall	
		r-value	p-value	r-value	p-value	r-value	p-value
CA	Gen Ed (CA 1)	0.352**	0.028	0.113	0.493	0.185	0.261
	Prof Ed (CA 2)	-0.191	0.245	-0.185	0.260	-0.212	0.195
	Overall	0.119	0.471	-0.026	0.877	0.001	0.996
GWA		0.497**	0.001	0.448**	0.004	0.518**	0.001
OJT		0.526**	0.001	0.441**	0.005	0.519**	0.001

## CONCLUSION

In conclusion, the study highlights significant findings regarding the academic performance and licensure examination outcomes of BEED graduates from UM Panabo College between 2018 and 2021. While the graduates demonstrated good to very good academic performance and exceptional results in their On-the-Job Training (OJT), their overall performance in the Competency Appraisal (CA) was notably poor, particularly in 2020. Despite these challenges, the graduates' performance in the Licensure Examination for Teachers (LET) was commendable, with outstanding results between 2018 and 2020, and a very good performance in 2021.

Importantly, the study revealed that students' academic achievements, as measured by General Weighted Average (GWA) and OJT performance, were significantly correlated with their success in the LET. Additionally, the Competency Appraisal, specifically in General Education, also showed a significant correlation with the General Education component of the LET exam. These findings suggest that enhancing both academic preparation and the CA process, particularly in areas directly related to the LET, could further improve licensure outcomes for future BEED graduates. The insights gained from this study can serve as a foundation for refining educational strategies and support systems, ensuring greater success in licensure examinations and better preparation for professional teaching careers.

## RECOMMENDATION

Given the specific findings that there is no significant relationship between overall competency appraisal and LET exam performance, while there is a significant relationship between OJT grades and GWA to LET exam performance, the following recommendations are given:

To enhance the effectiveness of competency appraisal and support programs for LET exam preparation, several strategies can be implemented. First, it is essential for administrator and personnel in charge to CA to review the criteria and process used for competency appraisal to ensure alignment with the skills and knowledge assessed in the LET exam. This can be achieved by involving stakeholders such as educators, practitioners, and examiners in the revision process to guarantee a comprehensive coverage of relevant competencies. Furthermore, exploring alternative assessment methods, such as performance-based assessments, simulations, or standardized tests that closely mirror the LET exam format, could provide a more accurate measure of the competencies needed for exam success.

In addition, the OJT coordinators may offer remedial support for individuals struggling in On-the-Job Training (OJT) programs or those with lower General Weighted Averages (GWAs) is critical. Personalized tutoring, study skills workshops, or academic counseling can help address underlying challenges and improve both skills and academic performance. For individuals who excel in OJT programs and maintain high GWAs, targeted support, such as exam preparation workshops, mentoring, and access to supplementary learning materials, should be provided to further hone their abilities and address specific areas for improvement.

Moreover, administrators must track longitudinal data on the performance of participants in OJT programs and their outcomes in the LET exam which can offer valuable insights into the effectiveness of these programs in predicting exam success. This data will enable ongoing evaluation and the continuous improvement of both the competency appraisal and OJT programs. Finally, implementing a cycle of continuous evaluation and improvement is vital. Soliciting feedback from stakeholders, monitoring outcomes, and adjusting strategies as needed will ensure that these initiatives effectively support LET exam preparation and performance over time.

Additionally, it may be beneficial to conduct further research to understand why there is no significant relationship between competency appraisal and LET exam performance. This could involve examining the specific criteria used for competency appraisal, exploring potential biases or limitations in the assessment process, and identifying any gaps between the skills assessed in competency appraisal and those required for success on the LET exam.

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