

## Readiness of Technology and Livelihood Education Students in Taking the Licensure Examination for Teacher



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**ABSTRACT:** The study attempted to look on to the readiness of the Technology and Livelihood Education students of the Bulacan State University Hagonoy Campus in taking the Licensure Examination for Teachers during the school year 2018-2019. The study made use of both qualitative and quantitative research. Grades of the respondents was requested to the university registrar and a standardized comprehensive examination was given to the respondents to validate their readiness in taking the board examination. A face-to-face interview was also conducted to know the problems they have encountered in taking the course and in taking the comprehensive examination. Weighted mean was computed and determine the readiness of the respondents using the Pearson R correlation. As revealed by the findings, both general weighted average and the result of the comprehensive examination registered a very weak linear correlation. In order to respond to the observations cited by the respondents the researcher suggested to provide an in-house review before taking the board examination and a strict retention policy among education students.

**KEYWORDS:** General weighted average, comprehensive examination, Technology and Livelihood Education, Licensure Examination for Teachers

### INTRODUCTION

The ultimate dream of every Filipino family, majority if not all, to have at least one family member to be a degree holder. It is believed that education is the only wealth that Filipino parents can provide their children which cannot be stolen or taken away from them. Significantly, this marks the very reason why Filipino family give a high regard or great value to education.

Realizing this ultimate dream, there are numerous undertaking that a Filipino Student had to surpassed. In one hand, students faces difficulties in choosing their respective college course. To date, one of the ever in-demand course is the pursuit of a bachelors degree in teacher education and before finishing this degree students faces different hurdles. On the other hand, not so long after graduation, the hurdle that the students must face is how to pass the licensure examination. Passing the board examination is the gateway for them to be given license and practice legally their profession. Once a student successfully passed the licensure examination, the Professional Regulatory Commission's board can now grant the license, which provide the public the assurance that the licensee is minimally qualified and capable to practice the profession.

Considering the importance of taking and passing the licensure examination, education graduates should have a higher level of preparedness before submitting themselves to said examination for higher opportunity to pass the examination. Since the licensure examination is still patterned to the theoretical concepts and theories and Technology and Livelihood Education major subjects to be specific, institution of higher learning as well as its faculty members play a vital role in the success of their graduates in terms of passing the said licensure examination. This vital role refers to the design of its education curriculum and the approaches/strategies used in delivering effectively its curriculum to the students.

In the Philippines, the agency who is given authority to look after the licensure examination to graduates is the Philippine Regulation Commission (PRC). This agency covers different professional specialization like, law, nursing, engineering, education and a lot more of professional courses. The Congressional Committee in Higher Education recommend the professionalized the teachers and through the adoption of periodic licensure examination. Together with the Board for Teacher Education and the Commission on Higher Education (CHED), they are helping each other in looking the program and activities to improve the quality of production of professional, teacher education in particular. Also, licensure examination is not only use to assess the performance of future educators but also serves as gauge to quantify the performance of the institution offering teacher education program (Visco, 2015). It is necessary for the government to guarantee the society that teachers who are practicing their profession can live up to the expectations and trust that are anticipated of them (Rabanal, 2016).

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It is noticeable that the performance in the Licensure Examination for Teachers especially of the Technology and Livelihood Education students of the Bulacan State University is showing a low performance, the researcher attempted to relate the performance of the students in the TLE major subjects and their comprehensive examination to their readiness in taking the licensure examination.

### Statement of the problem

The general problem of the study is “How is the level of readiness of the Technology and Livelihood Education students of Bulacan State University Hagonoy Campus in taking the Licensure Examination for Teacher be evaluated?”

Specifically, the study sought answer to the following questions:

1. How may the TLE graduating students performance be described in terms of their:
  - 1.1 General average grade in the different TLE major subjects; and
  - 1.2 Scores in the TLE comprehensive examination?
2. Do respondents’ general average in the different major subjects in TLE and performance in comprehensive examination relate to their readiness in taking the LET?
3. What are the respondents’ encountered problems while taking the comprehensive examination as revealed by them during the interview?
4. What additional activities can be proposed and extend to the students to strengthen their readiness in taking the LET?

### METHODOLOGY

This research utilized both quantitative and qualitative design, and descriptive research method. Qualitative research was utilized since, it involves the use of documents, interviews, as well as data from the observation of a participant which are all classified as qualitative data that is vital to understand and explain a particular social phenomena. Qualitative researches can be found in many disciplines and fields, using a variety of approaches, methods and techniques. Thence, Information systems study the managerial and organizational issues that are associated with information and communications technology innovations; still the interest is the application of qualitative research methods (Creswell, 1998).

On the other hand, Travers (1992) defines the descriptive methods of research characterizes the nature of the situation existing at the time the study is being conducted and explores the causes or explanations for the particular phenomenon

The population of this research were the TLE graduates of the Bulacan State University, Hagonoy Campus for the school year 2018-2019, who completed and taken the 15 TLE major subjects, and took the Licensure Examination for Teachers (LET) last September 2019. The campus registered 45 TLE students but only 33 from the enrolled students are completely finished the 15 major subjects and took the licensure examination.

Direct and indirect process of data gathering techniques were employed by the researcher to gather the much needed data. Direct interview method is a person to person exchange between the interviewer and the interviewee. The interview method provides consistent and more precise information since interviewee may give clarification. In the conduct of the interview, the researcher was guided by structured questions related to respondents’ concern and readiness.

The gathered data were organized and mathematically treated using the descriptive statistics. Statistical tools like frequency counts and percentage were used to answer specific questions. Pearson R Correlation was used to test the significant relationship between the GWA and the readiness of the graduating TLE student in the licensure examination as well as the comprehensive examination and the readiness in taking the LET.

To describe respondents’ readiness, a Five-point Likert scale shown below was used.

### General Weighted Average in all TLE Major Subjects

Numerical Equivalent	Verbal Description
1.49 - 1.00	Very Much Ready (VMR)
1.99 - 1.50	Much Ready (MR)
2.49 - 2.00	Ready (R)
2.50 – 3.00	Moderately Ready (MR)
3.00 and below	Not Ready (NR)

To describe the readiness of the respondents to the TLE comprehensive examination, a range score was used.

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### Comprehensive Examination Score Range

Score Range	Verbal Description
121 – 150	Very Much Ready (Outstanding)
91 – 120	Much Ready (Very Satisfactory)
61 – 90	Ready (Satisfactory)
31- 60	Moderately Ready (Fair)
1 – 30	Not Ready (Needs Improvement)

For accurate and efficient statistical results, the researcher used computer software Microsoft Excel and Statistical Package for Social Sciences (SPSS).

### RESULT AND DISCUSSION

Presented in table one is the respondent's readiness in the terms of their general weighted average in the different major subject of Technology and Livelihood Education.

**Table 1. Respondents' Academic Performance in Terms of General Average Grade in the Different TLE Major Subjects**

Grades	Verbal Interpretation	Frequency	Percentage
1.00 – 1.49	Very much ready	14	42.42
1.50 – 1.99	Much ready	14	42.42
2.00 – 2.49	Ready	5	15.15
2.50 – 3.00		0	0
Average 1.469 very much satisfied			
Total		33	100

Shown in the table are 14 respondents from 33 total respondents got a general weighted average of between 1.00-1.49 which is interpreted as very much ready. Another 14 respondents registered a general weighted average of 1.50-1.99 which is interpreted as much ready. Out of 33 graduate respondent, five of them registered a general weighted average of 2.00-2.49 with a verbal interpretation of ready.

As further glean in the table, it shows that in average, the 33 graduate respondent registered a general weighted average of 1.469 which can be interpreted as very much ready.

It also shows that all 33 graduate respondents are very much ready in taking the licensure examination if only consider the grade they have obtained in their major subject in the Technology and Livelihood program.

Table two present the respondent performance in terms of the comprehensive examination in the different TLE major subjects.

**Table 2. Respondents' Academic Performance in Terms of Comprehensive Examination**

Comprehensive Examination Score	Verbal Interpretation	Frequency	Percentage
81 -100	Very much ready	2	6.06
61 -80	Much ready	22	66.66
41 – 60	Ready	8	24.24
21 -40	Moderately ready	1	3.03
1 – 20	Not ready	0	0
Weighted Mean 67.21	Much Ready		
		33	100

Table number two shows that out of the 33 respondents 66.66 percent or 22 students got a score between 61-80 showing that they are much ready in taking the LET. Eight (8) respondents or 24.24 percent got a score between 41-60 which means that they are ready to take the LET. Out of the 33 respondents only 2 or 6.06 percent got a score between 81-100 which can be interpreted as very much ready in taking the LET.

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As the further glean in the table, it shows that the respondents registered a weighted mean of 67.21 which simply interpreted that the respondents are much ready in taking the LET.

Table number three is the correlation between the General Weighted Average of the respondents in their 15 major subjects and the result of the Licensure Examination for Teachers.

The table shows that there is no significant relationship between the general weighted average of the respondents in the different major subject they have taken from college and their readiness in taking the LET.

**Table 3. Correlation Between the General Weighted Average and the LET Result**

Computed Value	Range	Decision	Interpretation
-0.04746	-1 to < 0 =	Negative Correlation	There is a very weak linear relationship

As it was shown in the table a computed correlational value of -0.04746 stated that the two variables have a negative correlation which means that the general average in the different major subjects in TLE offered by the institution and taken by the students can be considered as a predictor of lowest degree for the readiness in taking the Licensure Examination for Teachers. The data reveals that there is a very weak linear relationship between the 2 variables presented, hence relationship still exist at a minimum level.

**Table 4. Correlation Between the Comprehensive Examination and the LET Result**

Computed Value	Range	Decision	Interpretation
-0.03174	-1 to < 0 =	Negative Correlation	There is a very weak linear relationship

Presented in table number four is the correlation between the comprehensive examinations taken by the respondents and the results of the LET.

The table shows that there is a negative correlation between the comprehensive examination and the readiness of the respondents in taking the LET. As further glean in the table it registered a computed value of -0.3714 which indicates that there is a very weak linear relationship between the two variables namely the comprehensive examination and the LET result. Nevertheless, a relationship between the variables presented can still be traced at a small degree.

As to the problems encountered by the respondent in taking the comprehensive examination, the respondents mention the following major concerns:

1. Not all the item in the comprehensive examinations are tackled by the subject teacher.
2. Limited time was given in taking the examination.
3. Expertise of the subject teacher in handling the subject.
4. Availability of tools during the course of actual training/activities.
5. Conducive space for the laboratory.

### CONCLUSIONS

Results of the study reveals that the grades as well as the general weighted average of the respondents can be considered as a least indicator of the readiness of the Technology and Livelihood Education students in taking the Licensure Examination for Teachers. This means that the general weighted average of the students does not reflect the readiness of the students to take the licensure examination.

Likewise, the scores and grades in the comprehensive examination given to the respondents can be considered as a poor indicator and does not guarantee that once they have passed the comprehensive examination, they will surely pass the LET.

### RECOMMENDATIONS

In order to respond to the concerns of the respondent regarding the problems the problem they have encountered during the comprehensive examination and during the course of studying their major subjects, the researcher suggested the following:

1. The teachers who will handle the major subjects should be well equip of the content to be included in their lesson if not an expert with the subject.
2. Provide tools and equipment needed in the subjects.

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3. Conduct an in-house review class to the students who will take the LET. Conducting review has a high correlation with the success of pre-service teachers in the LET Amanonce and Maramag (2020), Pre-board is also necessary (Gerundo, 2015).
4. Implement a strict retention policy for the teacher education students.

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