

Challenges on Online Licensure Examination for Teachers Review

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Abstract: This research delved into the challenges faced by graduates during the Online Licensure Examination for Teachers (LET) review in the Philippines, a crucial step for aspiring educators. The study, conducted at Pangasinan State University, explored the difficulties encountered in learning management skills, understanding teaching concepts, awareness of educational trends, achieving excellence, and interactions during the online review. Results revealed that graduates faced slight challenges in these areas, with interactions playing a pivotal role in shaping difficulties. Significant correlations were found between challenges and factors like course specialization and GPA, emphasizing the need for tailored support. However, gender did not significantly impact the challenges faced. The study underscored the importance of tailored support programs addressing specific challenges, highlighting the necessity of fostering interactive online learning environments. Recommendations included implementing targeted support programs focusing on essential skills, interactive online platforms to enhance student interactions, and tailored support for students with lower GPAs. Integrating emerging educational trends and providing continuous professional development for educators were also advised. These strategies could better prepare graduates, ensuring their success in teaching careers and their ability to adapt to the ever-changing educational landscape.

Keywords: Online LET Review, Challenges, Graduates

INTRODUCTION

The provision of quality education is one of the major goals of the Philippine government. This is in recognition of the role of quality education in the holistic development of every citizen necessary for nation – building and economic development. With this enormous influence of education, the government invests in education as one of the vehicles to attain its economic and social development agenda.

Critical to the attainment of providing quality education is the quality of teachers. The teachers are the entities responsible for the development of learners. They facilitate student’s learning and assist in their development. They inspire learners to search for knowledge. They mold learners and guide them to attain their goals. They affect learners in varied ways. Considering the effects of teachers on learners and the learners’ subsequent effects on nation – building and economic development, the government, therefore, has a function to regulate the teaching practice by requiring aspiring teachers to pass the licensure examination before they engage in the teaching profession.

Thus, the Philippine Teachers Professionalization Act of 1994 was promulgated and mandates that:

“All applicants for registration as professional teachers shall be required to undergo a written examination which shall be given at least once a year in such places and dates as the Board may determine upon approval by the Commission. A valid certificate of registration and a valid professional license from the Commission are required before any person is allowed to practice as a professional teacher in the Philippines, except as otherwise allowed under this Act.” (R.A. 7836, Art III Sec. 13)

Licensure examinations are considered important by teacher education graduates in their professional development. Thus, graduates of teacher education courses all aim to pass the Licensure Examination for Teachers. This will make them to be registered as professional teachers and become eligible to teach either in the public or private educational institution. Moreover, passing the board examination will not only give them honor and prestige but will also give them a competitive edge over those who are non-LET passers.

Passing the Licensure Examination for Teachers is not a simple matter. Due to the government restrictions during COVID-19 Pandemic, the Pangasinan State University held its First Online LET Review to reach out to its graduates during these difficult times. However, since the Online Review is new, many of the Teacher Education graduates have a lot of challenges that affected their attendance in the Review Sessions.

The results of this research will ascertain baseline data for the graduates’ competencies that need to be enhanced. The challenges met will be addressed through intervention measures and for possible curriculum review and assessment plan.

This study employed descriptive-correlational research to identify the challenges encountered by graduates in taking the online LET Review. This quantitative research study examined the challenges encountered by graduates using a survey questionnaire with the intent of generalizing from a sample to a

population. Moreover, a stratified sampling technique was employed, where one samples specific proportions of individuals from various subpopulations which the sample size was divided and distributed into each course.

Population and Instrument

This study focused on College of Teacher Education graduates at Pangasinan State University Bayambang Campus as our respondents. 244 graduates from batch 2020 and 2021 successfully answered the survey questionnaires, their data was gathered, carefully tabulated, analyzed, and interpreted.

Using questionnaire, it determined the challenges encountered by graduates in taking online LET Review. Also, their academic standing was also determined through the use of their GPA during the first semester of the school year 2021-2022.

A checklist was utilized in gathering the data, checklist includes the statements regarding the challenges that the graduates encountered in terms of Learning Management Skill, Concept of Teaching and Learning, New Trends in Education, Achieving Excellence, and Interactions.

Data Gathering Procedure and Data Analysis

After securing the letter from the Dean of College of Teacher Education, data gathering has begun. The researchers administered questionnaires to the respondents using hardcopy questionnaires. The data collected for this study were tabulated, analyzed, and interpreted using frequency counts percentage, average weighted mean, Pearson correlation coefficient (*r*), Chi Square, and Point-Biserial Correlation. In order to determine the challenges encountered by graduates in taking online LET Review, the collected data were subjected to descriptive analysis and tabulation.

RESULTS AND DISCUSSION

Profile of the Graduates

Among the respondents, majority of them were female with a total number of 176 and a percentage of 72.13% while a total number of males were 68 with a percentage of 27.87%. In terms of Course and Specialization, there were (3) three courses with the same percentage of 8.61%, these are BECED, BTLED, and ENGLISH. The BEE-EGE with the percentage of 18.03%, BPED with the percentage of 9.43%, BSE-FILIPINO with the percentage of 6.56%, SOCIAL STUDIES with the percentage of 8.19%, BSE-MATHEMATICS with the percentage of 11.88%, and BSE-SCIENCE had a high percentage of 20.08%. Most of the respondents had a GPA of 1.63-2.12 which categorized as Good and had a high percentage of 52.46%.

The results of a study conducted by Bailey et al., 2020, showed that males were more likely to participate than their female peers, but these gender gaps varied from class to class. Female final course grades were as much as 0.2 SD higher in classes with a female instructor and/or a female student majority. The result of Johansson et al., (2022) showed an increase in pre-service credits during the time period, with more credits in Swedish language than in mathematics. Teachers with higher prerequisites in terms of grade point average tended to gain more credits in-service.

The results suggest that female graduates were more active than male pre-service teachers. Grades were a significant component of the educational system, used by parents, college admissions committees, and graduates to assess their own success or failure. Effective grading practices convey information about learning to aid graduates in taking initiative, overcoming setbacks, and excelling. Grades should never be used as incentives, sanctions, or compliance-inducing devices.

Challenges encountered by graduates in the Online LET Review

Table 1
 Challenges Encountered by Graduates in the Online LET Review

	Overall Weighted Mean	Descriptive Equivalent
1. Learning Management Skills	2.57	Slightly Challenging
2. Concept of Teaching and Learning	2.54	Slightly Challenging
3. New Trends in Education	2.49	Slightly Challenging
4. Achieving Excellence	2.53	Slightly Challenging
5. Interactions	2.44	Challenging

The table shows the summary of the results of the challenges encountered by graduates in taking competency-based enhancement subject. The weighted mean in terms of the Challenges Encountered by the Graduates in Learning Management Skills was 2.57 equivalent to Slightly Challenging. Therefore, in terms of Learning Management Skills, respondents were slightly Challenged in taking online LET Review. In terms of in Concept of Teaching and Learning, respondents were slightly challenged with an average weighted mean of

2.54, therefore, respondents were slightly challenged. In terms of New Trends in Education, the weighted mean was 2.49 equivalent to Slightly Challenging. In terms of Achieving Excellence, respondents were slightly challenged with an average weighted mean of 2.53. In terms of Interactions, respondents were challenged with an average weighted mean of 2.44, therefore, respondents were slightly challenged in taking competency-based enhancement subjects in terms of Interactions.

Patrick (2021) found that graduates encounter difficulties in the seven support areas, such as administrative support, cooperating teachers, student supervisors, peers, graduates, related tasks, and learning environment.

Napanoy et al. (2021) found that graduates encounter slight difficulties in the seven support areas, while Bliven & Jungbauer (2021) states that academic achievement can be attained by motivating graduates. Sturgis et.al. (2018) found that schools, districts, and states are switching from the conventional, time-based structure to one that is intended to help every student achieve competence. Online LET Review was developed for equitable student accomplishment to guarantee that all graduates understand academic material, acquire the knowledge necessary to apply it to real-world issues, and develop the abilities necessary to continue learning throughout their lives.

This implies that most of the Graduates responded that they were challenging with the difficulties in catching up conversation with several people and they responded that they were challenging with the negatively deal with other's opinion, its challenging. The result indicates that majority of the respondents were challenged in Interactions.

Significant Relationship between the profile and the challenges encountered in taking Competency based Enhancement subjects

Table 2

Significant Relationship between the profile and the challenges encountered in taking Online LET Review

Profile	Statistical Tool	Learning Management Skills	Concept of Teaching and Learning	New Trends in Education	Achieving Excellence	Interactions	Overall
Course and Specialization	Chi-square	41.826	40.629	39.606	18.827	54.307	37.563
	P-Value	0.013	0.018	0.024	0.756	<0.001	0.038
Gender	Point-Biserial	-0.157	-0.056	0.020	-0.025	0.080	-0.079
	P-Value	0.014	0.386	0.753	0.692	0.211	0.222
GPA	Pearson-r	-0.058	-0.030	-0.078	-0.082	-0.025	-0.061
	P-Value	0.014	0.064	0.022	0.020	0.070	0.033

The table 2 shows the Significant Relationship between the challenges encountered by graduates in taking online LET Review in terms of course and specialization, Gender, and GPA.

There is a significant relationship (chi-square statistic = 41.826, p-value = 0.013) between Learning Management Skills and challenges faced during the online LET review. Students with varying levels of learning management skills experience different challenges.

There is a significant relationship (chi-square statistic = 40.629, p-value = 0.018) between the Concept of Teaching and Learning and challenges encountered during the online LET review. This suggests that students' understanding of teaching and learning concepts influences the difficulties they face.

There is a significant relationship (chi-square statistic = 39.606, p-value = 0.024) between awareness of New Trends in Education and challenges in the online LET review. Students who are aware of current educational trends may face distinct challenges compared to those who are not.

There is no significant relationship (chi-square statistic = 18.827, p-value = 0.756) between the pursuit of Achieving Excellence and challenges faced during the online LET review. Challenges seem to be unrelated to the desire for excellence in this context.

There is a highly significant relationship (chi-square statistic = 54.307, p-value < 0.001) between Interactions (possibly referring to social interactions or collaborative learning) and challenges faced during the online LET review. This implies that students' interactions, or lack thereof, significantly impact the challenges they encounter.

There is a significant relationship (chi-square statistic = 37.563, p-value = 0.038) between Overall Course and Specialization and challenges experienced in the online LET review. Different courses and specializations might present unique challenges to the students during their review.

Gender does not seem to have a significant impact on the challenges faced during the online LET review. None of the Point-Biserial correlation coefficients are large (all below |0.2|), and the p-values are higher than the commonly used significance level of 0.05.

There is a significant negative correlation between GPA and challenges faced during the online LET review. This negative correlation implies that students with lower GPAs tend to face more challenges during the review. The correlation coefficients, though small, are statistically significant for some variables.

CONCLUSION AND RECOMMENDATION

The study's results indicate that graduates taking the online Licensure Examination for Teachers (LET) review encounter challenges primarily related to learning management skills, understanding of teaching and learning concepts, awareness of new trends in education, achieving excellence, and interactions. Graduates generally experienced slight challenges in these areas. Notably, interactions played a pivotal role in shaping the challenges faced during the online LET review. The study also revealed significant relationships between these challenges and certain profile factors, such as course specialization and GPA, emphasizing the need for targeted support. However, gender appeared to have no significant impact on the challenges experienced. These findings underscore the importance of tailoring support programs and learning environments to address specific challenges, fostering an environment where graduates can thrive in their LET review.

To enhance the online LET review experience for graduates, it is recommended that educational institutions implement targeted support programs focusing on learning management skills, teaching and learning concepts, and awareness of new educational trends. Additionally, creating interactive and collaborative online learning environments to promote student interactions, especially among graduates, can mitigate challenges related to this area. Tailored support for students with lower GPAs, regular feedback mechanisms, integration of emerging educational trends, and ongoing professional development for educators can further enhance the effectiveness and supportiveness of online LET review programs. By heeding these recommendations, institutions can better equip graduates for success in their teaching careers and adapt to the evolving landscape of education.

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