GRADE POINT AVERAGE AS A PREDICTOR TO PERFORMANCE IN THE LICENSURE EXAMINATION FOR TEACHERS:A BASIS FOR PROGRAM REVIEW

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ABSTRACT: *Quality education is one of the priorities of the Philippine government. To ensure a minimum level of competency for teachers, a law was created mandated by Republic Act No. 7836, an act to strengthen the regulation and supervision of the practice of teaching in the Philippines and prescribing a Licensure Examination for Teachers and for other purposes, otherwise known as the Philippine Teachers Professionalization Act of 1994. Every graduate of education course must take this examination to be able to have a license to teach in basic education. This study aimed to find out whether the mean grade of the teacher education graduates of Saint Joseph's College of Baggao, Inc. in their general education courses and professional education courses can predict their performance in the Licensure Examination for Teachers (LET). This study focused on the analysis of the Grade Point Average (GPA) in the general education courses and professional education course as a predictor to the performance in the Licensure Examination for Teachers of the Teacher Education (BEED/BSED) students at Saint Joseph's College of Baggao, Inc. San Jose, Baggao, Cagayan. The study will be delimited to the 55 BSED/BEED graduates who took the Licensure Examination for Teachers using the descriptive-correlational design. The researcher used documentary analysis technique as the main tool to gather the required data for the study. The academic performance of the Teacher Education (BSED/BEED) graduates was obtained from the database of the School Registrar's Office and their LET performance from PRC. Pearson r was used to compute and analyze the correlation between the academic performance and the LET performance of the subjects.*Based on the findings of this study, the following conclusions are drawn.Grade Point Average (GPA) generally correlates with performance in the Licensure Examination for Teachers (LET). High grades in both general and professional education courses is a guarantee that students make good or pass the Licensure Examination for Teachers (LET). However, in this study the Grade Point Average (GPA) of the subjects is not a predictor to performance in the Licensure Examination for Teachers (LET). There are other factors that may influence performance in the Licensure Examination. In the light of the findings and conclusions of the study, the

following are recommended by the researcher that the students in the Teacher Education Program should exert more effort to learn better and master the basic concepts and competencies in both the general and professional courses, the Dean, Program Chair and the faculty must evaluate together the curriculum content to include the competencies in the general and professional components of the Licensure Examination for Teachers (LET). Furthermore, course audit should be a part of the curriculum with 6 credit units (Course Audit 1 and Course Audit 2) and a comprehensive review and comparison of the learning competencies spelled out in the course outline or syllabi used by faculty members be made against the desired learning competencies of the Professional Regulations Commission (PRC).

INTRODUCTION

Quality education is one of the priorities of the Philippine government. To ensure a minimum level of competency for teachers, a law was created mandated by Republic Act No. 7836, an act to strengthen the regulation and supervision of the practice of teaching in the Philippines and prescribing a Licensure Examination for Teachers and for other purposes, otherwise known as the Philippine Teachers Professionalization Act of 1994. Every graduate of education course must take this examination to be able to have a license to teach in basic education.

The quality of education offered in a certain educational institution is often determined by the graduates it produces. In the same manner, the quality of graduates produced by an institution is measured by their performance in board examinations. This performance based on the percentage of passing in the licensure examination serves as a barometer that gauges the quality of education they acquired in a particular school.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

According to Minnesota (2007) "the higher education performance depends upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) who observed that "the measurement of students previous educational outcomes are the most important indicators of students future achievement; this refers that the higher the previous appearance, the better will the student's academic performance in future endeavors be.

Nevertheless, the Commission on Higher Education (CHED) has identified problems that run simultaneously with the present tertiary school curriculum in the country (SEAMEO-INNOTECH, 2003). Among the school- related factors found are unqualified and poorly trained teachers, inadequate facilities, and dilapidated instructional materials. Non-school factors include poverty, low educational attainment and illiteracy of parents and poor health and nutrition (Gato et. al 2014).

Marquez (2009) also pointed out that a student who is successful in his desired career has good study habits. In line with this, she stated that students should apply these habits to all

of their classes. She also suggested that the students should not try to study all the subjects in a single period.

Mays (1946) greatly emphasized the importance of having qualified teachers in the field of teaching and said that success of any program is conditioned by the ability of the teacher to teach. If there is failure at this point, the whole structure fails. Hence, the implementation, selection, preparation, and supervision of education will be affected. Moreover, Dayad (2000) mentioned that good teachers are constantly on the alert for methods and instructional materials that will make learning meaningful. With the wise selection and use of a variety of instructional materials or audio-visual materials, experiences may be provided to develop understanding.

The performances of students in an examination can be attributed to some factors. According to Besinque, Wong, Louie, and RHO (2000, grade point average is a very important factor in predicting success in licensure examination aside from other factors such as: demographic variables, preparation for the examination, and study habits of students.

Sta. Maria (1995) in his article, "Higher Education in Trial" as stated by Navarro et al. (2003) claimed that the decline in standard is indicated by the low performance of graduates in government professional examinations and increasing unemployment of college graduates. Massive failures in government examinations could be attributed to the inadequate preparation of the candidates who in some cases hardly squeezed through the course. On the other hand, the increasing unemployment problem may be attributed to the relevance factor-that is the tendency of the students to go into such overcrowded courses and other "soft" disciplines. Many degree holders either find employment outside their field of specialization or are forced to accept menial jobs. Thus, the so-called mismatch between the product of the universities and the need of the Philippines as a developing country can reasonably be regarded as failure in quality.

Figuerres (2012) in her study entitled "An Analysis of the Performance of the University of Northern Philippines in the Licensure Examination for Teachers", found out that for the ten-year period (2001-2010) the LET performance is significantly correlated with specialization. Selective admission and retention policies could be a plausible explanation to this result. The LET performance is also correlated with year of graduation. The newly graduates of the teacher education programs tend to perform higher in the LET than those who took the LET at later examination schedule. This is explained by the principle of memory retention why graduates tend to forget the principles and concepts they had learned during their course of study if they take the test several months or years after graduation.

Matos (2014) in her study "Grade Point Average: A Predictor to Performance in the National Council Licensing Examination for Registered Nurse. Resources are used to train nurses who cannot practice because they have not passed the Licensure examinations. The shortage of qualified nurses coupled with nursing graduates' inability to pass the national licensure examination could cripple the U.S. health care delivery system. This correlational study determined the relationship between cumulative grade point average (GPA), number of required nursing courses repeated for failure, nursing theory course grades, Educational Resources Incorporated Registered Nurse (ERI RN) Assessment scores, and a graduate nurse's successful passage of the National Council Licensing Examination (NCLEX-RN) computerized exam. A convenience sample of 291 participants was taken from the nursing graduating classes of 2002-2005 from a University in East Texas. Students who passed NCLEX-RN had significantly higher cumulative GPAs and ERI RN Assessment scores than those who did not passed the licensure examination. A T-test comparison of nursing course grades was performed between those who did not pass NCLEX RN and those who passed. Seven of those comparisons were statistically significant. Nursing graduates who passed NCLEX-RN had higher grades in nursing theory courses especially in pharmacology, nursing competencies and issues in professional practice. Action such as assisting nursing students to raise their GPA.

Murao (2014) in his study "Grade Point Average as a Predictor to Performance in the Licensure Examination for Criminologists, Graduate of Isabela State University

(CauayanCampus) were prepared academically to take the Licensure Examination for Criminologists. The passing rate of ISU-Cauayan is higher than the national passing rate from September 2009 to October 2012 with the exception of March 2012.

Grade point average of the students strongly correlates with the performance in the LEC. A higher grade in all professional subjects of the Criminology Education program will increase the chance of the takers to pass in the Licensure Examination. Therefore, good grades in the professional subjects will likely increase their chances of passing the board examination.

Taguba (2013) in his study "Correlates of Performance in the Licensure Examination of Criminology Graduates", Graduate of the BS in Criminology program of the Cagayan State University at Aparri Campus were academically prepared well to take any further academic endeavor like the licensure examination for Criminologists. The passing percentage of CSU-Aparri is much higher than the national passing percentage in the six examination periods LEC from September 2009 to October 2012.

Grade Point Average of the students strongly correlates with the performance in the LEC. A higher grade in all professional subjects of the Criminology education program will increase the chance of the graduates to qualify in the licensure examination. Each subject component of the professional courses correlates highly with performance in the LEC. Therefore, making good in each professional subject during the academic years of the students will favorably increase their chances in passing the board examination.

Peggy Y. Kim, David A. Wallace, David W. Allbritton, Michael D. Altose (2012), "Predictors of Success on the Written Anesthesiology Board Examination", determines whether information available prior to and during anesthesia residency training can American Board of Anesthesiology (ABA) Part I (Written) performance and help identify Anesthesia residents at risk for failure.

Predictors say that correlated significantly with the dependent variable were entered into stepwise linear regression analyses. The model had specificity of 0.83 and a sensitivity of

0.82 for predicting passing the ABA Part I exam. First attempt scores on the USMLE Step 2 examination and the CA-2 ITE are moderately strong predictors of anesthesiology board examination performance and may help target residents who are at risk of failing.

Martinez, et.al. (2010) made an analytical and Correlational study of State board Examination Rating and Academic Achievement of Nursing students, and they deduced from the results of the study that there is a strong relationship between performance in the nursing state board examination and achievement in high school, pre-nursing, and nursing proper. They further stated that academic achievement is a good predictor of performance in the Nursing Licensure Examination.

STATEMENT OF THE PROBLEM

This study aimed to find out whether the mean grade of the teacher education graduates of Saint Joseph's College of Baggao, Inc. in their general education courses and professional education courses can predict their performance in the Licensure Examination for Teachers (LET). Specifically, it sought to answer the following questions:

1. What is the Mean grade of the subjects in their General and professional education courses as reflected in their Official Transcript of Records (TOR) by program, by school year, and as a whole?

2. What is the performance of the subjects in the Licensure Examination for Teachers in their general and professional courses by program, school year and as a whole?

3. Is there significant relationship between the mean grade of the subjects in their General Education Courses and their mean performance in the General Education component of the Licensure Examination for Teachers by program, by school year, and as a whole?

4. Is there significant relationship between the mean grade of the subjects in their Professional Education Courses and their mean performance in the Professional Education component of the Licensure Examination for Teachers by program, by school year, and as a whole?

5. Is there a significant relationship between the Grade Point Average (GPA) of the subjects and their average rating in the Licensure Examination for Teachers (LET) by program, by school year, and as a whole?

6. In what area did the subjects perform poorly in the Licensure Examination?

7. What program interventions can be proposed to enhance the performance of the subjects in the Licensure Examination for Teachers (LET)?

HYPOTHESIS

This study was guided by the following hypotheses:

1. There is no significant relationship between the Mean grade of the subjects in their General Education courses and the mean performance in the General Education component of the Licensure Examination for Teachers (LET).

2. There is no significant relationship between the Mean grade of the subjects in their Professional Education courses and the mean performance in the Professional Education component of the Licensure Examination for Teachers (LET).

3. There is no significant relationship between the Grade Point Average (GPA) of the subjects and their average rating in Licensure Examination for Teachers (LET).

RESEARCH METHODOLOGY AND STATISTICAL TREATMENT

This study focused on the analysis of the Grade Point Average (GPA) in the general education courses and professional education course as a predictor to the performance in the Licensure Examination for Teachers of the Teacher Education (BEED/BSED) students at Saint Joseph's College of Baggao, Inc. San Jose, Baggao, Cagayan. The GPA of the graduates was based on their Form 9 while their performance in the LET for the last three years was taken from the List of Qualifiers per school year issued by the Philippine Regulatory Commission (PRC).The study will be delimited to the 55 BSED/BEED graduates who took the Licensure Examination for Teachers.

This study made use of the descriptive-correlational design. The descriptive design was used to gather data on the grade point average and LET ratings of the subjects while the correlational design was used to find out whether the academic performance of Saint

Joseph's College of Baggao, Inc. graduates in Teacher Education program (BEED/BSED) is a predictor to the Licensure Examination for Teachers (LET) performance.

The researcher used documentary analysis technique as the main tool to gather the required data for the study. The academic performance of the Teacher Education (BSED/BEED) graduates was obtained from the database of the School Registrar's Office and their LET performance from PRC.

The respondents of this study are the 55 BEED/BSED graduates of Saint Joseph's College of Baggao, Inc, San Jose, Baggao, Cagayan who took the Licensure Examination for Teachers.

Table 1a: Distribution of Respondents by Course for the period of 3 years, School Years 2014-2016

Course	School Year					
	2013-2014		**2014-2015**		**2015-2016**	
	Total No. of Graduates	Total Number of Takers	Total No. of Graduates	Total Number of Takers	Total No. of Graduates	Total Number of Takers
BEED	10	7	19	15	23	20
BSED	8	5	4	2	6	6
Total	18	12	23	17	29	26

To arrive at a better analysis of the tabulated data gathered by the researchers, the following statistical tools were used.For providing qualitative description on the level of academic and LET performance of the respondents, the scale being used by the College was adopted.

Table 1b: SJCBI Grading System

Percentage Equivalent	SJCBI rating System	Descriptive Rating
97-100	1.0	Excellent
94-96	1.25	Very Good
91-93	1.50	Very Good
88-90	1.75	Good
85-87	2.00	Good
80-84	2.50	Fair
75-79	3.00	Passing
70-74	4.00	Failed
Below 70	below 4.00	Failed

Pearson r was used to compute and analyze the correlation between the academic performance and the LET performance of the subjects.

RESULTS AND DISCUSSIONS

Table 2a: Frequency, Percentage Distribution and Descriptive Scale Distribution of the Mean Grade of the Subjects by Program and by School Year in the General Education Courses

| Rating | Descriptive Scale | BSED | | | | | | | | BEED | | | | | | | |
| | | SY 2013-2014 | | SY 2014-2015 | | SY 2015-2016 | | As a Whole | | SY 2013-2014 | | SY 2014-2015 | | SY 2015-2016 | | As a Whole | |
		F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
97-100	Excellent	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
94-96	Very Good	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
91-	Very	1	20.	0	0.0	5	83.	4	30.	0	0.0	3	20.0	1	5.00	4	9.5

Grade	Desc.	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
93	Good		00	0		33	77	0		0						2
88-90	Good	4	80.00	1	50.00	1	16.67	8	61.54	3	42.86	8	53.33	11	55.00	21	50.00
85-87	Good	0	0.00	1	50.00	0	0.00	0	0.00	3	42.86	2	13.33	8	40.00	14	33.33
80-84	Fair	0	0.00	0	0.00	0	0.00	1	7.69	0	0.00	2	13.33	0	0.00	2	4.76
75-79	Passing	0	0.00	0	0.00	0	0.00	0	0.00	1	14.28	0	0.00	0	0.00	1	2.38
70-74	Failed	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Below 70	Failed	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total		5	100.00	2	100.00	6	100.00	13	100.00	7	100.00	15	100.00	20	100.00	42	100.00
Mean Grade		89.25		87.16		91		89.74		86.67		88.56		88.51		88.22	

The table shows the mean grade of the subjects by program and by school year in the general education courses. In the BSED program, for school year 2013-2014, out of the 5 subjects 4 or 80.00 percent obtained a rating of 88-90 percent or "Good", while 1 or 20.00 percent got a rating of 91-93 percent or "Very Good". The result implies that academic grades of the subjects in the general education courses is relatively high. The mean grade is 89.25 percent which implies that the subjects' academic grade in their general education courses is in the average level.

With the 2 subjects for School Year 2014-2015 they both obtained a rating of 88-90 percent which is described as "Good". The mean grade is 87.66 percent with a descriptive scale of "Good". This implies a higher-level grade in their academics.

For school year 2015-2016 out of 6 subjects, 5 or 83.33 percent got a rating of 91-93 percent or "Very Good" while there is 1 or 16.67 percent who obtained a rating of 88-90% which is described as "Good". The mean grade is 91.00% which described as "Very Good". This implies that subjects performed well in their academics.

As a whole, 8 or 61.54 percent obtained a rating of "Good", while 1 or 7.69 percent got a rating of 80-84 percent or "Fair".

Hence out of the 13 subjects from the BSED program for the period of 3 years the result of their General Education is "Good" as reflected in the mean grade of 89.74 percent.

This implies that for the period of 3 years, performance of the BSED graduates in the general education courses is in the average level.

In the BEED program, for school year 2013-2014, out of the 7 subjects 3 or 42.86 percent got a rating of 88-90 percent or "Good", while 1 or 14.28 percent obtained a rating of 75-79 percent. This indicates a higher academic grade of the subjects in the General Education courses.

The mean grade is 86.67 percent which means that the subjects' academic grade in their general education was generally "Good".

With the 15 subjects for School Year 2014-2015 8 or 53.33 percent obtained a rating of 88-90 percent which described as "Good", while 2 or 13.33 percent got a rating of Fair. The mean grade is 88.56% with a descriptive scale of "Good".

For school year 2015-2016 out of 20 subjects, 11 or 55.00 percent obtained a rating of 88-90 percent or "Good", while there is 1 or 5.00 percent who obtained a rating of 91-93 percent

which is described as "Very Good". The mean grade is 88.51 percent which is described as "Good". This implies that most of the subjects are in the average level.

As a whole, 21 or 50.00 percent obtained a rating of 88-90 percent or "Good", while 1 or 2.38 percent got a rating of 75-79 percent or "Passing".

Hence out of the 42 subjects from the BEED program for the period of 3 years the result of their General Education is "Good" as reflected in the mean grade of 88.22%. This means that most of the subjects are in the average level.

This further implies that for both programs, the academic performance of the subjects in the general education courses is "good". This is due to the improved teaching capability of teachers teaching general education courses as a result of intensified classroom supervision.

Table 2b: Frequency, Percentage and Descriptive Scale Distribution of the Mean Grade of the subjects by Program and by School Year in the Professional Education Courses

Rating	Descriptive Scale	BSED								BEED						
		SY 2013-2014		SY 2014-2015		SY 2015-2016		As a Whole		SY 2013-2014		SY 2014-2015		SY 2015-2016		As a Wh
		F	P	F	P	F	P	F	P	F	P	F	P	F	P	F
97-100	Excellent	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
94-96	Very Good	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
91-93	Very Good	1	20.00	1	50.00	5	83.33	7	53.85	0	0.00	4	26.67	3	15.00	7
88-90	Good	4	80.00	1	50.00	1	16.67	6	46.15	5	71.43	8	53.33	16	80.00	29
85-87	Good	0	0.00	0	0.00	0	0.00	0	0.00	2	28.57	2	13.33	1	5.00	5
80-84	Fair	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	6.67	0	0.00	1
75-79	Passing	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
70-74	Failed	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Below 70	Failed	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Total		5	100.00	2	100.00	6	100.00	13	100.00	7	100.00	15	100.00	20	100.00	42
Mean Grade		89.46		89.33		91.91		90.57		88.21		89.54		89.87		89.48	

The table shows the mean grade of the subjects by program and by school year in the professional education courses.

In the BSED program for school year 2013-2014, out of the 7 subjects 4 or 80.00 percent obtained a rating of 88-90 percent or "Good", while 1 or 20.00 percent got a rating of 91-93 percent or "Very Good". This means that most of the subjects had obtained an average academic grade in their professional education courses.

The mean grade is 89.46 percent which generally mean that the subjects' academic grade in their professional education was generally "Good".

With the 2 subjects for School Year 2014-2015, 1 or 50.00 percent got the rating of 91-93 percent which is described as "Very Good", while the other 1 or 50.00 percent obtained the rating of 88-90 percent or "Good". The mean grade is 89.33 percent with a descriptive scale of "Good". This implies that the subjects as reflected in their grades had a good performance in their professional education courses.

For school year 2015-2016 out of 6 subjects, 5 or 83.33 percent got a rating of 91-93 percent or "Very Good" while there is 1 or 16.67 percent who obtained a rating of 88-90 percent which is described as "Good". This implies that most of the subjects' academic grades is above average The mean grade is 91.91 percent which described as "Very Good".

As a whole, 7 or 53.85 percent obtained a rating of 91-93 percent or "Very Good", while 6 or 46.15 percent got a rating of 88-90 percent or "Good".

Hence out of the 13 subjects from the BSED program for the period of 3 years the result of their Professional Education is "Good" as reflected in the mean grade of 90.57 percent.

In the BEED program for school year 2013-2014, out of the 7 subjects 5 or 71.43 percent got a rating of 88-90 percent or "Good", while 2 or 28.57 percent obtained a rating of 85-87 percent or "Good". This implies that most of the subjects' academic grades are in the average level.

The mean grade is 88.21 percent which generally mean that the subjects' academic grade in their general education was generally "Good".

With the 15 subjects for School Year 2014-2015 8 or 53.33 percent obtained a rating of 88-90 percent which is described as "Good", while 4 or 26.67 percent got a rating of 91-93 percent or "Very Good". This means that most of the subjects got a grade at an average level. The mean grade is 89.54 percent with a descriptive scale of "Good".

For school year 2015-2016 out of 20 subjects, 16 or 80.00 percent obtained a rating of 88-90 percent or "Good", while there is 1 or 5.00 percent who obtained a rating of 85-87 percent which is described as "Good". The mean grade is 89.87% which is described as "Good".

As a whole, 29 or 69.05 percent obtained a rating of 88-90 percent or "Good", while 1 or 2.38 percent got a rating of 80-84 percent or "Fair".

Hence out of the 42 subjects from the BEED program for the period of 3 years the result of their Professional Education is "Good" as reflected in the mean grade of 89.48 percent.

This further implies that for both programs, the subjects perform well in the professional education courses, though the BSED program has a higher mean grade as presented in the table. The good performance of the subjects can be attributed to the trainings given to both the students and teachers in the field of professional education.

Table 2c: Summary Table for the Mean Grades of the subjects by Program, by Component and As a Whole

Program	GE		PE		As a Whole	
	Mean	**DS**	**Mean**	**DS**	**Mean**	**DS**
BSED	89.74	Good	90.57	Good	90.16	Good
BEED	88.22	Good	89.48	Good	88.84	Good
Mean	88.98	Good	90.03	Good	89.5	Good

The Table shows the summary of the mean grades for both programs. It shows that BSED Program has a higher mean grade in both the general education and professional education courses with a mean of 89.74% and 90.57% respectively. This is attributed to the qualifying examination given to them.

Table 3a: Frequency and Percentage Distribution of the subjects who Passed the Licensure Examination for Teachers by Program and by School Year in the General Education Component of the Licensure Examination for Teachers

	School Year 2013-2014		School Year 2014-2015		School Year 2015-2016	
Program	No. of Passed	Percentage	No. of Passed	Percentage	No. of Passed	Percentage
BSED	2	40.00	1	50.00	6	100.00
BEED	4	57.14	6	40.00	6	30.00

For the BSED program, the table shows that school year 2015-2016 has the highest percentage of passers with 6 or 100.00 percent, while School year 2013-2014 has the lowest percentage of passers with 2 or 40.00 percent. This implies that there is an increasing rate of passing for the BSED program.

For the BEED program, it shows that school year 20-13-2014 has the highest percentage of passers with 4 or 57.14 percent, while school year 2015-2016 has the lowest percentage of passers with 6 or 30.00 percent. This implies that there is adecreasing rate of passing for the BEED program.

This further implies that for the period of three years BSED program has a higher percentage of passing than the BEED program.

Table 3b: Frequency and Percentage Distribution of the subjects who Failed in the Licensure Examination for Teachers by Program and by School Year in the General Education Component of the Licensure Examination for Teachers

Program	School Year 2013-2014		School Year 2014-2015		School Year 2015-2016	
	No. of Failures	Percentage	No. of Failures	Percentage	No. of Failures	Percentage
BSED	3	60.00	1	50.00	0	0.00
BEED	3	42.85	9	60.00	14	70.00

For the BSED program, the table shows that School Year 2013-2014 has the highest percentage of Failed with 3 or 650.00 percent, while School Year 2015-2016 recorded a 0.00 percent of failed. This implies that there is an increasing rate of failure for the BSED program

For the BEED program, it shows that School Year 2015-2016 has the highest percentage of Failed with 14 or 70.00%, while School Year 2013-2014 has the lowest. This implies that there is also an increasing rate of failure for the BEED program

Furthermore, it shows that for the period of three years, BEED program has a higher percentage of Failed than the BSED program.

Table 3c: Frequency and Percentage Distribution of the subjects who Passed the Licensure Examination for Teachers by Program and by School Year in the Professional Education Component of the Licensure Examination for Teachers

Program	School Year 2013-2014		School Year 2014-2015		School Year 2015-2016	
	No. of Passed	Percentage	No. of Passed	Percentage	No. of Passed	Percentage
BSED	2	40.00	0	0.00	5	83.33
BEED	4	57.14	6	40.00	11	55.00

For the BSED program, the table shows that School Year 2015-2016 has the highest percentage of passers with 5 or 83.33 percent, while School Year 2014-2015 recorded a 0.00 percent of Passer.

This implies that there is an abrupt increase in the passing rate of the BSED program.

For the BEED program, it shows that School Year 2013-2014 has the highest percentage of passers with 4 or 57.14 percent, while School Year 2014-2015 has the lowest percentage of passers with 6 or 40.00 percent. This means that for the period of three school years, the BSED program has a higher percentage of passing than the BEED program.

Table 3d: Frequency and Percentage Distribution of the subjects who Failed in the Licensure Examination for Teachers by Program by School Year in the Professional Education Component of the Licensure Examination for Teachers

Program	School Year 2013-2014		School Year 2014-2015		School Year 2015-2016	
	No. of Failures	Percentage	No. of Failures	Percentage	No. of Failures	Percentage
BSED	3	60.00	2	100.00	1	16.67
BEED	3	42.86	9	60.00	9	45.00

For BSED program, the table shows that School Year 2014-2015 has the highest percentage of Failed with 2 or 100.00 percent, while School Year 2015-2016 has the lowest percentage of Failed with 1 or 16.67 percent.This implies that there is a decreasing rate of failures of the BSED program.

For the BEED program, it shows that School Year 2014-2015 has the highest percentage of Failed with 9 or 60.00%, while School Year 2013-2014 has the lowest percentage of failed with 3 or 42.86%. This implies that the rate of failures of the BEED program is relatively high.Furthermore, this means that for the period of three years BEED program has a higher percentage of Failed than the BSED program.

Table 3e: Summary Table for Number and Percentage of Passers in the General Education and Professional EducationCourses by Program

Program	GE		PE	
	f	Percentage	f	Percentage
BSED	9	69.23	7	53.85
BEED	16	38.09	21	50.00
Total	25	53.66	28	51.91

The Table shows the summary for number and Percentage of Passers in the GE and PE for both programs. It shows that BSED Program has a higher number and percentage of passers in both the general education and professional education courses with 9 or 69.23 percent and 7 or 53.85 percent respectively compared to the BEED program with 16 or 53.66 percent and 21 or 50.00 percent, respectively.

Table 4a.1: Test of Relationship Between the Mean Grade of the Subjects and their Mean Performance in the General EducationCourses for the School Year 2013-2014

		BSED	BEED
Mean Grade/ Mean Performance		**Mean Performance**	**Mean Performance**
Mean Grade	Pearson Correlation	.669	.073
	Sig. (2-tailed)	.216	.876
	N	5	7

*. **Correlation is significant at the 0.05 level (2-tailed)**

As shown in the table, for BSED program school year 2013-2014, there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in general education courses, hence the acceptance of the null hypothesis at 0.05 level of significance.This implies that mean academic grade of the subjects did not influence the result of their performance in the licensure examination.

While for BEED program there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in general education courses, hence the null hypothesis is accepted at 0.05 level of significance.This implies that mean academic grade of the subjects did not influence the result of their performance in the licensure examination.

Table 4a.2: Test of Relationship Between the Mean Grade of the Subjects and their Mean Performance in the General EducationCourses for the School Year 2014-2015

		BSED	BEED
Mean Grade/Mean Performance		**Mean Performance**	**Mean Performance**
Mean Grade	Pearson Correlation	1.000*	.202
	Sig. (2-tailed)	0.00	.471
	N	2	15

. Correlation is significant at the 0.05 level (2-tailed)

As shown in the table, for BSED program school year 2014-2015, there is a significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in general education courses, hence the null hypothesis is rejected at 0.05 level of significance.This implies that mean academic grade of the subjects had an influence in the result of their performance in the licensure examination.

While for BEED program there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in general education courses, hence the acceptance of the null hypothesis at 0.05 level of significance.This implies that mean academic grade of the subjects did not influence the result of their performance in the licensure examination.

Table 4a.3: Test of Relationship Between the Mean Grade of the Subjects and their Mean Performance in theGeneral EducationCourses for the School Year 2015-2016

		BSED	BEED
Mean Grade/Mean Performance		**Mean performance**	**Mean performance**
Mean Grade	Pearson Correlation	-.564	.367
	Sig. (2-tailed)	.244	.112
	N	6	20

. Correlation is significant at the 0.05 level (2-tailed)

As shown in the table, for BSED program school year 2015-2016, there is no significant relationship between the mean grade of the subjects and their mean performance in the

licensure examination in general education courses, hence the acceptance of the null hypothesis at 0.05 level of significance.This implies that mean academic grade of the subjects did not influence the result of their performance in the licensure examination.

While for BEED program, there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in general education courses, hence the acceptance of the null hypothesis at 0.05 level of significance.This implies that mean academic grade of the subjects did not influence the result of their performance in the licensure examination.

Table 5a.1: Test of Relationship Between the Mean Grade of the Subjects and their Mean Performance in the ProfessionalEducation Courses for the SchoolYear 2013-2014

		BSED	BEED
Mean Grade/Mean Performance		**Mean Performance**	**Mean Performance**
Mean Grade	Pearson Correlation	.720	.065
	Sig. (2-tailed)	.170	.890
	N	5	7

*. Correlation is significant at the 0.05 level (2-tailed)

As shown in the table, for BSED program school year 2013-2014, there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in professional education courses, hence the acceptance of the null hypothesis at 0.05 level of significance. This implies that mean academic grade of the subjects in the professional education courses did not influence the result of their performance in the licensure examination.

While for BEED program, there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in professional education courses, hence the null hypothesis is accepted at 0.05 level of significance. This implies that mean academic grade of the subjects in the professional education courses did not influence the result of their performance in the licensure examination.

Table 5a.2: Test of Relationship Between the Mean Grade of the Subjects and their Mean Performance in the ProfessionalEducation Courses for the SchoolYear 2014-2015

		BSED	BEED
Mean Grade/Mean Performance		**Mean Performance**	**Mean Performance**
Mean Grade	Pearson Correlation	-1.000*	.136
	Sig. (2-tailed)	0.00	.630
	N	2	15

*. Correlation is significant at the 0.05 level (2-tailed)

As shown in the table, for BSED program school year 2014-2015, there is significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in professional education courses hence the null hypothesis is rejected at 0.05 level of significance.This implies that mean academic grade of the subjects had an influence in the result of their performance in the licensure examination.

While for BEED program, there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in professional education courses hence the null hypothesis is accepted at 0.05 level of significance. This implies that mean academic grade of the subjects in the professional education courses did not influence the result of their performance in the licensure examination.

Table 5a.3: Test of Relationship Between the Mean Grade of the Subjects and their Mean Performance in the ProfessionalEducation Courses for the SchoolYear 2015-2016

		BSED	BEED
Mean Grade/Mean Performance		**Mean Performance**	**Mean Performance**
Mean Grade	Pearson Correlation	1.000*	.236
	Sig. (2-tailed)	0.000	.317
	N	6	20

*. Correlation is significant at the 0.05 level (2-tailed)

As shown in the table, for BSED program school year 2015-2016, there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in professional education courses hence the null hypothesis is accepted at 0.05 level of significance. This implies that mean academic grade of the subjects in the professional education courses did not influence the result of their performance in the licensure examination.

While for BEED program, there is no significant relationship between the mean grade of the subjects and their mean performance in the licensure examination in professional education courses hence the null hypothesis is accepted at 0.05 level of significance.This implies that mean academic grade of the subjects in the professional education courses did not influence the result of their performance in the licensure examination.

Table 6: Test of Relationship Between the Grade Point Average (GPA)of the Subjects and their Average Rating inthe Licensure Examination for Teachers (LET

		LET BSED	LET BEED
GPA BSED 2014	Pearson Correlation	.729	
	Sig. (2-tailed)	.163	
	N	5	
GPA BSED 2015	Pearson Correlation	1.000*	
	Sig. (2-tailed)	0.00	
	N	2	
GPA BSED 2016	Pearson Correlation	-.174	
	Sig. (2-tailed)	.742	
	N	6	
GPA BEED 2014	Pearson Correlation		.048
	Sig. (2-tailed)		.919
	N		7
GPA BEED 2015	Pearson Correlation		.183
	Sig. (2-tailed)		.513
	N		15
GPA BEED 2016	Pearson Correlation		.383
	Sig. (2-tailed)		.096
	N		20

*. Correlation is significant at the 0.05 level (2-tailed)

The table shows that there is a significant relationship between the Grade Point Average (GPA) of the BSED for the school year 2014-2015 with the average rating in the Licensure Examination for Teachers (LET), this implies that the GPA is a predictor to LET, hence the null hypothesis is rejected at 0.05 level of significance. This implies that Grade Point Average (GPA) of the BSED graduates of 2015 is a predictor to LET.

For the rest of school years, it was noted that there is no significant relationship between the GPA and the LET average rating, hence the null hypothesis is accepted at 0.05 level of significance.   It shows that the GPA has no influence on the LET average rating.This implies that the academic grade does not actually predict the performance of the Licensure Examination.

7.   In what area did the subjects perform poorly?

Based on the result of the Licensure examination for Teachers (LET), the subjects performed poorly in the areas of general and professional education components of the Licensure Examination for Teachers.

8. Proposed Action Plan to Increase Passers in the Licensure Examination for Teachers

Introduction

Higher Education Institutions should look into the quality of Education being offered. Quality of education must not be compromised because this will greatly affect the quality of future professionals.

Building the future of Philippine education and the country's economy, institutions who are offering teacher education must ensure quality in order to achieve the objectives and goals of basic and higher education in transforming lives and improving quality of life.

General Objectives

To ensure quality of education the Saint Joseph's College of Baggao, Inc. is mandated to develop and build an institutional culture of excellence which recognizes the quality of education and the continuous development and enhancement of quality services to its clienteles as manifested in the school's vision, mission, and objectives.

Participants

School Director

Dean of the College

Faculty who are teaching General education and Professional education courses

Teacher education students and the board takers of the Saint Joseph's College of Baggao, Inc.

Implementation Date: 2018 – 2021

Plan of Action

KEY RESULTS AREAS	TARGET OUTPUTS	DEVELOPMENT STRATEGIES	HUMAN RESOURCES	BUDGET	TIME FRAME
A. Curriculum	Revisited Curriculum	Review and update curriculum and to include course audit and program review	Dean, Program Chair , and Teachers	20,000	Whole Year
B. Syllabus	Updated syllabus aligned to the curriculum and PRC competencies	Seminar on syllabi making.	Faculty	20,000	June – July, 2018
C. LET Review	Increase national and institutional passing rate in the Licensure	Intensify the conduct of Let Review Invite lecturer to discuss trends and issues in education	Students/ Teachers	50,000	April - August

	Examination for Teachers (LET)				
D. Faculty Development	Improve Faculty Qualification Improve educational/technical competency of faculty To provide faculty with knowledge and accrued experience contributing to the development of both academic and non-academic skills as well as of research program	Encourage Faculty to go for Graduate Studies Send teachers on seminars, trainings in line with their field of specialization Monthly Faculty enhancement program on relevant issues and trends in education	Faculty teaching in the Teacher Education program	50,000	Whole Year
E. Student's Development	Better Study habits of students. Better performance in both their academic and licensure examination	Symposiums, trainings and seminar workshops on the different subject areas	Student Teachers/Faculty	50,000	Whole year

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Noted and Approved by:

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School Director

CONCLUSIONS

Based on the findings of this study, the following conclusions are drawn. Grade Point Average (GPA) generally correlates with performance in the Licensure Examination for Teachers (LET). High grades in both general and professional education courses is a guarantee that students make good or pass the Licensure Examination for Teachers (LET). However, in this study the Grade Point Average (GPA) of the subjects is not a predictor to performance in the Licensure Examination for Teachers (LET). There are other factors that may influence performance in the Licensure Examination.

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following are recommended:

➢ Students in the Teacher Education Program should exert more effort to learn better and master the basic concepts and competencies in both the general and professional courses.

➢ The Dean, Program Chair and the faculty must evaluate together the curriculum content to include the competencies in the general and professional components of the Licensure Examination for Teachers (LET). Furthermore, course audit should be a part of the curriculum with 6 credit units (Course Audit 1 and Course Audit 2).

➢ A comprehensive review and comparison of the learning competencies spelled out in the course outline or syllabi used by faculty members be made against the desired learning competencies of the Professional Regulations Commission (PRC).

➢ Regular Evaluation on the competencies for each subject area be done to ensure that Saint Joseph's College of Baggao, Inc. curriculum for the Teacher Education

program is updated and keeping pace with the developments in the Teacher Education Curriculum.

➢ Relevant trainings and seminars be given to both the teachers and students to enhance their teaching capabilities and learning.

➢ The College should implement the action plan to address the identified weaknesses and deficiencies of the subjects.

➢ Parallel studies should be conducted to determineother factors that may influence good performance in the Licensure Examination.

➢

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