

# Correlational Analysis of 2018 Licensure Examination for Teachers (LET) Results of Education Graduates in a Higher Education Institution in Manila

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## ABSTRACT

Higher education institutions are expected to provide quality and relevant education at present. For this reason, a study that aims to determine the performance of their graduates in the licensure examinations offered by the states must be conducted. This study will conduct a correlational analysis of the licensure examination for Arellano University teachers of 2018 education graduates. This study utilized the correlation research method. Documentary analysis was used as a technique for gathering the data. Six (6) BEED graduates and nineteen (19) BSED graduates were selected for this study. Their rating in the licensure examination for teachers and academic performance in courses such as professional education, course assessment 1, course assessment 2, and practice teaching were correlated. BSED graduates performed better in the 2018 Licensure Examination for Teachers than BEED graduates. BEED graduates perform below the passing rank in all the components of LET. The study's findings revealed that both the BEED and BSED graduates performed below the passing rating required by PRC in the professional education component of the test. The academic performance of the BEED graduate did not redound and translate to their successful performance in the Licensure Examination for Teachers.

On the other hand, the academic performance of the BEED graduates was confirmed in the results of the LET. The BSED graduates performed better, as revealed in their academic performance than their BEED counterparts. BEED graduates' academic performance in course assessment 2 concurred with the result of their LET performance in professional education, while their academic performance in the three subjects' professional education, course assessment 1, and practice teaching did not redound to their performance in the LET. The BSED graduates' academic performance reflected their performance in the LET.

With these findings, it was recommended that both programs be revisited and thoroughly reviewed in terms of instruction and assessment to ensure that these are aligned with the competencies tested in the LET. Intensive preparation and training of the BEED students must also be done. Lastly, the severe participation of the students in intensive training in preparation for the LET must be ensured to help them become more prepared and confident to take the test in the future.

**Keywords:** Academic Performance, Correlational Analysis, Education Graduates, and Licensure Examination for Teachers Rating

## INTRODUCTION

Higher education institutions are expected to provide quality and relevant education to their clients. More so, this expectation must be met by HEI's provision of a pre-service teacher education program. In September 2018, the Philippine Regulation Commission and the Board for Professional Teachers released the results of the Licensure Examination for Teachers. Based on the data, 18 409 elementary teachers out of 90 750 examinees, or 20.29%, passed, while 60 803 secondary teachers out of 126 582 examinees, or 48.03%, passed. Furthermore, it was announced that of the 18 409 elementary teacher passers, 17 200 are first-timers and 1 209

repeaters. For the secondary teachers, 52 453 are passers and 8 350 repeaters (PRC, 2018). Looking at these results, it can be surmised that the passing rate nationwide in both levels of the examination is below 50% percent, which is alarming and poses a significant challenge to the teachers in Higher Education Institutions to improve further their instructional practices in preparing students in the pre-service teachers' education program.

One of the Higher Education Institutions that participated in the 2018 Licensure Examination for Teachers is Arellano University. Six BEED graduates and thirty-six BSED graduates participated this year. In the desire of this institution to improve its instructional practices, this correlation analysis was conducted. Conducting studies on the student's performance in the licensure examinations given in various professional programs is very important. Through this kind of study, schools get more or less significant ideas about how their graduates perform in the examination, which may reflect the effectiveness of the programs and practices they provide for them while studying in the college or university. De los Santos (2019) found that BSEd and BEED graduates performed best in the Professional Education component, while the poorest performance was in General Education.

Moreover, the overall performance of the mean general average rating for BSEd and BEEd was below the passing rate. Variables correlating significantly to LET performance were age, high school and college academic performances, and performance in a comprehensive review. Hence, doing well in the different basic, professional, and significant subjects and in the extensive review increased the graduates' chances of passing the board examination. This result only reveals that preparation for the Licensure examination should begin from the first year until the fourth year in the college of education.

In addition, Dangan (2015) revealed a significant relationship between the teacher education graduates' academic performance, rating in the licensure examination for teachers, type of work, and waiting time for job search. It also established that licensure tests increase the costs of entering an occupation, and a failure rate lengthens the waiting time for a job search and creates uncertainty about obtaining employment. This result only indicates that examinees must prepare intensively before the examination so that there will be a significant percentage of them to pass. Passing the licensure examination successfully helps new graduates to easily land teaching jobs because licensed teachers are prioritized in hiring in schools, whether public or private.

On the other hand, the research conducted by Garcia (2013) revealed different results. His research findings presented that the correlation coefficient between examinees' academic performance and licensure examination rating is very high in Specialization subjects, with a weak positive correlation in the Professional Education subjects. However, the correlation in examinees' academic and Licensure Examination for Teachers ratings, in general, is moderately significant. The academic performance (grade average) of examinees gives no assurance (not a determinant) of passing the PRC (LET) examination. This result explains that those students who achieved better academic performance must not rest on their laurels but instead continuously read and prepare before the examination. Attendance in the review session and serious and attentive listening to the presented topics may also help the graduates gain confidence in taking the test.

In the study conducted by Puertos (2015), findings revealed that the LET performance of the Liceo De Cagayan University graduates for the last four years was low for general education, moderate for significant subjects, and high for professional education. Results for the correlation computations showed that General Weighted Average (GWA) and LET performance have a mild positive correlation, whereas pre-board and LET performance have a high positive correlation. Lastly, the computation of linear regression results reveals that both GWA and pre-board performance can significantly predict the outcome of the licensure examination for teachers. This indicates that pre-board examinations in the schools must be checked to see if they align with the competencies being tested in the licensure examination for teachers.

Furthermore, Baes (2019) revealed in her study conducted among the MAPEH graduates at Batangas State University that most of the MAPEH graduates excelled better in the general components for both comprehensive exams and LET rather than in the professional and significant subjects. Surprisingly, comprehensive examination results were not significantly related to the respondents' LET rating. This only

means that training students in pre-service education institutions on professional and significant subjects must be given close attention.

This plethora of research conducted in the past only shows that correlation studies of the performance of students in the licensure examination provide helpful findings to the school administrators and the teachers to look back on their instructional practices and discern how they can be further improved so that they would be able to help their graduates to pass in the LET successfully. If they can do this and initiate meaningful changes in their practices, they will be assured that their graduates will be more confident to take the test, successfully pass, and later land the teaching job they aim for.

This research was conducted for this reason. It aims to describe and correlate the LET performance of the education graduates of Arellano University in 2018. This research hopes to provide recommendations to the school and its professors about meaningful reforms that can be made to intensify the preparation and training of education students to become more competent teachers who will mold the future of students in the country.

This research is anchored on Thorndike's theory of connectionism, which states that learning occurs when a strong bond between stimulus and response is built. This theory revolves around three primary laws. The first law is the law of effect, which states that the connection between stimulus and response is strengthened when the consequence is positive. The connection between stimulus and response is weakened when the result is negative. The second law is the law of exercise, which states that the more an S-R bond is practiced, the stronger it will become. The last law is called the law of readiness. This states that the more the learner's readiness to respond to the stimulus, the stronger their bond will be (Lucas and Corpoz, 2014).

The theory of connectionism is relevant to this research because the purpose of this study is to find out if the rating in the Licensure Examination of the graduates has a significant correlation to their academic performance in selected courses such as practice teaching, professional education, course assessment 1, and course assessment 2. The performance of the graduates in the LET is represented as a response, can reflect the student's academic performance, and can be described as a stimulus. The rate of success that can be achieved by the graduates in the Licensure Examination for the teachers depends so much on or can be influenced by the practice, reward, and overall environment provided for them while studying there. These factors are likely seen as the researchers determined the students' academic performance in the selected courses and their rating in the Licensure Examination for Teachers.

This study entitled Correlational Analysis of 2018 Licensure Examination for Teachers (LET) ratings of education graduates of Arellano University aims to provide answers to the following queries:

1. What is the LET rating of 2018 education graduates at Arellano University?
2. What relationship exists between LET rating and ratings in each component?
3. What is the academic performance of the education graduates?
4. What relationship exists between LET rating and the academic performance of education graduates?

The following null hypotheses are desired to be answered in this research at a 0.05 level of significance:

**Ho1:** There is no significant relationship exists between LET rating and ratings in each component.

**Ho2:** There is no significant relationship between LET rating and academic performance of the education graduates

## METHODOLOGY

### Research Design

This study used a quantitative research method. Quantitative research is a type of social research that applies

empirical methods and empirical statements. It is also a type of research that explains phenomena by collecting numerical data that are analyzed using mathematically based methods (Bueno, 2016). This quantitative research aims to describe the LET performance in 2018 of the education graduates at Arellano University. Data such as LET performance and the academic performance of the education graduates from BEED and BSED programs in selected subjects such as professional education, course assessment 1, course assessment 2, and practice teaching were taken. Also, the specific rating of the students in each component in the LET was derived. These variables were compared to establish a test of relationships.

Specifically, this research used a correlation research design. This research method is used to investigate the extent to which one factor corresponds with variations in one or more factors based on correlation coefficients. It is appropriate where variables are complex or do not lend themselves to the experimental method and controlled manipulation. It allows the measurement of several variables and their interrelationships simultaneously and in a realistic setting and gets the degrees of relationship (Bueno, 2016). In the case of this research, variables such as LET performance, performance of the students in each component of this examination, and academic performance of the students in the selected subjects such as professional education, course assessment 1, course assessment 2, and practice teaching were taken. These data were closely analyzed, carefully treated statistically, and correlated to test the relationship between these variables.

### **Research Locale**

This research was conducted at Arellano University in Manila. This university has several branches in Metro Manila and offers various programs.

### **Research Participants**

The research participants were selected using purposive sampling, which occurs when the researcher subjectively selects the participants (Bueno, 2016). Six (6) BEED and nineteen (19) BSED graduates who took the Licensure Examination for Teachers were chosen as participants in this research. Their names were derived from the records from the university's registrar's office.

### **Research Instrument**

This research did not use any instrument. Perusing the documents or documentary analysis containing the data such as LET results of the BEED and BSED graduates who participated in the LET 2018 was done. These data were requested from the Office of the Registrar of the University. Aside from this data, the academic performance in the three subjects, professional education, course assessment 1, course assessment 2, and practice teaching of these graduates were taken. Permission from the dean of the college of education and the head of the registrar was sought to access these data deemed essential in completing this research.

### **Data Gathering Procedure**

The researchers asked the Dean of the College of Education permission to access the performance of the BEED and BSED graduates who took the Licensure Examination for Teachers in 2018. After the consent was granted, the researchers organized these results and utilized statistical tools to process, analyze, and interpret the data.

The statistical treatment used in this research is average or mean to describe the performance in LET, performance in each component of this examination, and academic performance of the students in the subjects such as professional education, course assessment 1, course assessment 2, and practice teaching. Pearson Product Moment of Correlation Coefficient was also used to determine the relationship between students' academic performance in selected courses and their LET performance in professional education, general education, and major subjects for BSED.

### **Ethical Considerations**

The researchers ensured the data gathered were handled and treated with utmost confidentiality. Before

collecting the data needed in this study, permission from the school officials was first sought.

## RESULTS AND DISCUSSION

Table1. LET Rating of BEED Graduates of Arellano University

BEED	General Education	Professional Education	Average Rating in LET
Mean	64.33	69.00	67.23
Highest	76.00	83.00	78.60
Lowest	53.00	62.00	59.60

Table 1 presents the LET rating of BEED graduates of Arellano University. Looking at the student's performance in general education, it was revealed that the mean performance of the graduates in this examination component is 64.33. The highest average here is 76.00, while the lowest is 53.00. Meanwhile, the students attained a mean performance of 69.00 in professional education, with the highest average of 83.00 and 62.00, respectively. The average in BEED graduates' general education and professional education is 67.23. The highest average is 78.60 while the lowest is 59.60.

These results show that the BEED graduates did poorly in this examination. Although the average highest scores reflected in both components are passing scores, these were pulled down by the meager average in both components of the significant number of BEED graduates who took the test in the said year. These suggest that there is a need for intensive preparation and training of the BEED graduates in both components of the examination. This must be done since BEED students are generalists, meaning they are dealing with various disciplines at the elementary level. Their in-depth understanding of multiple disciplines will help give them greater chances to pass the licensure examination. Intensive monitoring of the performance of BEED students must also be implemented. If students cannot reasonably meet the expectations in their course or the subject they are taking, remediation must be given. This result is corroborated by a study that revealed that most students at a university in Batangas needed to meet expectations in the Licensure Examination (Abrea et al., 2019).

Table2. LET Rating of BSE Graduates of Arellano University

BSE	General Education	Professional Education	Major Subject	Average Rating in LET
Mean	79.42	72.95	72.05	74.74
Highest	90.00	84.00	87.00	86.20
Lowest	66.00	59.00	57.00	57.60

Table 2 depicts the LET results of BSE graduates. The data in the table shows that the students achieved 79.42 in general education, with the highest and lowest mean of 90.00 and 66.00, respectively. On the other hand, the students attained a mean of 72.95, with the highest and lowest mean of 84.00 and 59.00, respectively. Finally, the mean obtained by the students in the primary subject is 72.05, with the highest and lowest mean being 87.00 and 57.00, respectively. The average rating in LET of the BSED graduates is 74.74, with the highest and lowest mean being 86.20 and 57.60 respectively.

This result suggests that the BSED graduates of this university performed better in the general education component of the examination. However, the students' low average rating in LET can be attributed to the fact that some students got very low scores in the three test components, considering that some got high scores. These high scores gained by some students were pulled down. Furthermore, there is also a need to intensify the instruction and preparation of the BSED students in both professional education and significant subjects in various disciplines offered by the university. Remediation for low-performing students while studying at the university must also be given so that their core understanding of the concepts in both professional education subjects and major subjects will be crystallized. Finally, teachers in professional education and major subjects

teach concepts and principles based on the learning competencies to be developed among the students. Utilization of competency-based teaching must be intensified. Teachers must also reflect and revisit the kind and type of evaluation practices given to the students to determine if these are helpful and reveal the truth of the students while studying in the university.

These results agree with the study conducted by Amanonce and Maramag (2020), which stated that an effective evaluation procedure of students' performance must be implemented since teachers' assessments concur with the graduates' performance in the LET.

Table 3. Test of Relationship between LET Rating and Rating in Its Components

Variables	Computed r	Tabular r at .05 level	Description	Decision
<b>BEED</b>				
LET and Gen Ed Ratings	0.90	0.75	Significant	Reject Ho
LET and Prof Ed Ratings	0.95	0.75	Significant	Reject Ho
<b>BSE</b>				
LET and Gen Ed Ratings	0.90	0.32	Significant	Reject Ho
LET and Prof Ed Ratings	0.93	0.32	Significant	Reject Ho
LET and Major Subject Ratings	0.90	0.32	Significant	Reject Ho

Table 3 tests the relationship between LET rating and rating in each examination component. These combined tables of BEED and BSED students' LET, General Education, professional education, and significant subject ratings reveal relationships among these variables.

The BEED graduates' performance in LET and general education reflected the computed r of .90, higher than the tabular value of 0.75 at a 0.05 significance level. This means that there is a significant relationship between these variables. Therefore, the null hypothesis is rejected.

Meanwhile, the comparison of BEED students' performance in LET and professional education showed the computed r of .95, higher than the tabular value of 0.75 at a 0.05 significance level. This suggests that there is a significant relationship between these variables. Therefore, the null hypothesis is rejected. These results only indicate that the actual performance of the BEED students is strongly confirmed in the whole examination and when each component is treated separately. These results reflect various implications in teaching the students. First, there is a need to intensify the students' knowledge of the contents of both test components. Observing these will give them a greater chance to pass. Second, the evaluation that is used must be looked into as well. Teachers must see to it that the questions or items provided in the test are aligned with the competencies set by the Board for Professional Teachers and considered in the test. Third, students should take their participation and involvement seriously in the review and training provided by the school so that all the information and tips provided by the teachers will be permanently embedded in their minds, and they will not forget them. Lastly, the students must do continuous reading to achieve long-term memory. This will significantly help the test takers during the examination.

On the other hand, the BSED graduates' performance in LET and general education revealed a computed r of .90, which is higher than the tabular value of 0.32 at a 0.05 significance level. In addition, the comparison of the LET and professional education ratings reflected the computed r of .93, which is higher than the tabular value of 0.32 at a 0.05 significance level. Lastly, comparing LET and major subjects' ratings displayed the computed r of .90, higher than the tabular value 0.32 at a 0.05 significance level. All of these are described as significant, and the null hypotheses about these variables are rejected. These also suggest that the overall performance of the BSED students in the LET is confirmed in each test component. This means that the students must prepare well for all components of the test so that there will be an assurance that they will pass and attain success. There should be no component to be taken for granted.

Furthermore, these suggest that the student's content knowledge must be strengthened in all components, and the teachers must provide intensive training. Since the test for BSED graduates is comprehensive in scope and includes significant subjects, the school must adopt a thorough evaluation. This assessment form must be supported by detailed discussion and meaningful real-life examples in the classroom at every meeting. Aside from this, the students must be encouraged to continuously read and expose themselves to the practical and real situations happening in the actual classrooms and schools so that these exposures will enlighten them and deepen their understanding of the complex roles of educators. All of these will support them in becoming more confident in dealing with the questions in the test and will help them avoid confusion when selecting the best answers in the context of situations in the schools.

Therefore, these results were corroborated by the study conducted by Nool and Ladia (2017), which revealed that for the past seven years, most TEIs performed poorly in the LET, necessitating recommendations on policy and practice on teacher education. Moreover, the trend of the performance of the TEIs was significantly closely related to the national passing percentage. There was also a significant positive relationship between the number of first-timers and LET performance, which means that the greater the number of first-timers, the greater the tendency to attain better performance. Finally, the number of repeaters and LET performance were significant but negatively correlated, which suggests that TEIs with fewer repeaters tend to obtain a higher performance.

Table 4. Academic Performance of the Education Graduates

Subjects	BEED			BSE		
	Mean Grade	Highest Grade	Lowest Grade	Mean Grade	Highest Grade	Lowest Grade
Prof Education	2.13	1.63	2.48	1.91	1.5	2.35
Course Assessment 1	2.25	1.75	2.5	2.03	1.25	2.25
Course Assessment 2	2.38	1.75	2.75	2.28	1.75	3.00
Practice Teaching	1.71	1.75	2.0	1.67	1.0	2.75

Table 4 reveals the academic performance of education graduates in four subjects: professional education, course assessment 1, course assessment 2, and practice teaching. For the BEED graduates, the mean grade is 2.13, with the highest grade being 1.63 and the lowest grade being 2.48. Aside from this, BEED graduates recorded a mean grade of 2.25, with the highest grade of 1.75 and lowest grade of 2.5 in the course assessment 1. In addition, they produced a mean of 2.38, with the highest grade of 2.38 and the lowest grade of 1.75 in the course assessment 2. Finally, they achieved a mean grade of 1.71, with the highest grade of 1.75 and the lowest of 2.0.

Regarding the performance of the BSED graduates, they reflected a mean grade of 1.91 in professional education, with the highest grade of 1.5 and lowest grade of 2.35. Meanwhile, they achieved a mean grade of 2.03 in course assessment 1, with the highest grade of 1.25 and lowest grade of 2.25, respectively. In addition, they gained a mean grade of 2.28, with the highest grade of 1.75 and the lowest grade of 3.00. Finally, they gained a mean grade of 1.67, with the highest grade of 1.0 and the lowest grade of 2.75 in practice teaching.

These results reveal that BSED students performed better in all four subjects, considering their mean grades. The details of their mean grade in the four subjects showed that both groups of graduates performed better in the practice teaching and performed least in the course assessment 2. These results only suggest that they were evaluated highly in the practice teaching, which indicates that they are good in the actual practice of the theories they learned in education. However, these graduates needed help understanding concepts in the course assessment 2. Their performance in course assessment may be attributed to the fact that this subject is more inclined toward mathematics since most of the topics here are about statistics and how this is used in the assessment and evaluation of students. Thus, the implication is that the student's knowledge in course assessment two must be intensified. Since this is a subject related to mathematics, intensive teaching must be

given to the students so that their understanding of this subject will become more profound. Although education graduates revealed average performance in course assessment 2, they can disregard the fact that they can execute effectively what they learned from the college in the actual classroom. This is corroborated by the grades given to them by their critique teachers in the practice teaching.

These results are confirmed by a study conducted by Labastilla (2017), which revealed that most graduates had good academic achievement. He maintained that educational achievement is a good LET determinant; thus, the curriculum, specifically in the BEED, must be adequately monitored and implemented to meet the learning standards efficiently and effectively. This action will likely result in quality and LET-ready graduates.

Table 5. Test of Relationship between LET Rating and Academic Performance of Education Graduates

<b>BEED</b>	Computed r	Tabular r at .05 level	Description	Decision
LET Prof Ed and Academic Prof Ed	-0.19	0.75	Not Significant	Accept Ho
LET Prof Ed and Course Assessment 2	-0.78	0.75	Significant	Reject Ho
LET Gen Ed and Course Assessment 1	0.03	0.75	Not Significant	Accept Ho
LET and Practice Teaching	0.03	0.75	Not Significant	Accept Ho
<b>BSE</b>				
LET Prof Ed and Academic Prof Ed	-0.44	0.32	Significant	Reject Ho
LET Prof Ed and Course Assessment 2	-0.47	0.32	Significant	Reject Ho
LET Gen Ed and Course Assessment 2	-0.49	0.32	Significant	Reject Ho
LET and Practice Teaching	-0.66	0.32	Significant	Reject Ho

Table 5 presents a test of the relationship between LET rating and academic performance of education graduates. For the BEED graduates, comparing the LET professional education rating and academic performance in professional education revealed a computed r of -0.19, which is lower than the tabular value of 0.75 at a 0.05 significance level. This insignificant result leads to a decision to accept the null hypothesis. Thus, there is no significant relationship between the LET rating of the graduates in professional education and their academic performance in the same course. This suggests a need to review the teachers' content in professional education to ensure that these align with the competencies measured in LET in the same course.

Meanwhile, the comparison of the BEED graduates' LET rating in professional education and course assessment 2 posted a computed r of -0.78, which is higher than the tabular value of 0.75 at a 0.05 significance level. This significant result results in a decision to reject the null hypothesis. Thus, there is a substantial relationship between the LET rating of the graduates in professional education and academic performance in course assessment 1. This only suggests that the LET performance of the students in professional education concurs with the student's educational performance in course assessment 2. This only indicates that the competencies measured in the examination are also looked into and addressed in the course assessment 2.

On the other hand, comparing the BEED graduates' LET rating in general education and academic performance in course assessment 1 arrived at a computed r of 0.03, which is lower than the tabular value of 0.75 at 0.05 significance level. This result draws a description that is not significant. Therefore, the interpretation accepts the null hypothesis, and these variables have no significant relationship. This means the students' performance in the LET does not agree with the graduates' grades in course assessment 1. This also implies a need to review how the students in this subject are assessed or evaluated. There is also a need to revisit the learning outcomes that need to be measured in this subject and determine if the teachers consider these when teaching the subject course assessment 1.

Lastly, comparing the BEED graduates' LET rating and academic performance in practice teaching resulted in



a computed  $r$  of 0.03, which is lower than the tabular value of 0,75 at a 0.05 significance level. This result is not significant; thus, the null hypothesis is rejected. This lends an analysis that although BEED graduates performed well and were evaluated relatively in practice teaching, this result does redound to their performance in the teacher licensure examination. This implies that the school must look into how the learning gained by the students in the practice teaching in the BEED must be successfully applied and carried on in the examination. A review of the competencies or criteria used in the on- and off-campus practice teaching must be done to check if these are aligned with what is asked of them in the LET. Intensive validation of the student's learning in pre-service education training must also be adopted to determine if they possess both the skills and content knowledge. Therefore, these two learning aspects in the BEED program must be seriously treated.

These results were validated by Garcia (2013), who revealed different results. His research findings presented that the correlation coefficient between examinees' academic performance and licensure examination rating is very high in Specialization subjects, with a weak positive correlation in the Professional Education subjects. However, the correlation in examinees' academic and Licensure Examination for Teachers ratings is moderately significant. The academic performance (grade average) of examinees gives no assurance (not a determinant) of passing the PRC (LET) examination. This result explains that those students who achieved better academic performance must not rest on their laurels but instead continuously read and prepare before the examination. Attendance in the review session and serious and attentive listening to the presented topics may also help the graduates gain confidence in taking the test.

For the BSED graduates, comparing the LET professional education rating and academic performance in professional education attained a computed  $r$  of -0.44, which is higher than the tabular value of 0.32 at a 0.05 significance level. This is significant and leads to the decision to reject the null hypothesis. This only means that the student's grades in professional education concur with their performance in the licensure examination in a similar subject. This may indicate that the competencies in the professional education component in the LET are given attention.

Regarding comparing the LET professional education rating and academic performance in course assessment 2, the computed  $r$  of -0.47, which is higher than the tabular value of 0.32 at a 0.05 significance level, is recorded. This result is significant, and a relationship between these variables is established. Hence, the null hypothesis is rejected. This means that the academic performance of the BSED graduates in course assessment is confirmed by their performance in the LET in professional education.

In comparing the LET general education rating and academic performance in course assessment 2, the computed  $r$  value of -0.49, which is higher than the tabular value of 0.32 at the 0.05 significance level, is observed. This result is described as significant, and the null hypothesis is rejected. Therefore, an important relationship is established between these variables. This states that the student's academic performance in course assessment two is confirmed by their performance in the LET in general education.

Finally, the LET and practice teaching comparison arrived at the computed  $r$  of -0.66, higher than the tabular value 0.32 at the 0.05 significance level. This result is also significant and establishes a relationship between these two variables. Therefore, the null hypothesis is also rejected. This also expresses that the result of their LET rating confirms the academic performance of the BSED graduates.

Looking closely and discerning the results drawn in comparing the LET rating of BSED students with their academic performance in the four subjects, it can be surmised that these variables are related to one another. Therefore, the competencies tested in the LET must be given close attention in the four courses when taught and presented to the students. A close review of the syllabus must be done to double-check if the competencies stated here are soundly aligned with the LET. Aside from this, the teachers' instructional practices in teaching these subjects must all be assessed to determine if they positively impact the student's performance.

These results are confirmed by the study conducted by Dagdag et al. (2017), which found that to increase LET performance, schools should consider the validity and reliability of instructional materials and assessment tools with LET competencies and regularly assess course audits in all areas.

## CONCLUSIONS

BSED graduates performed better in the 2018 Licensure Examination for Teachers than BEED graduates. Meanwhile, BEED graduates perform below the passing rank in all the components of LET. Both the BEED and BSED graduates perform below the passing rating required by PRC in the professional education component of the test. Given these results, the academic performance of the BEED graduate needs to be redone and translated into their successful performance in the Licensure Examination for Teachers. On the other hand, the educational performance of the BEED graduates is confirmed in the results of the LET.

Furthermore, the BSED graduates perform better than their BEED counterparts, as revealed in their academic performance. BEED graduates' academic performance in course assessment two concurred with the result of their LET performance in professional education. In contrast, their academic performance in the three subjects, professional education, course assessment 1, and practice teaching do not relate to their performance in the LET. BSED graduates' academic performance redounds and reflects their performance in the LET.

Considering the abovementioned conclusions, the researchers hereby recommend that although it was revealed that BSED graduates performed better than BEED graduates in the LET, the preparation and training of education students in both programs be intensified since the LET test is complex and covers various disciplines. Professors must revise the BEED program to find out what else can be done to improve the graduates' performance. The competencies of the graduates in this program must be intensified because they provide foundational skills and competencies to their future pupils, which are necessary for academic success.

Teachers must revisit the syllabus, instructional practices, and assessment techniques employed in teaching professional education subjects and ensure they match the learning competencies required in the Licensure Examination for Teachers. The faculty members must thoroughly review the BSED and BEED programs to determine if all the practices, from instruction to assessment, soundly align with the coverage of the Licensure Examination for Teachers. To be more prepared and confident in taking the test, the students in both programs must seriously participate in all the school's initiatives, like intensive training and review.

## Contributions of Authors

The authors' names appear in this research as real authors who collaboratively worked to accomplish this research endeavor.

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## Conflict of Interests

The authors declare no conflict of interest in the publication of this paper.

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