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## Predictive Influence of the School-Related Variables on the Performance of Teacher Education Graduates in the Licensure Examination for Teachers

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### Abstract

Higher education institutions aim at sustaining quality by providing relevant and responsive curricular offerings. Educational reforms initiated by the training institutions are prioritized in order to ensure success in the delivery of services; innovations and interventions are also forged to contribute to the teaching-learning processes to produce competent and value-laden graduates across courses. Adoption of strategies and techniques is also taken into account in order to facilitate learning and provide meaningful experience both for teachers and students. Moreover, the quality of any institution depends on the success indicators such as employability and productivity of graduates and performance in the board examinations. Realizing these indicators considers the institution as effective and relevant in terms of delivery system. The University of Rizal System as a teacher-training institution provides varied activities among pre-service and in-service teachers to ensure quality learning and instruction. Instructional competencies and skills of the instructors are continuously honed through workshops which serve as avenues in equipping the students with the much needed knowledge. The University aims to produce quality teacher education graduates who possess the expected competencies, work values and the required license. However, with the efforts exerted by the University, a declining performance of the graduates in the Licensure Examination for Teachers is registered.

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Year in and year out, there is a high rate of non-qualifiers in the examination given by the regulatory board resulting in a pressing concern which the University needs to address.

In order to address such issue, there is a need to appraise the performance of the graduates in the Licensure Examination for Teachers (LET). An analysis on the influence of the school-related variables was undertaken to help the University determine the strengths and areas needing improvement with respect to faculty, audio-visual facilities, library and laboratory facilities, and accreditation status, to remedy the problem that confronts the institution.

**Keywords:** Predictive influence; school-related variables; licensure examination for teachers; quality of teacher training institutions.

## **1. Introduction**

The quality of any training institution depends on the success indicators such as employability and productivity of the graduates and performance in the board examinations. Realizing these indicators considers the institution as effective and relevant in terms of delivery system.

The University of Rizal System as a teacher-training institution provides varied activities among pre-service teachers to prepare them for the job. In-service professors are also provided with trainings and seminars to ensure quality instruction. Instructional competencies and skills of the instructors are continuously honed through workshops which served as avenues in equipping them with the much needed knowledge and information. The University undertakes this in consonance with its aim to aims to produce quality teacher education graduates who would possess not only the expected competencies and work values but also the required license.

However, even with the efforts exerted by the University, a declining performance of the graduates in the Licensure Examination for Teachers is registered. Year in and year out, there is a high rate of non-qualifiers in the examination given by the regulatory board resulting in a pressing concern which the University needs to address.

In order to address such issue, there is a need to appraise the performance of the graduates in the Licensure Examination for Teachers( LET) dealing with the general, professional and specialization components. An analysis on the influence of the school-related variables was undertaken to help the University determine the strengths and areas needing improvement with respect to faculty, curriculum, facilities, instructional materials used. Further, alternatives and other interventions were considered in order to remedy this problem.

### ***1.1 Statement of the Objectives/Problems***

This academic study aimed at determining the predictive influence of school-related variables on the LET performance of the teacher-education graduates of the University of Rizal System for the Academic Year of 2011-2012.

Specifically, the study sought answers to the following questions:

***1.1.1 What is the mean performance of the elementary-teacher examinees in the***

***Licensure Examination for Teachers along***

***1.1.1.1 general education; and 1.1.1.2 professional education?***

***1.1.2 What is the mean performance of the secondary teacher examinees in the Licensure Examination for Teachers along***

***1.1.2.1 general education***

***1.1.2.2 professional education; and 1.1.2.3 specialization?***

***1.1.3 What are the perceptions of the graduates on the influence of the school-related variables on the licensure examination for teachers with respect to***

***1.1.3.1 educational qualifications of the professors***

***1.1.3.2 laboratory facilities***

***1.1.3.3 library***

***1.1.3.4 audio-visual facilities; and 1.1.3.5 accreditation status?***

***1.1.4 What is the predictive influence of school-related variables on the LET performance of the teacher education graduates?***

***1.2 Methods and Materials***

This inquiry dealt on the predictive influence of school-related variables on the LET performance of the teacher education graduates of the University of Rizal System.

The descriptive-evaluative method of research was employed since this tried to disclose the performance of the graduates in the LET, where the main source of information were the scores of the examinees in the actual examination. This also made use of the authenticated lists of examinees issued by the Professional Regulation Commission.

Furthermore, the study also looked into the perceived influence of school-related variables such as educational qualifications of the professors, laboratory facilities, library, audio-visual facilities, and accreditation status on the LET performance of the graduates.

A questionnaire checklist was developed by the researcher and consulted to the experts for face validation. The checklist covered qualifications of the professors, audio-visual facilities, library, laboratory facilities and accreditation status was administered to the Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) who graduated from the University of Rizal System Morong, Cainta, Tanay and Rodriguez Campuses in the years 2004-2007. There were 100 teacher education graduates reached by the researcher who accomplished the questionnaire checklist and served as the respondents.

### ***1.3 Related Studies and Literature***

Despite the strategies considered in upgrading the teacher education courses by the training institutions, low performance in the board examination is observed. It is sad to note that graduates of teacher education got low scores, while the non-teacher education who took the board got the higher scores [1].

Moreover, underscored that elementary and secondary teacher examinees performed low in the LET since the mean scores obtained by them did not exceed the cut-off percentage set by the Regulatory Board along general, professional and specialization components. She also emphasized that mediocrity in the performance of the examinees was also observed, where a higher number of non-qualifiers was registered [2].

Corollary to the above-cited analysis, the Professional Regulation Commission and the Commission on Higher Education compiled the statistics on the performance of higher education in various licensure examinations where the licensure examination for teachers is included. Per data presented, there were zero and low performing teacher training institutions nationwide. Some of the institutions with this performance belonged to state universities and colleges [3].

Several studies relevant to performance in national examinations have been conducted.

Another study sought the degree of relationship between the academic achievement and Professional Board Examination for Teachers (PBET) performance among EARIST-CTE graduates during the school years 1991-1992, 1993-1994[4]. The study focused on two major variables, the academic achievement and the PBET performance which involved 150 teacher education graduates. It utilized the mean and Pearson Product Moment correlation coefficient as the statistical tools.

The inquiry revealed the average level of academic achievement of the subjects as 85.42; whereas the average ratings were found in the professional education and major subjects as 86.22 and 86.07 respectively. The study found out that academic achievement and PBET performance positively related at 0.01 level of significance. There was a substantial marked relationship between the GPA and PBET since the r-value was .42 and General Education Rating and PBET was .42 also. A low correlation evidently existed between the PBET and Professional Education and major subjects with obtained r-value of .38 and .28 respectively.

A study on the Development and Validation of a Pre-Board Examination for Teacher Education Students. It measured the indices of difficulty and discrimination of the test items included in the instrument. It also determined the reliability of the test. The study made use of the descriptive investigation which involved a

combination of analytic and correlational treatment of data. It also employed documentary analysis to measure the academic achievements of the subject-respondents. The subjects of the study were the graduates of teacher education and the supplemental students who earned 18 units of education who underwent the review classes and subjected to the pre-board examination [5].

The study found out that the test items in English has the highest number of items with high index of discrimination with 19 items or 38%. Science has 38 items or 76% categorized as poor discrimination index. In the Professional Education, Guidance and Counseling has 17 items or 34% classified as easy items. While, Foundation of Education, Human Growth, Learning and Development have 14 items or 28% with high discrimination index. Consequently, Measurement and Evaluation has 27 items or 54% categorized as poorly discriminated. The instrument powered reliability due to the obtained values of .77 and .88 along general and professional education components.

Furthermore, academic achievement of the subject-respondent has moderate relationship to the performance in the pre-board along general education components due to the obtained r-value of .56. However, along professional education components, a high relationship was determined since the r-value was .80.

Performance in the pre-board and actual licensure examination both in the general and professional education components have high relationship due to the obtained r-values of .72 and .87 respectively.

Meanwhile, performance in the pre-board examination was predicted by the academic achievement in professional education subject. Performance in the licensure and pre-board examinations was best predicted by the academic achievement in professional education component. Furthermore, pre-board examination performance in both components predicted the licensure examination performance of the subject-respondent along general and professional education components.

Several studies on the influence of several factors have been conducted and considered in the present study.

A study was conducted on the extent of influence of parental involvement on the academic performance of the third year high school students in selected private schools during the academic year 2007-2008 as basis for parents' effectiveness program. The study made use of descriptive method of research which utilized a questionnaire checklist filled-out by the respondents such as students, parents and teachers. It also employed an observational approach to look into the involvement of the parents towards school and home activities. There were 250 students categorized as male and female, 250 parents and 100 teachers with quota sampling technique who came from St. Jerome Academy, St. Joseph's School, San Francisco Parish School and Binangonan Catholic College. The study summarized the findings as female dominated the male respondents, with academic performance of 85-89 belonging to family with 2-3 children and living with their parents. Moreover, teacher - respondents were mostly female who belonged to the age bracket of 20-30 years, BSE graduates and with 1-4 years length of service[6].

In a similar vein, a study investigated the determinants of the performance of the student teachers in selected State Universities and Colleges as input to student teachers enhancement program. Conducted in 2005, it

involved the University of Rizal System Morong and Cainta Campuses and the Eulogio Amang Rodriguez Institute of Science and Technology in Manila [7].

**1.4 Results and Discussion**

Table 1 presents the average mean performance of the BEEd graduates in the LET along general and professional education components.

**Table 1:** Average Mean Performance of the BEEd Graduates in the LET along General and Professional Education Components

Components	Morong		Cainta		Tanay		Rodriguez	
	Ave. Mn	VI	Ave. Mn	VI	Ave. Mn	VI	Ave. Mn	VI
General Education	65.54	Moderately Proficient	68.09	Moderately Proficient	63.52	Fairly Proficient	69.13	Moderately Proficient
Professional Education	62.88	Fairly Proficient	65.90	Moderately Proficient	59.95	Fairly Proficient	65.66	Moderately Proficient

Legend : 89-100-Very Proficient; 77-88 Proficient; 65-76Moderately Proficient; 53- 64Fairly Proficient; 40-52 Poorly Proficient [3].

The data show the performance of the Elementary Teacher examinees in the licensure examination along general and professional components. It can be seen that Morong Campus obtained an average means of 65.64 and 62.88 respectively in the general and professional education; while Cainta Campus, has the computed average of 68.09 and 65.90; moreover, Tanay Campus registers the average means of 63.52 and 59.95; and Rodriguez Campus, gets the average means of 69.13 and 65.66 respectively which are all verbally interpreted as “Proficient”.

The numerical data connote that the examinees did not meet the required cut-off score of 75% both in the General and Professional education components. This may mean that the competencies developed among them during their pre-service training are not aligned with the competencies tested in the LET. It can be clearly seen that the skills of the graduates are inadequate which lead them to fail in the examination. The finding therefore, seems to suggest that a thorough review on the contents of the subjects taught is necessary in order to enrich them and to provide the expected competencies and improve the skills of the teacher education students. Moreover, the table of specifications of the tests administered to the examinees and the competencies tested could be adopted by the College of Education. Improvement in the test construction must also be taken into account for the teacher education student’s exposure to the actual tests given during the LET.

On the other hand, retraining of general and professional education professors could be a priority program

underscoring testing and teaching strategies and other innovative modes. These would somehow address the declining performance of the graduates in the LET. A review on the instructional materials utilized in the teaching-learning processes could also be looked into to determine their fitness and relevance to the skills and competencies being developed among the teacher education students.

As pointed out by authorities, the faculty, curriculum, materials/facilities must be well developed to ensure that learning takes place and mastery is ensured.

Table 2 summarizes the mean performance of the BEED graduates in the LET along general, professional and specialization components.

**Table 2:** Mean Performance and Level of Proficiency of the BSEd Graduates in LET along General, Professional and Specialization Components by Campus

Components	Morong		Cainta		Tanay		Rodriguez	
	Mn	VI	Mn	VI	Mn	VI	Mn	VI
General Education	64.11	Fairly Proficient	64.67	Fairly Proficient	72.86	Moderately Proficient	63.06	Fairly Proficient
Professional Education	64.47	Fairly Proficient	64.67	Fairly Proficient	71.43	Moderately Proficient	62.69	Fairly Proficient
Specialization	64.06	Fairly Proficient	61.13	Fairly Proficient	70.14	Moderately Proficient	62.38	Fairly Proficient

Legend : 89-100-Very Proficient; 77-88 Proficient; 65-76Moderately Proficient;

53- 64Fairly Proficient; 40-52 Poorly Proficient [3].

Table 2 presents the performance and level of proficiency of the teacher examinees (secondary level) who are graduates of the University of Rizal System.

The computed average means of 65.48; 64.38, 65.55 are obtained by Morong Campus along general, professional and specialization components. These are followed by Cainta Campus with 65.05; 62.17 and 60.28 respectively. Tanay has the average means of 71.64; 69.11 and 68.98; while Rodriguez Campus obtained the average means of 66.91; 65.14 and 66.86 along the three components, general education, professional education and the specialization.

Again, the 75 % cut-off score to pass in the LET is not met by the secondary teacher examinees, which may also be attributed to the inadequacy of skills and competencies needed to pass the said board examination. A serious assessment on the curriculum, faculty, facilities, instructional materials employed, teaching strategies and approaches utilized in the teaching-learning processes is a paramount concern of the teacher training institution. Unless this is realized, the same low performance in the board shall be registered. Constant exposure of the teacher education students to variety of instructional activities must be provided to avoid monotonous

instructional setting and develop the necessary skills of the students. Professors are expected to be innovative, creative, resourceful and sensitive to the needs of students in order to provide interesting and enjoyable teaching and learning situation in any learning institution, more so in teacher education institution that prepare future teachers.

Moreover, the instructional materials and the contents adapted to the three components need to be evaluated so that irrelevant ones could be discarded and to include only those which are needed and helpful in the development of skills and competencies of the teacher education students.

Teachers both in the elementary and secondary levels must be superior in order to facilitate learning and eventually to contribute to quality instruction [10].

Table 3 discloses the institutional performance of the University of Rizal System in the licensure examination for teachers against the national passing percentage, elementary level by campus.

**Table 3:** Institutional Performance of the University of Rizal System in the Licensure Examination for Teachers against the National Passing Percentage (Elementary Level) [3].

Campus	Year of Examination	# of Takers	# of Passers	Institutional Passing %	National Passing %	+/(-)
Morong	2004	375	61	16.27	26.95	(10.68)
	2005	430	78	18.14	27.55	(9.41)
	2006	396	55	13.89	29.23	(15.39)
	2007	433	68	15.70	27.55	(11.85)
Cainta	2004	19	6	31.58	26.95	+4.63
	2005	24	2	8.33	27.50	(23.30)
	2006	25	4	16.00	29.23	(13.28)
	2007	39	10	25.64	27.55	(1.91)
Tanay	2004	22	6	27.27	26.95	+0.32
	2005	30	9	30.00	27.55	(1.63)
	2006	34	9	26.47	29.23	(2.81)
	2007	33	10	30.30	27.55	+2.75
Rodriguez	2004	2	0	0	26.95	(26.95)
	2005	28	6	21.43	27.50	(10.2)
	2006	16	3	18.75	29.23	(10.53)
	2007	28	7	25.00	27.55	(2.55)

The table reveals the performance of the University of Rizal System in the licensure examination for teachers against the national passing percentage elementary level involving Morong, Cainta, Tanay and Rodriguez



Campuses. It is noted that only Cainta and Tanay Campuses registered an increase in the performance particularly in 2004 and 2007 respectively. While Morong and Rodriguez Campuses registered a negative performance in the licensure examination administered in 2005-2007 successively.

The results are very alarming since the passing percentage of the institution does not even meet the national passing percentage. It continuously shows a decline in the performance. It is very ironic since the examinees are prospective teachers in the elementary level and yet the expected competencies among them are indicated to be inadequate since they failed in the examinations.

With this scenario, efforts must be exerted to look into the causes of failures in the licensure examination. All aspects such as content, faculty, facilities, admission policies must be taken into consideration in order to determine/ trace where the problem lies, and what contributes to this concern.

The situation confirms the analysis that the elementary teacher examinees performed low in the licensure examination [2]. Moreover, as mentioned, elementary teacher education graduates got low scores in the LET, and they failed in the board [1].

Table 4 reveals the institutional performance of the University of Rizal System in the licensure examination for teachers against the national passing percentage, secondary level by campus.

**Table 4:** Institutional Performance of the University of Rizal System in the Licensure Examination for Teachers against the National Passing Percentage (Secondary Level) by Campus [3]

Campus	Year of Examination	# of Takers	# of Passers	Institutional Passing %	National Passing %	+/(-)
Morong	2004	466	94	20.17	27.15	(6.98)
	2005	506	97	19.17	25.93	(6.76)
	2006	387	81	20.93	32.46	(11.53)
	2007	437	93	21.28	29.12	(7.84)
Cainta	2004	30	3	10.00	27.15	(17.15)
	2005	30	4	13.33	25.93	(12.6)
	2006	28	4	14.29	32.46	(18.17)
	2007	43	2	4.65	29.12	(24.47)
Tanay	2004	70	30	32.86	27.15	+5.71
	2005	88	27	30.68	25.93	+4.75
	2006	76	31	40.79	32.46	+8.33
	2007	89	22	24.72	29.12	(4.40)
Rodriguez	2004	16	4	25.00	27.15	(2.15)
	2005	50	8	16.00	25.93	(9.93)
	2006	45	19	42.22	43.46	+9.76
	2007	80	22	27.50	29.12	(1.62)

The data present the performance of the secondary teacher examinees in the licensure examinations given in 2004-2007. The data show that in 2004-2006, Tanay Campus registers a positive performance while Morong, Cainta, and Rodriguez Campus have negative performance in the licensure examinations.

Again it is noted that there is a decline on the performance of the URS graduates in the examination per data obtained. This calls for an extensive and intensive analysis to trace the weakest link that contributes to this low performance. Unless the content, faculty, strategies employed, facilities and other aspects are scrutinized, never can an institution establish which among the aforementioned parameters affect the low performance of the teacher education graduates in the licensure examination.

This part shows the perceptions of the Teacher Education Graduates on the influence of school-related variables on the performance in the Licensure examination for teachers.

**1.5 The Perceptions of the Graduates on the Influence of School-Related Variables on the Performance in the Licensure Examination for Teachers**

Table 5 reveals the influence of the school-related variables on the performance in the licensure examination for teachers as perceived by the graduates with respect to educational qualifications of the professors.

**Table 5:** Computed Mean on the Influence of School-Related Variables on the Performance in LET as Perceived by The Graduates with Respect to Educational Qualifications of the Professors

A. Educational Qualifications of the Professors	Mean	VI
1. Professors possessing post-graduate degrees contributed to the passing in the LET	4.31	SA
2. They are teaching their areas of specialization which contribute to students to passing the examination	4.51	SA
3. Post graduate degrees are necessary to and among the professors	4.19	A
4. Professors are equipped with the skills and knowledge necessary to hone the competencies of the students	4.54	SA
5. The professors utilized appropriate methodologies and strategies in teaching	4.27	SA
Over-all	4.36	SA

The respondents rate the educational qualifications of the professors as 4.36 with a verbal interpretation of

Strongly Agree to influence their performance in the licensure examination. Professors teaching in any teacher training institution are expected to possess the required qualifications which are necessary in equipping the teacher education students with the needed pedagogical skills. They are also persons in authority to introduce to the students the use of appropriate methodologies, approaches, strategies, and resources in teaching. Moreover, they are expected to possess the graduate degrees for them to be quality professors in teaching their areas of specialization which is contributory to students passing the licensure examination. In addition, they are also expected to hone the competencies of the students to become better teachers in the future.

Table 6 presents the computed mean on the influence of the school-related variables on the performance in the licensure examination for teachers as perceived by the graduates with respect to laboratory facilities.

**Table 6:** Computed Mean on the Influence of School-Related Variable on the Performance in the LET as Perceived By the Graduates With Respect to Laboratory Facilities

B. Laboratory Facilities	Mean	VI
1. The laboratory facilities of the University are adequate which contributed to the performance of the graduates in the LET.	3.84	A
2. Hand-on activities were provided which made us exposed to the use of laboratory equipment	3.77	A
3. Computer laboratory helped us hone our computer knowledge and skills	3.83	A
4. Laboratory facilities are updated/upgraded to meet the needs and demands of students	3.76	A
5. Students were given the opportunity to manipulate the laboratory equipment	3.73	A
Over-all	3.79	A

Respondents agree that over-all, laboratory facilities have influenced their performance in the licensure examination per obtained mean of 3.79 (sciences/information technology) tools are available to equip the teacher education students with the skills which enable them to test and apply their competence in the manipulation of the laboratory equipment. Students were given the opportunity to hone their skills and to be exposed in using the equipment. However, the mean score is not high. The university is therefore looking into the provision of laboratory facilities which will help students acquire the expected competencies. This is necessary as Calderon (1998), argues that instructional resources are contributory in the development of the

skills and competencies of students.

Table 7 divulges the computed mean on the influence of the school-related variables on the performance in the Licensure Examination for Teachers as perceived by the graduates with respect to library.

**Table 7:** Computed Mean on the Influence of School-Related Variables on the Performance in the LET as Perceived By the Graduates with Respect to Library

C. Library	Mean	VI
1. The library facilities are adequate which contributed to students passing in the examination	4.31	SA
2. Reading materials, books, journals are sufficient for the concepts and theories needed by the students	4.24	SA
3. Updated teacher education books are available in the library	3.79	A
4. Reading centers are provided to enhance the skills and develop the competencies of the students	3.85	A
5. The library is equipped with internet facilities which contributed to students passing the examination	3.27	A
Over-all	3.89	A

Table 6 shows that the respondents gave their perceptions on the library as one of the areas influencing their performance in the LET where it obtained an over-all mean of 3.89, described as Agree. It is interesting to note that the library facilities have adequate reading materials, books, and journals which contributed to students passing the examination. However, respondents gave their perception that the library needs to have internet facility since it gained the lowest mean score. Update IT equipment may serve as the venue for the surfing of materials related to teacher education for them to be updated on trends and issues in teacher education.

Table 8 illustrates the computed mean on the influence of the school-related variables on the performance in the licensure examination as perceived by the graduates with respect to audio-visual facilities.

It could be gleaned from the table that teacher education graduates agree that the audio-visual facilities exert influence in passing the licensure examination based on the over-all mean of 3.96. This may be true since the University intends the teacher education students to be technologically oriented and equipped and to be able to integrate ICT skills in their teaching.

**Table 8:** Computed Mean on the Influence of School-Related Variables On the Performance in the LET as Perceived by the Graduates with Respect to Audio-Visual Facilities

D. Audio-Visual Facilities	Mean	VI
1. The University has adequate audio-visual facilities which contributed to students passing the examination	4.05	A
2. The use of the audio-visual facilities equipment is necessary for the students to enhance their needed skills	4.12	A
3. The language learning center of the University honed the skills of the students	3.79	A
4. Updated and upgraded audio-visual equipment are provided.	3.77	A
5. Professors and students are given the opportunity to freely use the audio-visual equipment	4.06	A
Over-all	3.96	A

Table 9 reveals the computed mean on the influence of the school-related variables on the performance in licensure examination as perceived by the graduates with respect to accreditation status.

The table shows that accreditation status of the teacher education programs exert influence on the performance of the graduates in the licensure examination as perceived by the graduates since the obtained over-all mean is 4.32 and verbally interpreted as Strongly Agree. Since accreditation is one of the measures of quality, the university ensures the provision of efficient and effective delivery of instructional services. It cannot be denied the fact that the teacher education programs of the university specifically the BEEd and the BSEd which are accredited levels III and II respectively contribute to the development of the competencies of the teacher education graduates and contributory to their LET performance.

Table 10 shows the composite table on the influence of the school-related variables on the performance in the licensure examination for teachers as perceived by the graduates with respect to educational qualifications of the professors, laboratory facilities, library, audio-visual facilities and accreditation status.

It can be deduced from the table that the graduates Strongly Agree that educational qualifications of the professors and accreditation status of the teacher education programs exert influence on the performance in the licensure examination for teachers due to the obtained over-all means of 4.36 and 4.32 respectively. Though, laboratory facilities are perceived to have influence, it obtains an over-all mean of 3.79 where it is the least among the school-related variables which may suggest that the administration needs to prioritize the upgrading and updating of the said facilities to develop the skills of the students and to exert more influence on the

performance in the licensure examination.

**Table 9:** Competed Mean on the Influence of the School-Related Variables on the Performance in the LET as Perceived By the Graduates with Respect to Accreditation Status

E. Accreditation Status	Mean	VI
1. The level of accreditation of the teacher education programs contributed to the licensure examination percentage of passing.	4.35	A
2. Recommendations given as a result of accreditation are considered by the university to enhance the instructional skills of the professors	4.12	A
3. Support to students is provided to produce quality and excellent graduates	4.42	SA
4. Campuses with accredited Teacher Education programs are necessary to pass in the licensure examination	4.41	SA
5. The administration has sustainable accreditation programs to contribute to the performance in the licensure examination	4.31	SA
Over-all	4.32	SA

**Table 10:** Composite Table on the Influence of School-Related Variables On the Performance in the LET as Perceived by the Graduates With Respect to Educational Qualifications of the Professors, Laboratory Facilities, Library, Audio-Visual Facilities and Accreditation Status

School-Related Variables	Over-all	VI
A. Educational Qualifications of the Professors	4.36	SA
B. Laboratory Facilities	3.79	A
C. Library	3.89	A
D. Audio-Visual Facilities	3.96	A
E. Accreditation Status	4.32	SA
Grand Mean	4.06	A

As emphasized by Calderon (1998), audio-visual facilities, laboratories and the like are contributory to successful teaching-learning process to assist students in mastering the skills and competencies expected of them [8]. Moreover, well prepared materials and competent teachers influence the acquisition of concepts by the students and facilitate the teaching processes [9].

The discussion herein presented focus on the relationship between the perceptions of the respondents and the influence of school-related variables on their performance in the licensure examination for teachers.

**1.6 The Significant Relationship Between the Perceived Influence of School-Related Variables and the Performance in the Licensure Examination for Teachers of the Teacher Education Graduates**

Table 11 presents the computed r-values on the perceived influence of the school-related variables on the performance in the licensure examination for teachers.

**Table 11:** Computed r-Values Between School-Related Variables and the Performance in the Licensure Examination for Teachers of the Graduates

School-Related Variables	df	rc	rt	Ho	VI
A. Educational Qualifications of the Professors	180	0.29	.195	R	S
B. Laboratory Facilities	180	0.11	.195	A	NS
C. Library	180	0.09	.195	A	NS
D. Audio-Visual Facilities	180	0.03	.195	A	NS
E. Accreditation Status	180	0.28	.195	R	S

The data show the perceived influence of the school-related variables on the performance in the licensure examination. It is interesting to note that the educational qualifications of the professors and accreditation status of the teacher education programs have significant influence on the performance of the graduates in the licensure examination per obtained r-values of 0.29 and 0.28 respectively which lead to the rejection of the hypothesis. However, laboratory facilities, library, and audio-visual facilities have obtained the computed r-values of 0.11; 0.09; and 0.03 respectively which failed to exceed the tabular r-value of 0.195 and found to be insignificant.

Underscoring the educational qualifications of the professors and the accreditation status of the teacher education programs are perceived have significant influence on to the LET performance of the teacher education graduates which imply that the higher the educational qualifications of the professors are perceived to be equated with the possession of instructional skills and mastery of the subject they are teaching . Moreover,

Professors' exposure to variety of trends in pedagogy help the teacher education acquire the expected skills and competence in teaching.

Corollary to this, the teacher education program as accredited also exert influence on the LET performance. This comes as no surprise since accreditation emphasizes quality of curriculum and facilities which include library, laboratory facilities and audio-visual facilities. It may be right to construe that when a program is accredited, it has the components that contribute to the growth and development of the students.

### ***1.7 Summary of Findings***

In light of the data gathered the following findings are hereby summarized:

1.7.1 The BEEd graduates of the University of Rizal System got the general average means of 66.57 and 63.60 in the general and professional education components and described as Moderately and Fairly Proficient.

1.7.1.1 Graduates of BSEd, got the general average means of 66.18; 65.82; and 64.43 in the general, professional and specialization components with the verbal description of Moderately and Fairly Proficient respectively.

1.7.1.2 On the Institutional performance of the University against the National passing percentage, BEEd graduates registered a positive performance in the 2004 and examination years.

1.7.1.3 The same was observed on the performance of the BSEd graduates who registered positive performance in the examination years of 2004, 2005 and 2006.

1.7.1.4 On the perceived influence of the school-related variables, teacher education graduates Strongly Agreed that educational qualification of the professors and the accreditation status of the teacher education programs influenced their performance in the licensure examination, while they only Agreed that laboratory facilities, library and audio-visual facilities have influenced the LET performance.

1.7.1.5 Educational qualifications of the professors and accreditation status of the teacher education programs significantly influenced the performance of the graduates in the licensure examination for teachers as perceived by the graduates.

### ***1.8 Conclusion***

Guided by the findings, the following conclusion was formulated:

School related-variables such as educational qualification of professors and the accreditation status of teacher education programs are contributory to the performance of the graduates in the licensure examination for teachers as perceived by the graduates. Further, it may be concluded that the higher the educational qualifications of the professors and the higher the accreditation status of the teacher education programs the better performance of the graduates in the licensure examination is expected among the graduates.



### **1.9 Recommendations**

Based on the foregoing, the following recommendations are hereby forwarded:

1.9.1 Align the curricular programs with the standards tested in Licensure examination for Teachers (LET) across general education, professional education and specialization components.

1.9.2 In the crafting of the course syllabi, the College of Education must consistently adapt the competencies tested by the Professional Regulation Commission.

1.9.3 Conduct similar studies considering other variables.

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