

Performance of Teacher Education Graduates in the Licensure Examination for Teachers (LET): Basis for a LET Review Framework

Ana Marie J. Matalines

Institute of Teacher Education, Davao Del Sur State College, 8002, Digos City, Davao del Sur, Philippines
Institute of Graduate and Professional Education, Davao Del Sur State College, 8002, Digos City, Davao del Sur, Philippines

Rikka Bianca Condes

Institute of Teacher Education, Davao Del Sur State College, 8002, Digos City, Davao del Sur, Philippines
Institute of Graduate and Professional Education, Davao Del Sur State College, 8002, Digos City, Davao del Sur, Philippines

Rodceal Malinao

Institute of Teacher Education, Davao Del Sur State College, 8002, Digos City, Davao del Sur, Philippines

Allyn Mae Rubio

Institute of Teacher Education, Davao Del Sur State College, 8002, Digos City, Davao del Sur, Philippines

Abstract:

The study examined the relationship between the academic performance of teacher education graduates and their Licensure Examination for Teachers (LET) ratings. Using a descriptive design, data on academic performance were collected from the Registrar, while LET ratings were sourced from the Professional Regulation Commission (PRC) office in Davao City. The researchers described performance using Means and Percentages and employed the Pearson Product Moment Coefficient Correlation to assess the significant relationship between academic performance and LET ratings. The findings indicated a strong correlation in the areas of Professional Education and General Education, while a weaker relationship was noted between LET results and specialization, as well as overall academic performance and LET ratings. Recommendations included enhancing curricular programs, improving the alignment of competencies, and intensifying retention policies and mentoring practices.

Keywords:

Academic performance, specialization, licensure examination for teachers, professional education, general education.