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## Performance in Licensure Examination for Teachers of BSE-TLE, BSIE and CPTE Graduates from school years 2010 to 2014: An Analysis

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### ABSTRACT

*The performance of BSE-TLE, BSIE and CPTE graduates in the Licensure Examination for Teachers who took the examination from 2010 to 2014 was the focused of this study. It likewise described the perception of the graduates regarding the various factors affecting the LET performance. A total of 30 graduates from the three identified courses were involved in the study which made used of purposive sampling as method of identifying the respondents of the study. Questionnaire and informal interview were among the data gathering techniques utilized in the study while frequency count, percentage, weighted mean, and simple Analysis of Variance were among the statistical tools used.*

*Keywords: BSIE, BSE-TLE, CPTE, Licensure Examination, Performance.*

### INTRODUCTION

The Nueva Ecija University of Science and Technology is an institution of higher learning offering various courses for students who would like to enter into the teaching profession. Such courses were Bachelor of Science in Industrial Education (BSIE) and Bachelor of Secondary Education (BSE). The institution is likewise catering for those who have finished non-teacher education course by offering Certificate in Professional Teacher Education (CPTE), a two year training for graduates of non-teaching course. Just like in any other profession, quality of graduates is evaluated through a national examination. The substantial manifestation of quality teacher's education graduates is their performance in the Licensure Examination for Teachers (LET). Graduates of the courses such as BSE major in Technology and Livelihood Education (TLE), BSIE and CPTE must undergo such rigid evaluation to establish and determine their capacities and abilities in their chosen field. Passing the LET serves as their passes to practice their profession as full pledge professional educators for without a license, one could not fully practice the profession.

Teacher education is one of the most popular courses in the country and this profession requires a licensure examination. [3]. This is one-way to measure teaching performance on a standardized scale through the use of simulated classroom tasks enumerated in the examination papers.[6]

There is no magic in passing – solid training; broad experience and clear thinking are all basic requirements. Licensure examination for teachers provides a valuable framework against which teaching practice can be measured and certified. This examination is very important, because as ones' teaching career may well depend on its outcome. On the other hand, this examination is a source of worry for teacher education graduates [4]. Though it is true that licensure tests are only one factor that influences the overall quality of teachers and teaching, the belief that testing can improve the quality of the teaching force and the quality of instruction is based on an assumption that the tests used are good measures of the competencies needed for effective teaching. [5] Thus, it is important to establish the licensure examination performance of the graduates of the subject school.

On this premise, the concept of the study evolved and thus aimed at defining and comparing the performance of CPTE, BSIE and BSE-TLE graduates in the licensure examination and consequently determined the different factors that affect such performance.

## STATEMENT OF THE PROBLEM

This study entitled performance in Licensure Examination for Teachers of BSE-TLE, BSIE and CPTE Graduates from school years 2010 to2014 defined and compared the performances of the graduates and thereby identified the factors affecting such performance. Specifically, it sought answers for the following questions:

1. How may the profile of the respondents be described in terms of:
  - 1.1 Age;
  - 1.2 Gender;
  - 1.3 Civil status; and
  - 1.4 Year Graduated?
2. How may the LET performances of the respondents be described in the areas of:
  - 2.1 General Education;
  - 2.2 Professional Educations;
  - 2.3 Major Field of Specialization; and
  - 2.4 Final Rating?



3. How may the various factors affecting the performances of the graduates in the Licensure Examination for Teachers as perceived by the respondents be described?
4. How may the LET performances of the graduates be compared?
5. How may the perceptions of the three sets of respondents on the different factors affecting LET performance be compared?

## HYPOTHESES

1. The LET performances of the three sets of graduates have no significant differences; and
2. The perceptions of the respondents on the different factors affecting LET performances have no significant differences.

## SCOPE AND DELIMITATION OF THE STUDY

This study focused on the comparison of performances in the Licensure Examination for Teachers of BSE-TLE, BSIE and CPTE graduates of the Nueva Ecija University of Science and Technology (NEUST) from school year 2010 to 2014. It also included the determination of the reasons or factors affecting the graduates' performances in the LET exam. In addition, the ratings of CPTE graduates in the Licensure Examination for Teachers were also covered in this study.

## SIGNIFICANCE OF THE STUDY

This study was undertaken purposively to define and compare the performances in LET of three sets of graduates. Likewise, the same study determined the various factors affecting said performance. The result of this research work will be beneficial to the following:

**The school administrators** who are responsible in analyzing the graduates' performance and can take appropriate and immediate action particularly on issue pertaining to the decreasing percentage of LET passers specifically to the Bachelor of Secondary Education major in TLE across BSIE. Results of this study can serve as basis to improve the quality of graduates and to formulate and implement new design, policies, and strategies to achieve such goal.

**For the students,** results can be disseminated to provide an improved level of awareness on what areas to focus in taking the LET.

**For teachers teaching the courses**, same results can serve as reference for the improvement of planning and formulating strategies in teaching and to provide high quality teaching for the benefit of their learners.

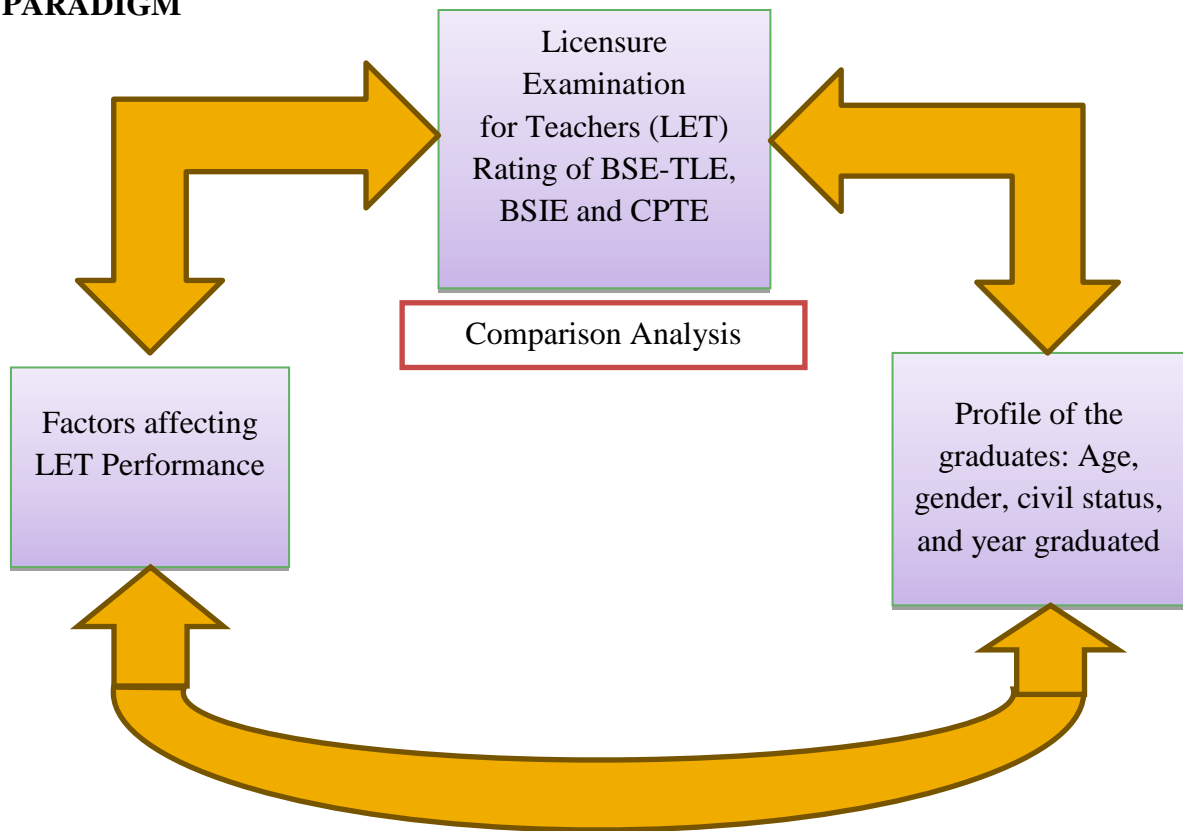
**For the graduates and LET examinees**, this study may serve as their guide to strive more for self-improvement before taking the LET examination.

### CONCEPTUAL FRAMEWORK

Circular model shown on next page depicts the concept of the study. The profile of the graduates of BSE-TLE, BSIE, and CPTE, who were the respondents of the study was in the loop with their profile expressed in terms of age, gender, civil status, year graduated, honors received, course and area of specialization.

The three arrows served as an indicator of the process through questionnaire in order to compare the results of Licensure Examination for Teachers rating and the identified factors.

### RESEARCH PARADIGM



## **METHOD AND PROCEDURES**

### **Research Design**

This study made use of descriptive method of research. Aquino (2010) stated that the descriptive method of research gathered information about present existing condition and determines the cause of something and/or describes the behavior of something. The emphasis is on describing rather than on judging or interpreting. In this case, the study compared the LET ratings of BSE-TLE, BSIE and CPTE graduates of Sumacab Campus from school years 2010 to 2014 and identified the various factors affecting the performances.

### **Sample and sampling Technique**

The study included as respondents were thirty (30) graduates of BSE major in TLE, BSIE and CPTE from school years 2010 to 2014 of the Nueva Ecija University of Science and Technology. The purposive sampling technique was used. Purposive sampling was found fit since the identified respondents were the sole source of information needed for the study.

### **Data Collection**

The data needed in this study were collected through the use of a questionnaire and records taken from the dean and registrar's offices of NEUST. The data from the records were verified through informal interview with the respondents.

After getting the needed permission from concerned authorities for the conduct of the study, the researchers distributed and collected the questionnaire to and from the respondents.

### **Instrument for Data Gathering**

The instrument used in this study was a questionnaire which was constructed by the researcher.

The questionnaire was of two parts. The first part queried on the profile of the respondents as to age, gender, civil status, course, field of specialization, and honors received while part II solicited the stand of the respondents on how the identified factors such as curriculum, school facilities and equipment, review center, the

teacher and the graduates themselves affect the performance. The perceptions of the respondents were expressed using a 1-5 Likert Scale with the following verbal meanings where:

5	means Always
4	means Often
3	means Sometimes
2	means Seldom
1	means Never

### Data Analysis

The study made used of descriptive statistic in analyzing the data gathered

To analyze the gathered data in order to answer questions 1 and 2 in Chapter 1, the statistical tools utilized were frequency count and percentage.

To describe the various factors affecting the performances of the graduates, weighted mean was used.

The computed weighted means for all the responses of the respondents were given equivalent verbal interpretations such as the following:

Weighted Mean	Verbal Descriptions
4.20 and above	Always
3.40 – 4.19	Often
2.60 – 3.39	Sometimes
1.80 – 2.59	Seldom
1.0 – 1.79	Never

In comparing the performances of the three sets of graduates, namely BSE major in TLE, BSIE and CPTE, Simple Analysis of Variance (ANOVA) was used. *One-Way ANOVA* or one-way Analysis of Variance is a technique used in establishing the statistical differences between the results from three or more samples [Deveza, 1999]. The same test was adopted in comparing the perceptions of the graduates on the factors affecting performance in the LET. The formula for one-way Analysis of Variance is:



**RESULTS AND DISCUSSION**

**1. Profile of the Respondents**

The following table, Tables 1.1 to 1.4 shows the profile of the respondents by course.

Table 1.1 shows the age profile of the respondents. As seen in the table, there were more young adults whose

**Table 1.1: Age**

Age Range	BSE-TLE		BSIE		CPTE		Graduates	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
40 and above	0	0	0	0	1	7.69	1	3.0
35-39	0	0	0	0	5	38.46	5	16.0
30-34	1	12.5	2	22.22	6	46.16	9	30.0
25-29	4	50	3	33.33	1	7.69	8	26.0
20-24	3	37.5	4	44.45	0	0	7	23.0
Total	8	100	9	100	13	100	30	100

ages were below 30 years old among BSE-TLE graduates as well as among BSIE, while there were more graduates among CPTE whose ages were above 30 years old. It can therefore be deduced that there were greater number of graduates who were fresh from school and took the LET immediately after they have acquired their diploma.

**Table 1.2: Gender**

Gender	BSE-TLE		BSIE		CPTE		Graduates	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male	2	25.0	2	22.22	3	23.07	7	23.0
Female	6	75.0	7	77.78	10	76.93	23	77.0
Total	8	100	9	100	13	100	30	100

Table 1.2 shows the gender classification of the LET takers. As seen on the table, in all the three courses under study there were more than seventy five percent female and less than twenty five percent male LET takers. It can be said therefore that the teaching profession is really dominated by the female gender.

On Table 1.3 were data on the civil status of the respondents from the three included courses.

**Table 1.3: Civil Status**

Civil Status	BSE-TLE		BSIE		CPTE		Graduates	
	Freq.	%	Freq	%	Freq.	%	Freq.	%
Single	5	62.5	4	44.44	3	23.07	12	40.0
Married	3	37.5	5	55.56	10	76.93	18	60.0
Total	8	100	9	100	13	100	30	100

As revealed on the table, more than 75% of the CPTE graduates were married and more than 50% of the graduates from the BSIE courses have the same civil status while more than 50% from the graduates of BSE-TLE course were single. It can be said that great majority of the LET takers from 2010 to 2014 who finished BSE-TLE, BSIE and CPTE courses were married, thus they have other major responsibilities aside from studying.

Shown under Table 1.4 were data on the year when the respondents graduated from college.

**Table 1.4: Year Graduated**

Year Graduated	BSE-TLE		BSIE		CPTE	
	Freq.	%	Freq.	%	Freq	%
2010	3	37.5	0	0	1	7.69
2012	0	0	0	0	0	0
2012	4	50.0	4	44.44	5	38.46
2013	1	12.5	4	44.44	3	23.07
2014	0	0	1	11.11	2	15.38
Total	8	100	9	100	13	100

As revealed on the table above, among BSE-TLE course, LET takers were graduates 2 to 5 years ago while LET takers who finished BSIE and CPTE were graduates a year or three ago. It can be deduced that great majority of LET takers who were subjects of this study were graduates of their respective courses more than one year ago for reasons they refused to state.

## 2. LET performance of the Respondents

The LET performances of the thirty (30) graduates of BSE major in TLE, BSIE and CPTE courses are shown below. At 75% passing rate, the data on the results of all the examinations from 2010 to 2014 were shown from Tables 2.1 to 2.4 in all the various area coverage of the examination.

**Table 2.1: LET Performance in the Area of General Education**

LET Performance Rating	BSE-TLE		BSIE		CPTE	
	Freq.	%	Freq.	%	Freq.	%
60-64%	1	12.5	0	0	0	0
65-69%	1	12.5	1	11.11	0	0
70-74%	3	37.5	0	0	0	0
75-79%	2	25	6	66.67	8	61.54
80-84%	1	12.5	2	22.22	5	38.46
Total	8	100	9	100	13	100

Table 2.1 shows the performance of the LET takers in the area of General Education. As seen on the table, all CPTE graduates and eight out of nine BSIE takers passed while only three out of eight BSE takers made it in this area. The data may mean that CPTE and BSIE graduates were more adept on general education subjects while BSE-TLE graduates need a lot of improvement in this area.

Table 2.2 shows the results of the LET performance of the BSE-TLE, BSIE and CPTE graduates in the area of professional education.

**Table 2.2: LET Performance in the Area of Professional Education**

LET Performance Rating	BSE-TLE		BSIE		CPTE	
	Freq.	%	Freq.	%	Freq.	%
60-64%	0	0	0	0	0	0
65-69%	2	25	1	11.11	0	0
70-74%	4	50	1	11.11	3	23.08
75-79%	1	12.5	4	44.45	4	30.77
80-84%	1	12.5	3	33.33	6	46.15
Total	8	100	9	100	13	100

The table reveals that, more than seventy five percent of LET takers who finished CPTE and BSIE passed this part of the examination while not even half of the graduates of BSE-TLE found hurdle difficult to overcome. It can be deduced that BSIE and CPTE graduates have used their acquired learning from all professional education subjects they took in college in passing the LET better than BSE-TLE graduates.

The next table, Table 2.3 shows the LET performance of the three sets of respondents in their area of specialization. As can be seen from the table, only one graduate from each of courses failed in this area of the licensure examination while all the rest passed.

**Table 2.3: LET Performance in the Area of Specialization**

LET Performance Rating	BSE-TLE		BSIE		CPTE	
	Freq.	%	Freq.	%	Freq.	%
60-64%	0	0	0	0	0	0
65-69%	1	12.5	1	11.11	0	0
70-74%	0	0	0	0	1	7.69
75-79%	6	75	8	88.89	9	69.23
80-84%	1	12.5	0	0	3	23.08
Total	8	100	9	100	13	100

The data revealed that the graduates have fully applied all the acquired trainings in the area of specialization which made them passed this part of the examination. The data may also considered as a proof that the graduates have mastery of their field of specialization.

Table 2.4 shows the over-all rating of the graduates who took the LET from 2009 to 2013.

**Table 2.4: Final Rating in LET**

LET Performance Rating	BSE-TLE		BSIE		CPTE	
	Freq.	%	Freq.	%	Freq.	%
60-64%	0	0	0	0	0	0
65-69%	1	12.5	0	0	0	0
70-74%	2	25	1	11.11	0	0
75-79%	4	50	8	88.89	8	61.54
80-84%	1	12.5	0	0	5	38.46
Total	8	100	9	100	13	100

As seen on the table, all of the LET takers who finished CPTE passed the licensure examination. Among BSIE takers, only one failed while the other eight passed while among the BSE-TLE, only five passed out of eight takers. It can be concluded that the BSE-TLE graduates were less prepared in taking the licensure examination while the BSIE and CPTE takers were fully prepared in utilizing their acquired learning so they passed this rigid test as passport in getting into the teaching profession.

### **3. Factors Affecting the Performance of the Graduates in the Licensure Examination for Teachers as perceived by the respondents**

While it is true that in taking any examination, nobody is capable of predicting the results. However, it is a fact that every output is a product of combining factors.

**Table 3.1: Review Center as Factor Affecting LET Performance**

Items	BSE-TLE		BSIE		CPTE	
	WM	Verbal Meanin g	WM	Verbal Meanin g	WM	Verbal Meanin g
1. Lecturers/ resource persons are competent and highly qualified.	4.25	Always	4.44	Always	4.53	Always
2. Review materials are relevant and updated.	4.0	Often	3.33	Someti mes	4.0	Often
3. The review class help boost my confidence in taking the board exam.	4.87	Always	4.22	Always	4.3	Always
4. The mock board exam helps me to be familiar with the question format given in the LET.	4.25	Always	4.11	Often	4.07	Often
5. Test- taking techniques help the examinees overcome nervousness.	4.87	Always	4.0	Often	4.07	Often
6. The diagnostic test helps me recognize my strengths and weaknesses.	4.37	Always	4.22	Always	4.15	Often
7. The exercises, drills and practice test given are patterned after the previous board exam.	4.62	Always	4	Often	4.15	Often
8. The lecturers are approachable and accommodating.	4.12	Often	3.33	Someti mes	3.92	Often
9. The review schedule does not interfere with my present work/activity.	4.87	Always	4.33	Always	3.92	Often
10. The allotted review hours for each subject area are enough to cover the intended topics.	4.37	Always	3.55	Often	3.69	Often
Average Weighted Mean	4.51	Always	4.05	Often	4.08	Often

Table 3.1 above shows the perceived effect of enrolling in review center for LET examinees. As seen on the table, the BSE-TLE takers always believed that review centers fully affect their LET performance while CPTE and BSIE takers oftenly believed that review centers affect their performance in the examination. It can be said that the graduates believed that review center helped them a lot in passing the licensure examination.

Table 3.2 shows the perceived effect of school facilities and equipment in assisting and preparing the graduates for the licensure examination. As revealed under Table 3.2, the CPTE and BSIE takers oftenly believed

that school facilities and equipment helped them passed the LET while the BSE-TLE takers always believed on the big role played by facilities and equipment in helping students passed the licensure examination. It can therefore be deduced that in anyway, school facilities and equipment are factors which are believed to provide help for the graduate to pass the licensure examination for teachers.

**Table 3.2: Facilities and Equipment as Factor Affecting LET Performance**

Items	BSE-TLE		BSIE		CPTE	
	WM	Verbal Meanin g	WM	Verbal Meani ng	WM	Verbal Meani ng
1. There are multi-media resources which facilitate knowledge transmission and acquisition.	4.75	Always	4.44	Always	4.53	Always
2. The library has adequate reading materials and updated books and journals for learning.	4.37	Always	3.77	Often	4.15	Often
3. The learning environment is conducive for holistic development of learners.	4.25	Always	4.22	Always	3.46	Often
4. There are facilities and equipment that develop students' higher order thinking skills.	4.37	Always	4.22	Always	3.92	Often
5. The laboratories are equipped with sufficient tools and materials for students' use.	4.0	Often	4.11	Often	4.15	Often
6. The classrooms are large enough to accommodate the students.	4.37	Always	4.0	Often	4.07	Often
7. Relevant and updated reference books for the course are available in the library.	4.25	Always	4.22	Always	4.07	Often
8. The classrooms are well-lighted and ventilated that make conducive learning environment.	4.37	Always	4.0	Often	3.92	Often
9. Facilities and equipment in the school are sufficient to the number of students.	4.5	Always	4.22	Always	4.23	Always
10. The reference materials used by the teacher are appropriate for use of the students and to the learning objective.	4.37	Always	4.22	Always	4.15	Often
Average Weighted Mean	4.31	Always	4.14	Often	4.07	Often

Table 3.3 shows the perception of the graduates on the role of curriculum as a factor affecting the rate of passers of LET.

**Table 3.3: Curriculum as Factor Affecting LET Performance**

Items	BSE-TLE		BSIE		CPTE	
	WM	Verbal Meaning	WM	Verbal Meaning	WM	Verbal Meaning
1. Curriculum content facilitates knowledge and skills acquisition.	4.87	Always	4.2	Always	4.53	Always
2. Curriculum content is aligned with objectives of the course.	4.37	Always	4.0	Often	4.07	Often
3. The curriculum is in accordance with the prescribed standards set by the CHED.	5.0	Always	4.22	Always	4.07	Often
4. The prescribed number of units in the curriculum is sufficient for the requirements set by the CHED.	4.62	Always	4.22	Always	3.76	Often
5. Syllabi of instruction are periodically updated/ enriched by the faculty members.	4.62	Always	3.88	Often	3.76	Often
6. Syllabus content matches the Table of Specification given in the LET.	4.25	Always	4.0	Often	3.46	Often
7. Topics included in the syllabus are connected to students' interests, experiences and potentials	4.25	Always	4.33	Always	4.23	Always
8. The current Teacher Education Program has been accredited.	4.25	Always	4.22	Always	3.3	Sometimes
9. Assessment techniques match the performance objectives.	4.37	Always	3.0	Sometimes	3.3	Sometimes
10. The distribution and compliance with prerequisites of subject offered in the course assists me in taking the LET.	4.75	Always	3.0	Sometimes	2.69	Sometimes
Average Weighted Mean	4.54	Always	3.91	Often	3.72	Often

The above table revealed that the CPTE and BSIE graduates often believed that the curriculum which contained the list of all the subjects taken by the graduates helped them in taking the examination while the BSE-TLE always believed that curriculum helped them in all the areas of the examination. It can therefore be said that curriculum is perceived as a big factor in preparing BSE, BSIE and CPTE graduates in taking LET.

**Table 3.4: Graduates as Factor Affecting LET Performance**

Items	BSE-TLE		BSIE		CPTE	
	WM	Verbal Meaning	WM	Verbal Meaning	WM	Verbal Meaning
1. My study habits enable me to understand the lesson clearly.	4.62	Always	4.88	Always	4.13	Often
2. I attend my class regularly.	4.62	Always	4.66	Always	4.07	Often
3. I see the relevance of the lesson to the realization of my goals in life.	4.87	Always	4.88	Always	4.46	Always
4. I believe that success can be attained by anyone who works hard.	4.62	Always	4.55	Always	4.23	Always
5. I review for major exams at least three days in advance.	4.87	Always	4.55	Always	4.30	Always
6. Moral support from my love ones helps me build my self-confidence.	4.37	Always	4.88	Always	4.23	Always
7. Having self-motivation empowers my willingness to learn.	4.87	Always	4.77	Always	4.30	Always
8. I can cope with my teachers' and other people's expectations.	4.62	Always	4.55	Always	4.15	Often
9. My wish to achieve the desired result helps me in my performance before and during examination.	4.62	Always	4.77	Always	4.0	Often
10. My reference materials and textbooks related to the course provided me with a lot of information useful for my studies.	4.87	Always	4.66	Always	4.07	Often
Average Weighted Mean	4.69	Always	4.72	Always	4.23	Always



Table 3.4 shows the data on the perception of the graduates regarding themselves as factor affecting their LET performance. The LET takers unanimously believed that the student themselves is always the best factor affecting results of examination. It can therefore be concluded that all the graduates who took the 2010 to 2014 LET unanimously believed on the role of self in passing the LET.

The table on next page shows the gathered data regarding the teacher as factor affecting LET results.

Accordingly, the CPTE and BSIE graduates often believed that teachers played major role in the training of the teacher-education students while BSE-TLE graduates always believed on the role of factor. It may mean that all graduates who took the 2010 to 2014 LET were one in their belief that teachers played an undeniable responsibility in preparing the students for the licensure examination.

**Table 3.5: Teacher as Factor Affecting LET Performance**

Items	BSE-TLE		BSIE		CPTE	
	WM	Verbal Meaning	WM	Verbal Meaning	WM	Verbal Meaning
1. The teachers are competent and effective in adopting various teaching methodologies.	4.87	Always	4.55	Always	4.76	Always
2. The teachers set high learning standards for the class.	4.5	Always	4.0	Often	4.07	Often
3. The teachers have adequate knowledge and mastery of the subject matter.	4.75	Always	4.55	Always	4.23	Always
4. The teacher get along well with students, co- workers and other personnel.	4.87	Always	4.11	Often	4.15	Often
5. The teachers use varied assessment tools in evaluating students' performance.	3.5	Often	4.33	Always	3.84	Often
6. The teachers provide students with optimum opportunity to learn.	4.75	Always	4.33	Always	4.46	Always
7. Teachers are updated with the latest trends and issues in	4.62	Always	3.88	Often	3.69	Often

teaching.						
8. The teachers demonstrate social and emotional maturity in dealing with students.	4.37	Always	3.88	Often	3.92	Often
9. teachers encourage sharing of ideas/opinions about what was learned in the class.	4.37	Always	4.0	Often	4.0	Often
10. Teachers utilize multi-media resources to enhance teaching and learning.	5.0	Always	3.0	Someti mes	3.92	Often
Average Weighted Mean	4.56	Always	4.11	Often	4.10	Often

**4. Comparison of LET Performances of the Graduates of BSE major in TLE, BSIE and CPTE from school year 2009-2013.**

**Table 4: ANOVA Comparison of LET Performance of the Graduates, At  $\alpha = 0.05$**

Source of Variation	Df	SS	MS	F-ratio
Among	2	99.41	49.705	4.37
Within	27	307.04	11.37	
Total	30			
Region of Rejection	F $\geq$ 3.35			

Table 4 shows the ANOVA results on comparing the LET performance of the BSE-TLE, BSIE and CPTE graduates who took the 2009 to 2013 licensure examination. Since the computed F ratio value (4.37) is greater than the table value for F (3.35), the stated null hypothesis was rejected. This means that there is significant difference on the performance of the three sets of graduates and that the CPTE graduates performed better compared to BSIE and best when BSE is included.

**5. ANOVA Comparison of Perceptions of the Graduates on Factors Affecting LET Performance**

The ANOVA results on the comparison of the perceptions of the graduates as regards the various factors affecting LET performance are shown under Table 5.

**Table 5: ANOVA Comparison of Perceptions on Factors Affecting LET Performance**At  $\alpha = 0.05$ 

Source of Variation	Df	SS	MS	F-ratio
Among	2	0.6109	0.305	6.027
Within	12	0.6074	0.0506	
Total	30			
Region of Rejection		F > 3.88		

Since the computed F value (6.027) was greater than the table value for F (3.88), the null hypothesis stated under Chapter 1 is hereby rejected. This means that there is significant difference on the perceptions of the three sets of graduates. The BSE-TLE graduates have higher level of perception than BSIE and CPTE that review center, school facilities; self, teachers, and curriculum are factors affecting LET performance.

## FINNDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### Findings and Conclusions

Based from the data presented, analyzed and interpreted, the findings and conclusions of the study are the following:

1. Half of the LET takers have age more than 30 year while the other half have age below 30; mostly female; married; and graduated more than 2 years ago.
2. CPTE and BSIE graduates were better than BSE-TLE graduates in the areas of general education and professional education; while all of the takers showed good performance in the area of specialization.
3. The CPTE takers all pass the LET while BSIE takers were better than BSE-TLE takers.
4. CPTE and BSIE graduates were similar in their perception on the various factors affecting the performance of the graduates taking the LET while BSE-TLE graduates have higher level of perception on the effect of the factors.
5. The three sets of respondents significantly differ in their LET performance.
6. There is significant difference in the perceptions of CPTE and BSIE graduates compared with that of the BSE-TLE affecting LET performance,

## Recommendations

Based from the above stated findings and conclusions, the study suggested the following:

1. Since the study identified only 30 graduates of CPTE, BSE, and BSIE courses, it is suggested that a bigger number of respondents be considered to obtain a more generalizable results.
2. That results of this study be extended to the beneficiaries identified in the study to meet the stated significance.

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