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**PROFESSIONAL INTEGRATION COURSE SCORES AND EDUCATION  
STUDENTS' PERFORMANCE IN THE LICENSURE EXAMINATION  
FOR TEACHERS (LET)**

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### ABSTRACT

This study explores the impact of the Professional Integration Course (PIC) on the Licensure Examination for Teachers (LET) performance among graduates of PHINMA University of Iloilo College of Education for the years 2016, 2017, and 2018. Using a descriptive-correlational research design, the relationship between PIC scores and LET outcomes were analyzed for 226 graduates from Bachelor of Elementary Education (BEED) and Bachelor in Secondary Education (BSED) programs. Results showed that BEED and BSED students had an overall PIC score that falls in the "Pass" category, with BEED having notable strengths in Professional Education but weaknesses in General Education. In contrast, BSED students showed a good performance in General Education and fair performance in Specialization but struggled with Professional Education. In terms of LET results, BEED and BSED had an overall score within the "Pass" Category. BEED and BSED performed similarly in General Education, which falls in the "Fair" Category, and in Professional Education, which falls in the "Pass" Category. BSED also had a passing mean in the Specialization area. There is no significant difference between BEED and BSED program performances in both PIC and LET. However, the PIC and LET result of BEED showed significant differences when compared into different areas. In the PIC scores of BSED, there are significant differences among all its areas. However, a significant difference in BSED LET scores is only evident between General Education and Specialization. Moreover, the intercept and coefficient derived from the General Linear Model are both significant, indicating that better PIC scores may slightly improve LET

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results. However, due to a low R<sup>2</sup> value, there may be other factors that could also significantly influence exam outcomes.

## INTRODUCTION

Republic Act 7836 or the Philippine Teachers Professionalization Act of 1994 requires all aspiring teachers to pass the Licensure Examination for Teachers (LET) to be eligible for teaching positions in elementary and secondary schools. The Licensure Examination for Teachers comprises two tests for elementary and three tests for high school teachers: General Education (GE), Professional Education (PE) for Elementary School Teachers and Field of Specialization (for secondary school teachers).

The level of performance of University of Iloilo in the Licensure Examination for Teachers, though almost always higher than the national LET passing percentage, is still considered to be generally low. In their analysis of the LET performances of University of Iloilo from March 2015 to September of 2023, the College of Education Faculty found out that the College had average passing rates (first takers only) of 85.02% and 77.24 % for Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd), respectively. These figures show that on the average, about 20% of LET takers from the College failed in the previous licensure examinations. The researcher also found out that during those years, there were an average of 61 retakers, representing almost 50% of the total number of

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examinees. The sadder fact is that there had been a very low passing rate from this group, 13.43% and 14.24%, respectively, for BEEd and BSEd groups.

To address this pressing issue, the University of Iloilo College of Education instituted the Professional Integration Course (PIC) beginning AY 2012-2013 to address the need to improve the performance of the College in the LET. This is also a response to a recommendation from Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) Accreditors during their 2008 visit to the university. Thus, it is essential to determine if the PIC result is a significant predictor of the student's Licensure Examination for Teachers rating. By examining this, the university can refine its curriculum to better prepare students for these critical exams and optimize educational outcomes. The gap lies in the potential misalignment between current subject content and exam requirements.

## RESEARCH METHODOLOGY

This chapter describes the research design, respondents, data gathering instrument, data gathering procedure and data analyses tools and procedures utilized in the study.

### Research Design

This study seeks to investigate the predictor ability of Professional Integration Exam scores towards LET performance. To achieve its objectives, the study used the descriptive-correlational method of research.

A descriptive correlational design is a type of research approach used to identify relationships between variables when researchers do not have control over the independent

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variables (Salkind, 2010). This study employed a descriptive-correlational design, which focuses on analyzing and describing the relationships between various variables without establishing causality. This approach is useful for assessing the extent of associations between variables and for making informed predictions based on these identified relationships (Clarete et. al 2023 as cited in Bhandari, 2021). A quantitative descriptive-correlational design is employed to guide the collection, analysis, and evaluation of data. This approach is well-suited for understanding relationships between variables without implying causality. It helps describe and investigate natural associations between variables and assesses how changes in one or more variables might predict changes in others (Sousa, Driessnack, & Mendes, 2007; Frankfort-Nachmias, Nachmias, & DeWaard, 2015).

Although this study was expected to show the extent of the relationship between a given variable pair, it does not answer questions about causation.

### Participants of the Study

The respondents of the study are the Teacher Education graduates of batch 2016, 2017 and 2018 of University of Iloilo College of Education who took up Bachelor Elementary Education and Bachelor in Secondary Education major in English during AY 2015-2016, AY 2016-2017, and AY 2017-2018. This study was conducted at the University of Iloilo, Iloilo City. Iloilo City is a highly urbanized city on the south eastern tip of Panay Island in the Philippines. The University offers Teacher Education Programs which are Bachelor in Elementary Education and Bachelor in Secondary Education major in English.

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This study used the purposive sampling in recruiting and choosing the respondents. Since, this study is quantitative in nature, it helped that they fulfill specific qualifications which in this case are the following:

A graduate:

- who have taken both the Professional Integration Comprehensive Examination during their fourth year.
- who have taken the Licensure Examination for Teachers in the same year of graduation.
- who were in the identified programs during the specified years (2016, 2017, 2018).
- who is grouped according to program or course graduated.

Table 1. Distribution of Respondents according to year and program

Year	Program		Total
	BEED	BSED	
2016	37	14	51
2017	50	32	82
2018	67	26	93
Total	154	72	226

## Research Instrument

The data used in this study are secondary data. Specifically, the data were obtained from two sources: (a) the Professional Regulation Commission for the scores of the students in the Licensure Examination for Teachers (LET) of September 2016, 2017, 2018, and (b) the

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University of Iloilo College of Education Professional Integration Exam scores for 2016, 2017, and 2018 of the students.

No data-gathering instruments needed were developed for this study since the data utilized for this study are available in relevant offices. Certification of Licensure Examination for Teachers Rating and individual student's performance is usually requested by the Academic Affairs Office of the university from the Professional Regulatory Commission. The Coordinator of Professional Integration Course, on the other hand, keeps the tabulated scores of students in the Professional Integration Course Comprehensive Exam.

## Data Gathering Procedure

The researcher coordinated with the relevant offices to gather the necessary data after the permit for the conduct of this research had been obtained from the Office of the Chief Operations Officer. Specifically, the researcher wrote an email to our Chief Operating Officer to be granted an approval to get the result of LET from 2016, 2017 and 2018 at the Registrar's Office. After the approval, the registrar released the official result sent to them by the PRC. PIC Scores were then extracted from the files of the College of Education. Comprehensive Exam and Licensure Examination for Teachers results were obtained at the end of June 2024.

## Data Analysis

To determine the level of students' performance in the licensure examination for teachers per program and in the areas of General Education, Professional Education and Majorship Area, the rating scale below is used.

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Average	Description
75.00-100%	Pass
below 75%	Failure

This rating scale is based on the standards set by the Professional Regulatory Commission.

To determine the level of Professional Integration Course Scores of students per program and in the areas of General Education, Professional Education and Specialization area, the rating scale below is used.

Average	Description	Interpretation
96-100%	Excellent	Students in this range have a thorough understanding of teaching and meet all the required skills and knowledge. They are very well-prepared for teaching.
92-95.99%	Very Good	Students have a strong grasp of teaching concepts and skills, with just a few minor areas that could use improvement. They are well-prepared for a teaching role.
84-91.99%	Good	Students have a solid understanding of teaching, though there are some areas where they could improve. They are generally prepared but may need to work on specific skills.
79-83.99%	Fair	Students have basic knowledge of teaching but have several areas that need improvement. They meet the minimum requirements but will need additional support to be fully effective teachers.

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75-78.99%	Pass	Students have met the minimum standards for teaching, but their knowledge and skills are limited. They are just starting out and will need more development to be effective
Below 75%	Failure	Students have not met the required standards for teaching. They need to significantly improve their knowledge and skills before they can be considered ready to teach.

### Statistical Tools Used

The data for this study were treated statistically using the following measures:

**Mean.** This was used to determine the quality of Professional Integration Course exam scores as a whole and in the areas of General Education, Professional Education and Specialization area. This was also used to determine the education students' performance in the Licensure Examination for Teachers as a whole and in the areas of General Education, Professional Education and Majorship Area.

**Standard deviation.** This was used to determine the variability of scores in the Professional Integration Course exam scores and Licensure Examination for Teachers results.

**Mann Whitney U Test.** This test was utilized in verifying if there is a significant difference in the Professional Integration Course and Licensure Examination for Teachers Scores of students per program (BEED and BSED).

**Wilcoxon Signed Rank Test.** This test was used to check if there is a significant difference in the Professional Integration Course students who graduated from the BEED program.

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**Paired Samples T-test.** This test was used to check if there is a significant difference in the Licensure Examination for Teachers Scores of students who graduated from the BEED program.

**Repeated Measures Analysis of Variance (ANOVA).** This test was used to ascertain if there is a significant difference in the Professional Integration Course and Licensure Examination for Teachers Scores of students who graduated from the BSED program.

**General Linear Model.** This was to identify if Professional Education Course Scores significantly predict the students' performance in the Licensure Examination for Teachers.

The significance level for all inferential tests was set at 0.05. The statistical software Jamovi was used to simplify the computation process.

## RESULTS AND DISCUSSIONS

The objective of this study is to evaluate the possible relationship that might exist between the Professional Integration Course (PIC) on teacher examinees' performance in the Licensure Examination for Teachers (LET) of University of Iloilo Phinma College of Education graduates of 2016, 2017, and 2018. Descriptive-correlational design was used to analyze the relationship between PIC and LET scores. This study also aimed to determine whether PIC scores can significantly predict LET ratings.

The study surveyed Teacher Education graduates from the University of Iloilo College of Education, specifically those who completed Bachelor Elementary Education (BEED) and

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Bachelor in Secondary Education (BSED) majoring in English during the academic years 2015-2016 through 2017-2018. The number of respondents varied across the years and programs, with 51 graduates in 2016, 82 in 2017, and 93 in 2018. The total number of BEED graduates across these years was 154, while BSED graduates numbered 72, leading to an overall total of 226 respondents. The research design that was used in this study is descriptive-correlational research design.

In the study, various statistical measures were employed to analyze the data. The mean was used to evaluate the overall performance and specific area scores in both the Professional Integration Course and the Licensure Examination for Teachers, covering General Education, Professional Education, and Specialization or Majorship Areas. Standard deviation was applied to assess the variability of scores in these exams. To determine differences between student groups, the Mann-Whitney U Test compared the scores of Elementary and Secondary Teacher Examinees. For Elementary Teacher Examinees, the Wilcoxon Signed Rank Test examined changes in Professional Integration Course scores, while the Paired Samples T-test assessed differences in their Licensure Examination scores. The Repeated Measures Analysis of Variance (ANOVA) was used to analyze score differences among Secondary Teacher Examinees. Additionally, the General Linear Model was utilized to investigate if scores in Professional Education Courses could predict performance in the Licensure Examination for Teachers. All inferential tests were conducted with a significance level set at 0.05, and computations were performed using Jamovi software to facilitate the analysis.

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Specifically, this study sought answers to the following questions:

1. What are the Professional Integration Course Scores of students per program and in the areas of General Education, Professional Education and Specialization area?

2. What is the students' performance in the licensure examination for teachers per program and in the areas of General Education, Professional Education and Majorship Area?

3. Are there significant differences in the Professional Integration Course Scores of students per program and in the areas of General Education, Professional Education and Specialization area?

4. Are there significant differences in the student performance in the Licensure Examination for Teachers per program and in the areas of General Education, Professional Education and Specialization area?

5. Do the Professional Education Course Scores significantly predict the students' performance in the Licensure Examination for Teachers?

1. Elementary Teacher Examinees had an overall mean score of 77.4 in the Professional Integration Course exam scores. This implies that the Elementary Teacher Examinees met the minimum standards for teaching, but their knowledge and skills are still developing. In General Education, they scored 75.6, indicating they have met basic requirements but still have room for improvement. Their score in Professional Education was better at 79.3, showing they have a foundational understanding, yet there are areas that need more work. For Secondary Teacher Examinees, the overall mean score was 78.6, also meeting

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the minimum standards but still needing further development. They excelled in General Education with an impressive score of 86.2, demonstrating a strong grasp of the material. However, their score in Professional Education was concerning at 72.7, highlighting a significant need for improvement. In their Specialization area, while they have some knowledge, they will require additional support to be fully effective in their teaching roles. Overall, both groups have a solid start, but targeted efforts are needed to strengthen specific areas, especially in Professional Education for Secondary Teacher Examinees.

2. Elementary Teacher Examinees had an overall average score of 76.4 in the Licensure Examination for Teachers. This means that Elementary Teacher Examinees passed the exam. They did particularly well in General Education, scoring an average of 79.2, showing they have a solid grasp of the basics. However, in Professional Education, their score was 75.0, just above the passing mark, indicating that while they're generally prepared, there are areas in teaching methodologies that need improvement. Secondary Teacher Examinees scored an average of 77.3, also passing the exam. The performance of students in the Licensure Examination for Teachers reveals that both Elementary and Secondary Teacher Examinees have successfully met the passing criteria, indicating a solid foundation in their respective programs. Elementary Teacher Examinees achieved an overall average score that reflects their ability to pass the exam, particularly excelling in General Education, where they demonstrated a strong grasp of fundamental concepts. However, their performance in Professional Education indicates a need for improvement, particularly in teaching methodologies. Secondary Teacher Examinees also passed, showcasing commendable proficiency in General

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Education and a well-prepared understanding of Professional Education. Nevertheless, their lower scores in the specialization area suggest that some candidates may face challenges with subject-specific content. Overall, while the licensure examination results are encouraging, the identified weaknesses in Professional Education for Elementary Teacher Examinees and in specialization for Secondary Teacher Examinees highlight critical areas for enhancement. This insight underscores the importance of developing targeted support programs and resources to ensure that future educators are thoroughly equipped to inspire and effectively educate their students. They excelled in General Education with an average score of 79.3, demonstrating a good understanding of essential concepts. Their score in Professional Education was 78.1, indicating they are well-prepared in that area too. However, in their specialization area, they scored a bit lower at 75.6, suggesting that some students might struggle with specific subjects related to their teaching focus. Overall, the LET results are encouraging, with all average scores meeting the passing level. However, the lower scores in Professional Education for Elementary Teacher Examinees and in Specialization for Secondary Teacher Examinees highlight areas where additional support could be beneficial. This insight can help guide the development of targeted programs and resources, ensuring that future teachers are not just passing their exams but are truly ready to inspire and educate their students.

3. There is no significant overall difference in Professional Integration Course scores between BEED and BSED programs ( $p = 0.068$ ). However, within each program, significant differences are observed. For BEED students, there is a notable difference between General

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Education and Professional Education scores ( $p < 0.001$ ). For BSED students, significant differences are observed between General Education and Professional Education, General Education and Specialization, and Professional Education and Specialization, all with p-values less than 0.001.

4. The overall results of the Licensure Examination for Teachers show no significant difference between BEED and BSED programs ( $p = 0.534$ ). However, significant differences are found within each program. BEED students show a significant difference between General Education and Professional Education ( $p < 0.001$ ). For BSED students, differences between General Education and Specialization are significant ( $p < 0.001$ ), while differences between General Education and Professional Education ( $p = 0.527$ ) and Professional Education and Specialization ( $p = 0.193$ ) are not significant.

5. The General Linear Model analysis indicates a modest but statistically significant relationship between PIC scores and LET performance. The formula derived is:  $LET = 76.7067 + 0.0756 \times PIC$ . The intercept is significant, suggesting that even with a zero PIC score, the predicted LET score is around 76.71. The coefficient for PIC indicates that each additional point in PIC scores leads to a slight increase in LET scores (0.0756 points). However, the overall explanatory power of the model is limited, with an  $R^2$  of 0.0428, meaning only a small portion of the variation in LET performance can be explained by PIC scores.

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## CONCLUSIONS

1. Based on the Professional Integration Course scores, both Elementary and Secondary Teacher Examinees met the minimum standards for teaching. However, there is a need for further development in specific areas. Elementary Teacher Examinees demonstrate a satisfactory understanding of general education concepts, though improvement is necessary for better understanding. In contrast, Secondary Teacher Examinees excel in general education, showcasing mastery of the content, but their performance in professional education reveals a critical need for improvement. This suggests that targeted interventions should be prioritized to address these gaps, particularly for Secondary Teacher Examinees, to ensure they are well-prepared for their teaching roles.

2. Based on their performance in the Licensure Examination for Teachers, both Elementary and Secondary Teacher Examinees possess a solid foundation in their respective programs. Elementary Teacher Examinees excelled in General Education, where they demonstrated a strong grasp of fundamental concepts. However, their performance in Professional Education indicates a need for improvement. Secondary Teacher Examinees showed a commendable proficiency in General Education and a well-prepared understanding of Professional Education but had difficulty in their specialization area.

3. Both BEED and BSED programs performed similarly in the Professional Integration Course. For BEED students, substantial disparities between General Education and Professional Education highlight specific areas of weakness that need addressing. Similarly,

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BSED students exhibit significant performance variations across different subjects, reflecting the need for program-specific improvements and targeted interventions.

4. The overall performance of Elementary and Secondary Teacher Examinees in Licensure Examination results are comparable. However, Elementary Teacher examinees show notable performance gaps between their General Education and Professional Education scores. Meanwhile, Secondary Teacher Examinees experienced significant variations in their scores particularly in the areas between General Education and Specialization. These findings point to the need for focused support and development tailored to each program's specific challenges.

5. Professional Integration Course (PIC) scores cannot significantly predict the Licensure Examination for Teacher (LET) results. While improving PIC scores could contribute to slightly better LET scores, it is essential to consider additional variables and support mechanisms to comprehensively enhance student performance in the LET.

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