# Readiness of Education Students in the Licensure Examination for Teachers (LET)

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## Abstract

*One of the most in demand professions in the Philippines is Teacher Education. However, becoming a professional teacher takes a lot of efforts to pass the Licensure Examination for Teachers (LET). This study assessed the readiness of Education students in taking up Licensure Examination for Teachers (LET) at EAC-Cavite. This study was a pretest-posttest design utilizing the researcher's self-made questionnaires to assess the readiness of the participants in taking the Licensure Examination for Teachers. The paired t - test was used to assess the participants' readiness in taking up LET at the beginning and at the end of the study. Results indicated that the posttest mean ($\mu$ = 53.042) is higher than the pretest mean ($\mu$ = 51.153) which means that the review program is somehow successful at the end of the study. The significant difference (p<0.05 was observed with the p-value of 0.027 between the mean scores of the pretest ($\mu$ = 51.53) and posttest ($\mu$ = 53.042). Based on the result, the participants are ready to take the LET. The study recommends to pursue the mentoring and coaching program for the next batches of 4th year students; however, there is a need to modify some procedures and strategies in the program for further improvement and to meet the specific needs of the reviewees.*

**Keywords:** *Teacher Education, Licensure Examination for Teachers, Intensive Review Mentoring, Coaching*

## Introduction

One of the most in demand professions in the Philippines is Teacher Education. However, becoming a professional teacher takes a lot of efforts to pass the Licensure Examination for Teachers (LET). Every graduating student dreams of becoming a full-fledged teacher. However, they can be fully recognized as one if they graduated with competencies required of them as professional teachers and passed the licensure examination for teachers which is conducted by the Professional Regulation Commission (PRC). Teacher educators including all policy makers have called for many preparations and they deeply linked this into practice [1].

This research focused on the readiness of education students in the Licensure Examination for Teachers (LET). If teachers are familiar with students' conceptions and perceptions of teaching and learning, supported and targeted teaching is achieved [2]. However, there is a need to motivate and encourage students to learn to achieve a better understanding of the lesson through feedback. In this study, the researchers documented the process of the coaching and mentoring program as part to analyze the results using Pre-Test and Post-Test. This was the first time of the School of Education has conducted a review session for the 4th year students who are taking up Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED).

### Research Aims

This research study aimed to assess the readiness of Education students in the Licensure Examination for Teachers (LET). Specifically, this research study aimed to find the strengths and weaknesses of the participants in the LET Review sessions; and to find if there is a significant difference between the Pre-test and Post-test of the participants.

### Significance of the Study

This study was very significant in the light of 4th year students who will be taking the LET after graduation. The 8-day intensive coaching and mentoring program was their avenue to find out their strengths and weaknesses in their fields of specialization. In addition, this was also significant to faculty members because it helped them identify the areas to be focused on during the review sessions.

## Method

### Research Design

This research study was a quantitative research using Pretest and Post-test design. The SOE expected that after the review, the participants are expected to excel in their Posttest scores. Using quantitative design, this study can determine if there is a significant difference between the Pretest and Posttest scores.

### Research Instrument

The main instrument used to acquire the necessary data was the use of a self-made questionnaire prepared by the School of Education. This questionnaire was validated by the Research Development Office. Reliability of the tests was tested for seven (7) graduates and its result was 0.91 which means that it has a very high reliability.

### Research Participants

The participants of this study are all 4th year Education students who are aspiring to be licensed professional teachers.

### Procedures of the Study

This study involved various steps such as: planning, discussion in the Academic Council, meeting with the School of Education faculty members, reliability testing, and actual conduct of the program. The program was inclusive of eight (8) days with coaching and mentoring among the students' professors and reviewers. The first day was a Pretest and the last day was the Posttest. Immediately, all papers were corrected and an interview with the reviewees was conducted as to whether they learned something or not.

## Results and Discussions

Student participants found the 8-day coaching and mentoring program useful and beneficial. The lessons given to them enlighten them to a deeper understanding of their General Education courses and most especially the professional courses in the Teacher Education curriculum.

### Pre-Test Results

Table 1. 4th year Education Students Courses Percentage in Pretest

| RANKS | COURSES | No. of Items | MEAN | PERCENTAGE |
|---|---|---|---|---|
| 1 | Filipino | 30 | 20.37 | **67.91** |
| 2 | ICT | 20 | 13.29 | **66.45** |
| 3 | Professional Education | 50 | 25.34 | **50.67** |
| 4 | Reading Comprehension | 30 | 14.53 | **48.43** |
| 5 | Social Studies | 50 | 23.97 | **47.94** |
| 6 | Mathematics | 50 | 22.66 | **45.32** |
| 6 | Speech and Oral Communication | 20 | 8.89 | **44.44** |
| 7 | Science | 30 | 12.31 | **41.04** |
| 8 | Current Events | 20 | 7.81 | **39.05** |

As gleaned on the table, 4th year students excelled in Filipino with 20.37 mean average or 67.91%, ICT with mean average of 13.29 or 66.45 %, and Professional Education with mean average of 25.3or 50.67%. These were considered as the reviewees' strengths while the rest are their weaknesses. As you can see in the table, Filipino subject was on the top of their pretest. It means that the participants answered it easily than the other subject areas because of the language. According to Mother Tongue Based Multilingual Education, MTB-MLE [3] refers to "first-language-first" education

that is, schooling which begins in the mother tongue and transitions to additional languages particularly Filipino and English.

In this study, students have varied scores in the pretest. The successful learner can link new information with existing knowledge in meaningful ways [4]. According to this author, knowledge widens and deepens as students need to build links with new information and experiences to their existing knowledge. Indeed, he justified this theory by giving some suggestions to educators that they need to be sensitive to individual differences. Those students who got the highest marks may have shown interest and motivation to study. Factors such as intrinsic and extrinsic, personal goals to learn, and enjoyment of learning asks to have a crucial role in the learning process. In the social influences in learning theory, learning is influenced by social interactions, interpersonal relations, and communication with others. According to this theory, some of the factors of learning are realized like the enhancement to interact and to collaborate, encouragement of flexible thinking and social competence, and positive learning climates for healthier levels of thinking, feeling, and behaving [5].

On the other hand, this was in contrast with one author [6] who states that people need to understand its psychological needs. In his conclusion, he emphasizes that: "Self-determination allows us not only better understand human processes in a number of areas (education, work, leisure activities, parenting, etc) but also to guide applications and interventions to ameliorate the human condition" (p.260). Optimal outcomes are attained when all three needs three balanced ie. equally satisfied [6]. Other researchers [7] believe that study habits and achievement motivation are positively related.

**Post-Test Results**

Table 2: 4th year Education Students Courses Percentage in Posttest

| RANKS | COURSES | No. of Items | MEAN | PERCENTAGE |
|---|---|---|---|---|
| 1 | ICT | 20 | 13.71 | **68.55** |
| 2 | Filipino | 30 | 19.34 | **64.46** |
| 3 | Mathematics | 50 | 26.98 | **53.96** |
| 4 | Professional Education | 50 | 26.03 | **52.06** |
| 5 | Reading Comprehension | 30 | 14.46 | **48.20** |
| 6 | Social Studies | 50 | 23.44 | **46.87** |
| 6 | Speech and Oral Communication | 20 | 8.74 | **43.69** |
| 7 | Current Events | 20 | 8.61 | **43.04** |
| 8 | Science | 30 | 12.14 | **40.46** |

There was a sudden increase of each category. The researchers assumed that the 8-day coaching and mentoring as an intervention lead to improved performance of student participants. The value of group study had an impact on collaborative pedagogy on student learning. The post-test showed improvement in understanding the course content.

**Interpretation of Results**

The table shows if there is a significant difference between the mean scores of the pretest and posttest of the participants. It shows that the participants have a pretest mean of 51.153 and the posttest mean of 53.042. The means of both pretest and posttest give a p-value of 0.027 which means that there is a significant difference between the pretest and posttest scores of the participants. And there is a progress between the pretest and posttest. With the mean difference of 1.889, since that the mean difference is positive the progress is in favor to the posttest result. Therefore, the participants excelled after the review.

Part of teachers' qualities in providing review is compassion and innovativeness. Compassion is a natural quality to emphasize, to feel what others feel, to be tolerant of others while innovativeness

is a natural tendency to create new things, modify existing ones, imaginative, finds solutions to problems quickly, and makes use of available materials [8]. In the review sessions, teachers showed their compassion by understanding students' schedule, curricular and extra-curricular activities, and their behavior in the review hall.

There was a group study method conducted [9] Collaborative test reviews: student performance and they found out that a group study method proved helpful in improving senior-level students' performance on unit tests through collaborative learning. According to them, "mean scores of the students who attended the collaborative review sessions were significantly higher than those who did not attend." Similarly, in this study, those who kept on coming the review sessions have higher scores than those who had one or two absences, and they had just attended the post-test. It is also noticed by other researchers [10] that future teachers' education should include an examination that tests their personal and professional values including the educational and cultural values. One of the core values inculcated in the hearts of EAC graduates is excellence which means, doing the right thing in all undertakings [11].

## Conclusion and Recommendation

This study highlights the key findings that 4th year Education students at EAC-Cavite are ready to take the Licensure Examination for Teachers (LET). It is therefore recommended that the coaching and mentoring program should be pushed through and continuously be done. Students should find time to review their courses taken from the past focusing more on their fields of specialization. Secondly, there is significant difference after taking the post-test, thus, students are prepared to take the LET in September; however, there is a need to modify some procedures in conducting the review sessions to meet the specific needs of reviewees. Aside from this, other recommendations also include: (a) to help students to be prepared academically; (b) to encourage them to explore all relevant options to learn on their own way; (c) to make all the information and resources available to all fourth year students and prepare them for these processes.

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