

Practices and Readiness of Pamantasan Ng Cabuyao Education Graduates in Licensure Examination: Basis for Action Plan Examination for Teachers



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ABSTRACT: Belen et al. (2018) states that LET is the only measure and standard determinant to consider the readiness of BEED and BSED graduates to practice teaching. This study focuses on the practices and readiness of Education Graduates of PNC in taking LET. A quantitative research design is explicitly used, the descriptive-correlational, to identify the relationship between practices and readiness of the chosen respondents through purposive sampling. The results revealed that the most common practice of the graduates is self-review. Results also highlighted that even though the learning of Batch 2022 graduates has been compromised by the pandemic and transitioned to online learning, they have a good level of content knowledge. There is a significant relationship between the practices and readiness of the graduates to take the LET. The researcher concludes that the majority of the graduates are working while waiting for the LET, and they are about to take the LET at in soonest possible time. In preparation for the examination, most graduates reviewed at home rather than in review centers due to lack of financial sustainability. Conversely, the graduates are resourceful in looking for ways to pay the necessary requirements in taking LET. The following recommendations are offered for related research in the field of students' and graduates' preparation for licensure examination. There should be a free LET Review offered by the school and LGU, quality review towards review centers, curriculum review of Education courses. Lastly, to create an Action Plan Examination for Teachers to address the gap of this research.

KEYWORDS: practices, readiness, LET, licensure examination for teachers,

INTRODUCTION

"By failing to prepare, you are preparing to fail"-Benjamin Franklin. Most of the time, students from their undergraduate studies, having been conferred as graduates, have a lot of options and choices in which they must choose after 4-year academic struggles to achieve their desired baccalaureate degrees. But, for programs with licensure examinations or board examinations, it is of the utmost imperative for the degree holders to consider their readiness upon taking this test. Consequently, for the Education Degree Holders, the Licensure Examination for Teachers is one of the determining factors for them to be called Licensed Professional Teachers, which is a basic requirement to teach in any public and private schools.

To prepare the education graduates of the Pamantasan ng Cabuyao, the researcher has initially conducted a pre-survey to determine the readiness of the graduates to take the LET, and based on the findings, only a few are yet ready to take the said examination despite the fact that the school has prepared them by providing quality and competent teaching during their studies. In all fairness, regarding the LET Performance for two consecutive recently released results, BEED had 74.56% overall performance, and BSED had 67.42% overall performance last October 2022, and recently last March 2023, BEED had 60.98% overall performance, and BSED had 64.94% overall performance. Interestingly, the results of the two consecutive LET are all above the passing rate, but since the institution aims to increase the passing rate of its graduates as one of the measurements of quality education, it is imperative to assess the readiness and their practices prior to taking the LET.

On top of that, Batch 2022 graduates are the first set of graduates who underwent the K-12 Program, the first set of graduates who completed the new curriculum in the Teaching Programs, and the set of graduates whose studies have been compromised due to Covid-19 resulting to their last two years in college to be in remote learning, virtual learning, and modular learning. Considering these factors, the researcher finds it interesting what could be their plans and practices to cope with the learning loss due to the pandemic and how ready they are to take the LET despite the fact that there has been a learning loss during their studies. With that, an action plan will be proposed by the researcher to cope with the learning losses that graduates have in

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order to help them be ready for their Licensure Examination in 2023.

LITERATURE REVIEW

Licensure Examination for Teachers

The Licensure Examination for Teachers is considered as the litmus test for the quality of education provided by every Education College a Higher Institution has (Bonior & Dela Rama, 2018). It is articulated in the Statement Policy in Republic Act 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, which states that:

[t]he State recognizes the vital role of teachers in nation-building and development through a responsible and literate citizenry. Towards this end, the State shall ensure and promote quality education by proper supervision and regulation of the licensure examination and professionalization of the practice of the teaching profession.

R.A. 7836 further states that the Licensure Examination for Teachers has two primary objectives; first, to promote, develop, and professionalize teachers and the teaching profession, and second, to supervise and regulate the licensure examination (Bonior & Dela Rama, 2018). As stated by Belen et al. (2018), LET is the only measure and standard determinant in order to consider the readiness of BEED and BSED graduates to practice teaching. When a graduate of the education program passes the LET, he or she has truly acquired the necessary skills and knowledge during his/her pre-service training. In Teacher Education Institutions, it is very important to get a higher percentage of passing rate in LET for this high performance indicates that the school has better quality teaching and excellence in standards (Belen et al., 2018).

When a pre-service teacher graduates from college, it is imperative for him/her to take the Licensure Examination for Teachers for him/her to qualify to teach, particularly in Public Schools. In the United States, all prospective teachers must pass the Licensure Examination for Teachers for them to receive a teaching license that serves as an assessment of their knowledge of what particular subject(s) they want to teach. Furthermore, these licensure tests are tests that have been developed and approved by state agencies to measure the prospective teachers' basic qualifications for licensure in that particular state. Same with other licensure examinations in the US, the preparation programs and interventions are not totally under control by the state; however, they are heavily influenced by them. The licensure examination for teachers in the US does not serve as a measurement for their achievement, intelligence, or diagnostic test but rather an independent practice only as a "teacher record" in which entry-level knowledge only has been assessed. The scores of the takers are collated through compensatory scoring, which is then translated into a scaled score. Test takers may fail on a certain part of a test but may pass on the test as a whole, depending on which part of the test did he/she pass or fail. Lastly, the test takers who fail the test can retake it as many times as they wish (Pollard, 2019).

In the Philippines, R.A.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, stipulates several mandates, qualifications, and processes to become full-fledged teachers. For example, for elementary teachers, there is a need to attain a bachelor's degree in elementary education or its equivalent, while for secondary teachers, a bachelor's degree in education or its equivalent with major and minor specializations and with at least ten units in professional education. In the research of Aquino & Balilla (2015), Pre- Service Teacher's Licensing Examination Plans and Content Knowledge as supported by the study of Jaycen (2020), emphasizes the importance of testing requirements for licensing and certifications on the quality of effectiveness of teachers. The LET is a good measure of the quality of teachers once they pass the said exam. There might be takers who will fail the LET, and that is a greater avenue for Teacher Education Institutions to prepare their students, particularly in the content knowledge. With these efforts, graduates may be able to pass the LET and be given the title of LPT (Licensed Professional Teacher).

Likewise, passing the Licensure Examination for Teachers requires adequate readiness as Professional Regulation Commission administers the examination. To pass the exam, an examinee must obtain an average of not less than 75% and must have no rating lower than 50% in any of the tests. LET for elementary level covers the topics from General Education (GenEd) 40% and Professional Education (ProfEd) 60%, while in the secondary level, (GenEd) 20%, (ProfEd) 40% and (area of specialization/major) 40% (PRC,2022).

Review as one of the Practices of Graduates before taking LET

LET takers have various ways of preparation before taking the exam, and there is a wide variety of resources used by students to review for the licensure examination, and the kind of reviewer they reviewed varied from every discipline. The performance of every State University and Colleges (SUC) in the teacher licensure examination plays a crucial role in the accreditation process, determining their eligibility as a center of development and excellence. Furthermore, it can also impact the overall performance of each university (Ventayen, 2020)

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The study conducted by Ventayen (2020) titled Academic Predictors of the Licensure Examination for Teachers: A Thematic Review of Studies Investigating Students Performance reveals that teacher education graduates have various plans after graduation like, look for employment, enrolling in a review center and to have a self-review due to financial issues and conflict of schedule. Moreover, of a total of 88 graduates, there were 73% decided to take the upcoming LET, while 27% were undecided. In the same study conducted, SUCs must provide in-house review classes; faculty members must prepare examinations in line with LET, conduct further research in other subject areas, and must study other contributing factors affecting the LET preparations of the students.

On top of that, is that they believed that enrolling in review centers would greatly improve their chances of passing the board, and they have support from their parents. They also believed that doing self-review in the house might be affected by the household chores and the environment they have. They also emphasized that it is their personal choice to enroll in a review center. For others, they needed peer pressure and a strict schedule to follow, consequently allowing them to learn better in groups rather than being alone. Lastly, they chose to enroll in a review center to be updated with the latest trends and development in the field of teacher education. LET takers opt to have self-review instead of enrolling in the review centers due to financial incapacity, and some must work immediately after graduation (Ventayen, 2020).

Thus, to prepare students for the LET, Teacher Education Institutions should offer intensive review programs for the 3 main areas of the LET, general, professional, and specialized subjects. There should be continuous intervention, such as surveying the students and identifying their weaknesses as the basis for training and development.

In another study conducted by Roman, A. & Fiscal, R, 2021.: Pre-licensure examination as predictor of licensure examination in which they examined 71 elementary education (BEED) graduates and 127 secondary education (BSED) graduates in Laguna State Polytechnic University, Laguna, Philippines. Pre-licensure or Mock Review is one indicator to determine licensure examination results based on the actual LET. Results imply that practices of the school in terms of giving instruction and initiatives in conducting Pre-LETreview contribute to the assurance of passing the actual examination. The result in the study of Roman, A. & Fiscal, R, 2021 is supported by the quasi-experiment conducted by Manlangit, 2020 that after undergoing mock exam, review sessions, and receiving review materials, 50% of the BEED graduates were able to pass the LET. Moreover, the result shows that mock exams and supplemental materials give adequate preparations for the graduates to pass the LET.

In addition, constant participation in an in-house review builds students' confidence and prepares them to take the LET, which will result in an increased assurance of passing the licensure examination. Bansiong (2019) conducted a study about the exploration of the formula for LET success in the Philippines, with the pre-board total score as a significant predictor of the performance in the LET. The results of the study imply that review classes are effective contributors to the success of LET. Likewise, he argued that the result in a simulated examination has a significant effect on the actual examination performance and that the constructed mock examination of the College of Teacher Education can validly predict the performance in the LET.

Training and Seminars for Teachers in the Academe

One of the important professional development strategies for teachers is training and seminars. In the 21st century, professional development is the engagement of teachers in training and enhancement seminars to equip themselves with the necessary knowledge, skills, and values. In a blog post by Edposts, it was emphasized that students who have well-informed and well-trained teachers are more likely to perform than teachers who are not attending enhancement training and seminars. Thus, it is imperative that the school management must pay attention to the professional development of teachers, especially those who are not yet LET Passers and those who just recently graduated.

Teachers in the academe who engage in enhancement training and seminars create a positive learning environment and lead to happy learners who are more than willing to attend school regularly. On-going ongoing Professional Development, like training and seminars, is a crucial part of the teaching-learning process. A teacher who is well-trained is updated with the latest pedagogical strategies in the classroom. Consequently, it is important that teachers must be updated to the latest technology as a tool in enhancing classroom teaching in order for the teaching and learning process to become engaging and interactive. Hence, it is important that teachers must learn to collaborate, innovate, and reflect, which are the skills developed for teachers when attending professional development programs.

One of the professional development programs in the education field is the INSET or the In-service training. According to DepEd Order No. 34, s. 2022 titled "School Calendar and Activities for the School Year 2022-2023," the Midyear In-Service Training is set to take place from February 6 to 10, 2023. The purpose of this training is to consistently improve and strengthen the skills and abilities of both teaching and non-teaching staff members.

The in-service training program holds significance as it fosters a flexible environment, enabling teachers to readily adapt

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to their work settings. It also serves as a source of motivation for both employees and employers, fostering increased creativity within the educational process. By participating in the in-service training program, teachers gain new knowledge and instructional skills that enhance their effectiveness in the classroom. This program places teachers at the forefront of any improvement initiatives within the educational institution. According to Alfaidi & Elhassan (2020), one positive aspect of professional development for teachers is that the program ensures that learning activities are well-planned and focused on empowering teachers to improve policies, curriculum development, teaching methods, and strategies to enhance productivity and student performance.

Anderson (1982:89), as cited by Akpan et al., 2016, in-service training for teachers helps to foster continued professional development. They emphasized that by attending teacher's meetings, seminars, workshops, training sessions, and academic study circles, opportunities can be provided for teachers to be updated with the new trends in the educational field. As such, teachers are also encouraged to file a leave of absence if necessary to pursue higher education for the purpose of increasing teachers' competence and skills.

Thus, it is important that academic institutions recognize the importance of well-structured development programs that are consonant with the teaching-learning requirements of the Department of Education. Teacher development programs should be given utmost importance in the curriculum as they have a vital part as one of the preparations for taking the Licensure Examination for Teachers.

Content Knowledge Readiness of Graduates before taking LET

In passing the Licensure examination for teachers, the graduates must have the best understanding of the different courses or subjects they took during their college days which is called content knowledge and refers to knowledge of the subject and its structures (Grossman, Wilson, & Shulman, 1989). Although there are studies suggesting that a good performance in the academic subjects does not guarantee a passing performance in the teachers' board examination (Ventayen, 2020), nevertheless, it is important that the examinees or students have a good perception of their content knowledge. As the results of the study conducted by (Ventayen, 2020) revealed that there is a significant relationship between academic and LET performance, especially in GenEd, ProfEd, and major subjects. In general, it has been found that there is a vital role in academic performance in LET's overall performance of graduates. Teacher education institutions must strictly screen upcoming enrollees considering 85 and up the general average for the better LET performance rating by an institution.

Moreover, in the study conducted by Andal et al. (2019), a pretest-posttest design was used to measure the readiness of Education graduates of Emilio Aguinaldo College- Cavite, Philippines, through self-made questionnaires and paired t-tests as a statistical tool. Results have indicated that the post-test has a higher mean/percentage than the pretest, which means that the review as an intervention program to equip their students became initially successful. However, the study still further recommends continuing the mentoring and coaching program and improving the existing procedures and strategies in the program to successfully meet the specific needs of the reviewers (Andal et al., 2019).

Another study conducted at the University of Cordilleras by Bansiong (2019) regarding mock examination as one of the practices to influence the performance of examinees for the Licensure Examination for Teachers revealed that mock examinations should not be taken for granted by the examinees and utmost attendance should adhere to boost their confidence in answering the questions as a sort of simulation. There is a significant correlation that was implied on the results of mock examinations and is a valid predictor for readiness in the LET. The mock examination practice conducted by school administrators should be valid, reliable, and balanced (Davis, 1999). A test can be considered valid if the results are significantly useful in making decisions regarding student achievement, and a test has predictive validity if it can estimate how an individual performs a given criteria or task (Albite, 2019).

Financial Capability Readiness of Graduates before taking Board Exam

In a study conducted by Albina et al. 2021, it emerged from their study that financial concern is an issue while reviewing the Criminologist Licensure Examination and eventually taking the exam. While the respondents are still studying during college, it is evident from the data that some students experienced financial difficulties because of the minimum allowance that their parents provided them, that somehow affected their schooling. Consequently, while preparing for the board examination, parents' support is also a vital factor, specifically when parents do not want their children to work right after graduation to support their review and payment of fees for the board exam. One participant emphasized that parents should understand that preparation for the board examination is important, and parents should not expect children to work or give back right after graduation.

In the same study by Albina et al., 2021, the participants have common perceptions that enrolling in a review center can

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increase the chances of passing the board exam and that review centers can enrich the knowledge needed to pass the board exam. Also, attending a review center requires a substantial amount of money, and the participants did not have sufficient resources to support their reviews. Thus, parent's support (financial or moral) is a factor that can contribute to a considerable difference in the taker's performance in the board exam. This was supported by Kwi-Soon and Bok-Sun (20019), who emphasized that the support of participant's families and those around them increase confidence in preparation for the board exam.

The present problem with the Licensure Examination for Teachers

Despite the intensive program and intervention of different colleges and universities, news published from ABS-CBN News last February 14, 2023, titled "Average board passing rate for elementary, HS teachers remain low, says group." The news revealed that based on the 12-year data on the performance of Teacher Education Institutions in the licensure examination for teachers, only 56 percent of TEIs have passing rates, which is below the 12-year national average both for elementary and secondary education. The study's findings, in the opinion of PBE's deputy executive director Diane Fajardo-Valencia, show potential issues with those who wish to become teachers, the organizations that prepare them, and the board exams themselves. In addition, she emphasized that the teacher education curriculum should be reviewed, along with licensure exam questions. Moreover, she highlighted that the results of the study can cause problems for those who want to become teachers, including the schools they want to enroll in, as well as when they are going to take the board exam.

In the same news article on the policy recommendations, PBE said the teacher education curriculum should be reviewed, along with licensure exam questions. He also said that underperforming TEIs should be shut down in order to protect students from poor education and ensure that the time and resources of the students will not be wasted. In response to these problems, Popoy De Vera, chairman of the Commission on Higher Education (CHED), said that they are studying the factors that may have been affecting the performance of the students in the licensure examination, and he also wants the data gathered to be a basis of decision-making.

METHODOLOGY

Research Design

This study utilized the quantitative method of research that relies on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables (APA Dictionary of Psychology). Specifically, this research used descriptive correlational design research studies that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2009).

Respondents of the Study

The respondents of this study were the education graduates last SY 2021-2022. Specifically, the graduates who did not take yet the Licensure Examination for Teachers last March 2023. They were the first batch to graduate in the K-12 curriculum. Also, the first batch of graduates in the new CHED curriculum. Lastly, they were the batch of graduates whose learning has been compromised when the pandemic hit and affected the schools and institutions.

Table 1. Respondents of the Study according to Sex

Respondents	Frequency	Percentage
Male	19	22.1
Female	67	77.9
Total	86	100.0

Instruments

This study used a self-made questionnaire validated by three (3 experts). The questionnaire has 2 main parts; (1) the level of Practices of Education Graduates and (2) the Readiness of Education Graduates to take LET. Each part has indicative statements to measure the given indicators, review and training, and seminars for the Level of Practices of Education Graduates and content knowledge and financial capability for Readiness of Education Graduates. Also, this study utilized a 4-point Likert scale, as shown in the table below.

Table 3. 4- Point Likert Scale and Verbal Interpretation for Level of Practices of Education Graduates in taking LET

Scale	Scaled Response	Scale	Verbal interpretation
1	Never	1.0 – 1.50	Not Practiced

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2	Sometimes	1.51 – 2.50	Slightly Practiced
3	Often	2.51 – 3.50	Moderately Practiced
4	Always	3.51 – 4.00	Highly Practiced

Table 4. 4- Point Likert Scale and Verbal Interpretation for Extent of Readiness of Education Graduates in taking LET

Scale	Scaled Response	Scale	Verbal interpretation
1	Strongly Disagree	1.0 – 1.50	Poor
2	Disagree	1.51 – 2.50	Fair
3	Agree	2.51 – 3.50	Good
4	Strongly Agree	3.51 – 4.00	Excellent

Data Collection

This study utilized a probability sampling technique, a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection (Fleetwood, 2023). Specifically, it utilized the purposive snowball sampling that often proceeds after a study begins and occurs when the researcher asks the participant to recommend another person to be sampled (Creswell, 2012:209).

Consequently, the researcher opted to use an online survey since the participants are in different parts of the locality. The researcher asked the participants to answer the Google form, and afterward, the participants of the study attached e-signature to seal the non- disclosure agreement.

Afterward, the data gathered were tallied, collated, and analyzed by the researcher.

Data Analysis

The researcher utilized the following statistical treatment to analyze the data gathered:

1. Mean – is used to determine the level of practice and extent of readiness of Education Graduates in taking the Licensure Examination for Teacher
2. Pearson-R Correlation – is used to determine the significant relationship between the level of practice and the extent of readiness of Education Graduates in taking the Licensure Examination for Teachers.

Rule of Thumb in interpreting the size of a correlation coefficient

Size of Correlation	Interpretation
.90 – 1.00 (-.90 – 1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

**Hinkle DE, Wiersma W, Jurs SG (2003). Applied Statistics for the Behavioral Sciences 5th ed. Boston: Houghton Mifflin*

RESULTS AND DISCUSSION

SOP 1. What is the level of practice of the Graduates before taking the Licensure Examination for Teachers in terms of:

- 1.1. review
- 1.2. trainings and seminars

Table 5. Assessment of the level of practices of the Graduates before taking the Licensure Examination for Teachers in terms of review.

Indicative Statements Before I Take the Licensure Examination for Teachers...	Mean	Verbal Interpretation
1. I pay and attend LET reviews from the review center.	2.28	Slightly Practiced
2. I watch free online LET reviews on social media platforms.	3.12	Moderately Practiced
3. I attend free LET review organized by institutions and LGU.	2.93	Moderately Practiced
4. I engage with peers and group review.	2.85	Moderately Practiced
5. I do self-review at our home.	3.08	Moderately Practiced
	2.85	Moderately Practiced

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Grand Mean

Legend: 1.0-1.50= Not Practiced, 1.51-2.50 = Slightly Practiced, 2.51-3.50 = Moderately Practice, 3.51-4.00 = Highly Practiced

Table 6 shows the level of review practices of the Graduates before taking the LET. The data reveals that statement 5, *I do self-review at home* has the **highest mean $\bar{x}=3.08$** , which means **moderately practiced** by the graduates. LET takers opt to have self-review instead of enrolling in the review centers due to financial incapacity, and some must work immediately after graduation (Ventayen, 2020).

Conversely, statement 1, *I pay and attend LET reviews from a review center*, has the **lowest mean $\bar{x}= 2.28$** , which means **slightly practiced**. In the same study conducted by Ventayen (2020), graduates believed that enrolling in review centers would greatly improve their chances of passing the board, and they have support from their parents. They also believed that doing self-review in the house might be affected by the household chores and the environment they have.

In general, the assessment of the level of practices of the Graduates before taking the Licensure Examination for Teachers in terms of review has a **grand mean $\bar{x}=2.85$** suggesting they have **moderately practiced** the above statements.

Table 7. Assessment of the level of practices of the Graduates before taking the Licensure Examination for Teachers in terms of training and seminars.

Indicative Statements Before I Take the Licensure Examination for Teachers...	Mean	Verbal Interpretation
1. I attend INSET training organized by DepEd.	1.76	Slightly Practiced
2. I attend seminars organized by the school where I am currently affiliated.	3.22	Moderately Practiced
3. I pay and attend seminars and trainings organized by private institutions.	2.16	Slightly Practiced
4. I engage in meaningful discussions during seminars and trainings.	2.93	Moderately Practiced
5. I attend relevant seminars and training organized by LGU.	2.35	Slightly Practiced
Grand Mean	2.48	Slightly Practiced

Legend: 1.0-1.50= Not Practiced, 1.51-2.50 = Slightly Practiced, 2.51-3.50 = Moderately Practice, 3.51-4.00 = Highly Practiced

Table 7 shows the level of training and seminars as one of the practices of the Graduates before taking the LET. The data reveals that the statement 5, *I attend seminars organized by the school where I am currently affiliated*. has the **highest mean $\bar{x}=3.22$** , which means **moderately practiced** by the graduates. This implies that some of the graduates are already teaching in the academe, though they are yet to take the LET. As supported in the study by Akpan et al. (2016), attending teacher's meetings, seminars, workshops, training sessions, and academic study circles, opportunities can be provided for teachers to be updated with the new trends in the educational field. As such, teachers are also encouraged to file a leave of absence if necessary to pursue higher education for the purpose of increasing teachers' competence and skills.

On the contrary, statement 1, *I attend INSET training organized by DepEd*, has the **lowest mean $\bar{x}=1.76$** , which means **slightly practiced**. This means that the graduates do not actively engage themselves in the In-service training organized by DepEd. In the study conducted, Uche (1981) emphasized that in order to facilitate and maximize the use of discovered new skills of teaching, teachers must undergo in-service training. According to him, this INSET can help teachers to have mastery of new skills and to be well-informed about the new knowledge, skills, and pedagogies in teaching. Moreover, in a study conducted by Akpan et al. (2016), the In-service training from the Cross River State Government helps the teachers and officers with modern approved techniques, knowledge, and skills to enhance the efficiency, effectiveness, and improved performance of the teachers.

In general, the assessment of the level of practice of the Graduates before taking the Licensure Examination for Teachers in terms of training and seminars has a **grand mean $\bar{x}=2.48$** emphasizing that they have **slightly practiced** the above statements.

SOP 2. To what extent is the readiness of the Graduates before taking the Licensure Examination for Teachers in terms of:

- 1.1. Content Knowledge
- 1.2. Financial Capability

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Table 8. Assessment of the level of readiness of the Graduates before taking the Licensure Examination for Teachers in terms of Content Knowledge in General Education Subjects.

Indicative Statements	Mean	Verbal Interpretation
<i>I have enough knowledge in terms of the following General Education subjects (Elementary and Secondary)</i>		
1. ENGLISH (Study and Thinking Skills, Writing in the Discipline, Speech and Oral Communication, Philippine Literature, Master Works of the World)	2.79	Good
2. FILIPINO (Komunikasyon sa Akademikong Filipino, Pagbasa at Pagsulat tungo sa Pananaliksik, Masining na Pagpapahayag)	3.28	Good
3. SCIENCE (Biological Science -General Biology; Physical Science- with Earth Science)	3.08	Good
4. MATHEMATICS (Fundamentals of Math, Plane Geometry, Elementary Algebra, Statistics, and Probability)	2.93	Good
5. SOCIAL SCIENCES (Philippine Government New Constitution with Human Rights; Philippine History; Basic Economics, Taxation, Agrarian Reform; Society, Culture with Family Planning; Rizal and Other Heroes; Philosophy of Man; Arts; General Psychology; Information and Communication Technology)	3.35	Good
Grand Mean	3.09	Good

Legend: 1.0-1.50= Poor, 1.51-2.50 = Fair, 2.51-3.50 = Good, 3.51-4.00 = Excellent

Table 8 shows the level of content knowledge readiness on General Education subjects of the Graduates before taking the LET. The data reveals that the *Social Sciences subjects that include Philippine Government New Constitution with Human Rights; Philippine History; Basic Economics, Taxation, Agrarian Reform; Society, Culture with Family Planning; Rizal and Other Heroes; Philosophy of Man; Arts; General Psychology; Information and Communication Technology*, has the **highest mean $\bar{x}=3.35$** which means **Good**. The data suggests that the respondents have the greatest content knowledge pertaining to these General Education Subjects, among others.

On the other hand, the *English subject that consists of Study and Thinking Skills, Writing in the Discipline, Speech and Oral Communication, Philippine Literature, and Master Works of the World* has the **lowest mean $\bar{x}=2.79$** , which means **Good**. This implies that the graduates have the least content knowledge when it comes to linguistics, literature, Basic English Skills, and Language.

In general, the assessment of the level of content knowledge readiness on the General Education subjects of the Graduates before taking the LET has a **grand mean $\bar{x}=3.09$** denoting **good** on all the General Education subjects. This implies that the graduates are ready to take the LET because they have adequate general education subject content knowledge.

To be able to pass the LET, the graduates must have a deep and flexible understanding of different courses. This is called content knowledge, which pertains to knowledge of the subject and its organizing structures (Grossman, Wilson, & Shulman, 1989).

Table 9. Assessment of the level of readiness of the Graduates before taking the Licensure Examination for Teachers in terms of Content Knowledge in Professional Education Subjects.

Indicative Statements	Mean	Verbal Interpretation
<i>I have enough knowledge in terms of the following Professional Education subjects (Elementary and Secondary)</i>		
1. Teaching Profession, Social Dimensions of Education	3.26	Good
2. Principles of Teaching, Educational		

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Technology, Curriculum Development	3.30	Good
3. Facilitating Learning, Child and Adolescent Development	3.29	Good
4. Assessment of Student Learning, Developmental Reading	3.29	Good
5. Field Study, Practice Teaching	3.44	Good
Grand Mean	3.32	Good

Legend: 1.0-1.50= Poor, 1.51-2.50 = Fair, 2.51-3.50 = Good, 3.51-4.00 = Excellent

Table 9 shows the level of content knowledge readiness on Professional Education subjects of the Graduates before taking the LET. The data reveals that the *Field Study and Practice Teaching* has the **highest mean \bar{x} =3.44**, which means **Good**. The data suggests that the respondents have the greatest content knowledge on the different pedagogies in the actual teaching- learning environment. On the other hand, the *Teaching Profession and Social Dimensions of Education* subject has the **lowest mean \bar{x} =3.26**, which means **Good**. This implies that the graduates have the least content knowledge when it comes to the basic principles and theories about teaching and different social aspects in the teaching-learning process.

In general, the assessment of the level of content knowledge readiness on the Professional subjects of the Graduates before taking the LET has a **grand mean \bar{x} =3.32** denoting **good** on all the Professional Education subjects. This implies that the graduates are ready to take the LET because they have adequate professional education and subject content knowledge.

To reiterate, the graduates must have a deep and flexible understanding of different courses in order to pass the LET. This is called content knowledge, which pertains to knowledge of the subject and its organizing structures (Grossman, Wilson, & Shulman, 1989).

Table 10. Assessment of the level of readiness of the Graduates before taking the Licensure Examination for Teachers in terms of Financial Capability.

Indicative Statements	Mean	Verbal Interpretation
<i>I have enough resources to...</i>		
1. Pay and attend review offered by review centers	2.95	Good
2. Pay in getting and processing necessary requirements like (PSA birth certificate, TOR, and honorable dismissal).	3.30	Good
3. Pay the fees for LET.	3.10	Good
4. Sustain transportation fairs/fees in processing requirements.	3.17	Good
5. Buy pencils, pens, white polo shirts, envelopes, and other requirements on the day of examination.	3.44	Good
Grand Mean	3.20	Good

Legend: 1.0-1.50= Poor, 1.51-2.50 = Fair, 2.51-3.50 = Good, 3.51-4.00 = Excellent

Table 10 shows the level of financial capability readiness of the Graduates before taking the LET. The data reveals that statement 5, *I have enough resources to buy pencils, pen, white polo shirt, envelope, and other requirements on the day of examination*, has the **highest mean \bar{x} =3.44** which means **Good**. The data suggests that the respondents can surely afford to buy the requirements and understand that PRC is strict to implement that no requirements, no exam policy. On the other hand, statement 1, *I have enough resources to pay and attend reviews offered by review centers*, has the **lowest mean \bar{x} =2.95**, which means **Good**. This indicates that the graduates have a financial struggle to enroll in review centers due to lack of financial resources and support from family.

In general, the level of financial capability readiness of the Graduates before taking the LET has a **grand mean \bar{x} =3.20** denoting **good** on all the statements. This implies that they are willing to be resourceful in order to pay the necessary fees relative to the requirements and preparations for LET.

In the study conducted by Kwi-Soon and Bok-Sun (2019), parent's support (financial or moral) is a factor that can contribute to a considerable difference in the taker's performance in the board exam considerably support of participant's families and

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those around them increase the confidence as preparation for the board exam.

SOP 3. Is there a significant relationship between the level of practice and the extent of readiness of Education Graduates to take the Licensure Examination for Teachers?

Table 10. Pearson-r Correlation: Comparison of the significant relationship between the level of practices and extent of readiness of Education Graduates in taking the Licensure Examination for Teachers.

Level of Practices Graduates	Level of Readiness Of Education Graduates	Correlation coefficient	Interpretation	p-value	Decision	Remarks
before taking LET	Content Knowledge (GenEd Subjects)	0.189	Negligible correlation	0.081	Failed to Reject	With Significant No Relationship
Review	Content Knowledge (ProfEd Subjects)	0.386	Low Positive Correlation	<0.001	Reject Ho	With Significant Relationship
Trainings and Seminars	Financial Capability	0.408	Low Positive Correlation	<0.001	Reject Ho	With Significant Relationship
Review	Financial Capability	0.231	Low Positive Correlation	<0.001	Reject Ho	With Significant Relationship
Trainings and Seminars	Content Knowledge (GenEd Subjects)	0.432	Low Positive Correlation	<0.001	Reject Ho	With Significant Relationship
<hr/>						
	Content Knowledge (ProfEd Subjects)	0.525	Moderate Positive Correlation	<0.001	Reject Ho	With Significant Relationship

Legend: .00 to .30 (.00 to -.30) Negligible correlation; .30 to .50 (-.30 to -.50) Low positive (negative) correlation; .50 to .70 (-.50 to -.70), Moderate positive (negative) correlation; .70 to .90 (-.70 to -.90) High positive (negative) correlation; .90 – 1.00 (-.90 – 1.00) Very high positive (negative) correlation

Note: If the p-value is less than or equal to (0.05), reject Ho, otherwise Failed to reject Ho

Table 10 shows a Comparison of the significant relationship between the level of practice and the extent of readiness of Education Graduates to take the Licensure Examination for Teachers. The review and general education subject content knowledge has an r-value of **0.189**, which has a **negligible correlation**, with a **p-value of 0.081**, which is greater than $\alpha=0.05$, signifying to Failed to Reject Ho. Therefore, the variables have no significant relationship. Meanwhile, review and professional education subject content knowledge have an r-value of 0.386, which has a **low positive correlation**, and a p-value **<0.001**, which is less than the $\alpha=0.05$ allowing to Reject Ho; therefore, the variables have a significant relationship. Moreover, the correlation of training and seminars has an r-value of **0.048**, which has a **low positive correlation**, with a p-value **<0.001**, which is less than the $\alpha=0.05$ allowing to Reject Ho. Therefore, the variables have a significant relationship. Also, the review and financial

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capability of respondents have an r-value of 0.231, which has a **low positive correlation**, with a p-value <0.001, which is less than $\alpha=0.05$, allowing to Reject Ho. Therefore, the variables have a significant relationship.

The training and seminars and general education subject content knowledge has an r- value of **0.432**, which has a **low positive correlation**, and a p-value <0.001, which is less than the $\alpha=0.05$ allowing to Reject Ho; therefore, the variables have a significant relationship. Lastly, the training and seminars and professional education subject content knowledge have an r- value of **0.525**, which has a **moderate positive correlation**, and a p-value <0.001, which is less than the $\alpha=0.05$ allowing to Reject Ho; therefore, the variables have a significant relationship.

CONCLUSIONS AND RECOMMENDATIONS

The state of being prepared to take the Licensure Examination is a result of well- intensified plans and practices that need to be elucidated and analyzed for the benefit of the students and examinees. The results of the study revealed that self-review is the most common practice done by the Graduates before taking the LET, allowing them to have a sidehustle or have a job while waiting for the examination day. However, only a few of the respondents can afford to enroll in review centers since they do not have enough resources to pay for them. Additionally, training and seminars are also pivotal for professional growth, which could be a source of content and pedagogical knowledge while waiting for the LET. Based on the results, they are actively engaged in seminars and trainings organized by the institutions they are affiliated with. On the contrary, the graduates do not engage in INSET training organized by DepEd, which is a good avenue for them to learn new skills and trends in the teaching- learning process. Also, the study discovered that the respondents have good content knowledge both in general and professional education courses, indicating that they are ready to take the LET in the soonest possible time. Their good content knowledge should be considered because this has an effect on their performance in the Licensure examination. Furthermore, graduates are resourceful in finding ways to pay the necessary fees for the requirements of taking LET. However, some still cannot afford to pay and enroll in a review center due to lack of financial capacity. The findings of the study can be synthesized as follows. It is evident that the majority of the graduates are working while waiting for the LET due to financial struggles. Further, the majority of respondents intended to take the LET as soon as possible. In preparation for the examination, most respondents reviewed at home rather than enrolling in a review center due to lack of financial sustainability. In terms of content knowledge, the graduates have attained good both in General and Professional Education subjects. The following recommendations are offered for related research in the field of students' and graduates' preparation for licensure examination. The practices for the licensure examination should be given priority by the institution, LGU, and other stakeholders to ensure the passing rate of the graduates in LET. Likewise, the quality of review given in the review centers should be assessed, and its effect on the examinee's performance in the licensure examination be investigated. Lastly, since Batch 2022 are the graduates of the new curriculum, an intensive and comprehensive curriculum review must be considered to assess the alignment of the courses to the expected quality of teachers in the DepEd.

IMPLICATIONS / ACTION PLAN

Action Plan Examination for Teachers FREE LET REVIEW in Barangay

Description	Strategies/Activities	Persons Involved	Timeframe	Resources	Success Indicators	Monitoring and Evaluation Scheme
It is undeniable that LET Reviews from review centers contribute to a greater percentage of passing the LET. This free LET review can help students who do not have the financial capacity to enroll in any review centers but wish to have an intensive and well- structured review offered by review centers like CBRC.	<ol style="list-style-type: none"> 1. Conduct planning and meeting to PNC Administrator and LGU. 2. Propose strategic plan for free LET Review. 3. Benchmarking to 1 of the barangays. 4. Monitoring and Evaluation 5. Impact Assessment 	<ul style="list-style-type: none"> • PNC Administrators • Linkages Department • LGU of City of Cabuyao • LGU – Barangay Level 	<p>August – September 2023</p> <p>2 Quarters per year</p>	<ul style="list-style-type: none"> • Institutional Budget • LGU (Baray) Budget 	90% of the graduates will pass the LET	<ul style="list-style-type: none"> • Tracking of participants' completion rates and progress in the program. • Regular assessments of participant s' content knowledge • Regular feedback And evaluation from participants, trainers, and stakeholders to improve the <u>program</u> • Monitoring of participant s after taking the LET

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