

Faculty Performance and Students' Academic Achievement in the Licensure Examination for Teachers of Naval State University

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Abstract: *The study generally aimed to ascertain the faculty performance and students' academic achievement in the licensure examination for teachers of Naval State University. It utilized the descriptive method through the use of interviews, documentary analysis, and survey questionnaire. Unstructured interviews pertaining to the Licensure Examination for Teachers was conducted among the College of Education (COED) Faculty and the students who took the Licensure Examination for Teachers (LET). A total of 62 faculty members of the College of Education and all the 1072 students who took the Licensure Examination for Teachers from SY 2009-2010 to SY 2011-2012 were the subject of this study. Of the 62 faculty members, 82.46 percent were not able to avail of any of the scholarship grants, more than one third (38.71%) were with master's degree units, more than one-third (36.99%) were LET passers, one fourth (25.80%) had 1-5 years of teaching experience, still another one fourth (25%) attended research seminar workshops, one-fifth (20.97%) considered TLE/Tech. Education as their field of specialization, and a little more than one-fifth (21.74%) taught professional education subjects in the last three years. Their performance generally was very satisfactory. On the Bachelor of Elementary Education (BEEd) students' level of achievement in the LET, Of the three subjects taken by the first time takers, their achievement Major Course was 47.96 with an overall mean rating of 44.96 percent. Their performance was average. For the repeaters, their achievement in Major Courses was 31.15 with an overall mean rating of 20.60. Their performance was below average. For the Bachelor of Secondary Education (BSEd) students' level of achievement in the LET, the first time takers' achievement in Major Courses was 31.48 with an overall mean rating of 27.94. Their performance was below average. For the repeaters, their achievement in Major Courses was 12.50 with an overall mean rating of 11.10. Their performance was poor. The level of teaching performance of the faculty was significantly related to the level of achievement in LET of the BEEd and BSEd students. Among the problems encountered by the faculty in preparation for LET, inadequate/insufficient review materials and books were found to be prevalent. Likewise, the same problem was also encountered by the students in preparation for LET.*

Keywords: *faculty performance; students' academic achievement; licensure examination for teachers.*

I. Introduction

The classroom teacher has been considered as one of the key persons in the educational enterprise. As the one directly involved in the instructional process in the classroom setting, the teacher occupies a strategic position in the school system, for on her shoulders lie the responsibility of translating the curriculum into concrete learning experiences. Through the process of instruction, pupils and students become actually engaged with planned learning opportunities by means of which they gain knowledge and understanding, develop habits and skills, and acquire attitudes, appreciations and values.

As widely known, the Philippines had long been proud of the fact that it has a relatively higher literacy level in a bigger proportion of its population and has acquired higher education compared to other Asian countries. But recently, it has speedily tagged behind these countries in school performance and quality education. Lack of dedicated teachers is one of the major factors that contribute to that sad state of Philippine education.

Statistics showed that the Licensure Examination for Teachers Achievement of the students of Naval State University for the last three years declined in comparison with the national passing percentage. In view of this, our government has tasked the Department of Education (DepEd) to look into the matter in order to safeguard the education sector of our country.

The DepEd is doing its best to make its offices a powerful tool in nation building by working towards quality education. One way of achieving this was evaluating the performance and accomplishments of the students, they being the focal point of the teaching-learning process. Evaluating or testing is an integral part of the learning procedures and is one of the means whereby the quality of programs can be constantly maintained and improved. Part of the evaluation is the conduct of licensure examinations among graduates of different field of studies in tertiary education. However, before such examination is given, years of preparation in schools are undergone by the students, which are consequently certified by their graduation and diplomas in the field of specialization they have chosen.

According to the Education Act of 1982, one of the rights of students in school is “the right to receive, primarily through competent instruction, relevant quality education in line with national goals and conducive to their full development as persons with human dignity.” The same law provides that “every teacher shall be accountable for the efficient and effective attainment of specified goals within the limits of available school resources.”

Since the role of the teachers is indeed very significant in the lives of the students, the level of performance of their functions and responsibilities in the school measures the achievement of their students. Final evaluation is conducted after graduation and this is the licensure examination. Moreover, it is worth finding out whether the performance of the faculty has bearing on the students' achievement in the Licensure Examination for Teachers of Naval State University. Along this line, this research was conducted

1.2 Objectives of the Study

This study was done to assess the performance of the faculty of the College of Education of Naval State University and its effects on their students' achievement of school years 2009-2010, 2010-2011, and 2011-2012 in the Licensure Examination for Teachers (LET). Specifically, this study was conducted to: 1.) determine the profile of the faculty in terms of highest educational attainment; field of specialization; eligibility; teaching experience; scholarship grants; in-service trainings, and seminars attended; and subjects taught in the last three years, 2.) assess the level of performance of the faculty in terms of: commitment; knowledge of the subject matter; teaching for independent learning; management of learning; and general rating, 3.) determine the level of achievement of the Bachelors of Elementary Education and Secondary Education students in the Licensure Examination for Teachers in the following areas: Basic Education; Professional Education; and Major courses, 4.) ascertain the correlation of the faculty profile and their level of performance; 5.) determine the significant relationship between the profile of the faculty and their level of teaching performance; 6.) determine the significant relationship between the level of teaching performance of the faculty and the level of achievement of the Bachelors of Elementary and Secondary Education students; and 7.) identify the problems encountered by the faculty and the students in preparation for the Licensure Examination for Teachers.

1.3 Framework of the Study

This study anchors on the following theoretical and conceptual frameworks as its main foundation in the flow of the study.

Theoretical framework. This study is anchored on Bandura's Self-Efficacy Theory which originates from his Social Cognitive Theory of Learning. He emphasized that one has the power to produce that effect by completing a given task or activity related to that competency. According to him, a person has the ability to reach a goal, and that he is capable of performing in a certain manner to attain certain goals in order to produce a positive outcome. He further stressed that most human behavior is learned observationally and through continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Miller and Dollard (in Baran and Davis, 1995) argued that observers are motivated to learn by observing and imitating the given behavior. In other words, people can imitate behavior as they see it. This behavior will be reinforced as they learn.

Identification, imitation, and modeling are often used. These terms refer to the tendency of the individual to reproduce the actions, attitudes or emotional responses displayed by real-life situations or models. He further pointed out that learning correlates to the observation of role models. In Education for example, teachers play the role of a model in a child's learning acquisition. In everyday life, the model could be media sources or those with whom you interact. Effective modeling teaches general rules and strategies for dealing with different situations.

Davis, in his Participative Leadership Theory, emphasized the involvement of other people in the process, possibly including all members in the team in terms of consultation, decision making, management by objective, and power sharing. In classroom setting, students need to be involved in every activity; they need to be consulted so that they can participate in decision-making process.

The above-mentioned theories are contributory to the improvement of the performance of the faculty in relation to the students' academic achievement in the Licensure Examination for Teachers of Naval State University.

Conceptual framework. This study utilized the descriptive research design which considered the Naval State University faculty teaching performance as an intervention. It also utilized the faculty profile such as highest educational attainment, field of specialization, eligibilities, teaching experience, scholarship grants, in-service trainings and seminars attended, and subjects taught in the last three years. Also used in this study were the levels of performance of the faculty, the level of student's achievement in the Licensure Examination for Teachers as well as the problems met in taking the LET as independent variables. The dependent variable of this

study were the improved quality of instruction and improved students' achievement in the Licensure Examination for Teachers. Figure 1 presents the conceptual framework of the study.

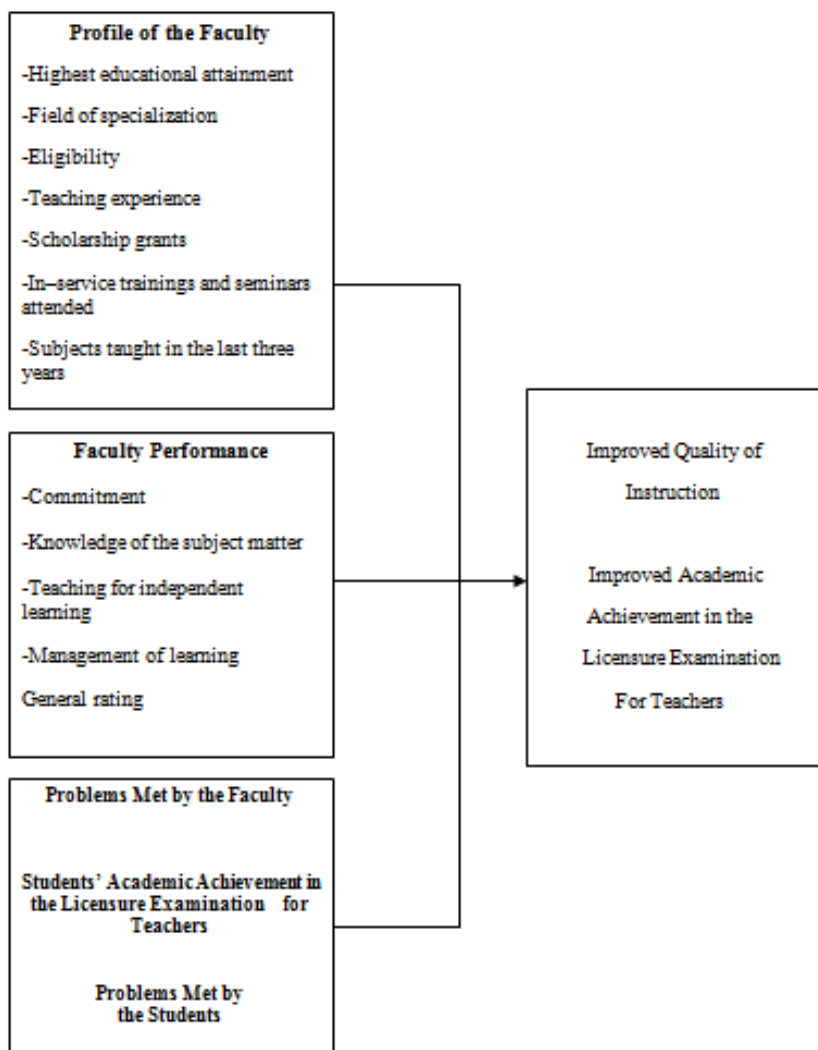


Figure1. Conceptual Framework of the Study

1.4 Scope and Delimitation of the Study

This study focused on assessing the faculty performance and students' achievement of the Naval State University in the Licensure Examination for Teachers. Respondents of this study were the 62 faculty members of the two programs of the College of Education of Naval State University as well as the 1072 BEd and BSED students who took the Licensure Examination for Teachers, school years 2009-2010, 2010-2011, and 2011-2012.

1.5 Review of Literature

The following literature is reviewed to provide substance and support to the conduct of the study. According to Navarro (1998), a teacher should not only use different methods, but also a variety of techniques to provide art or skill in the performance of their job. They should also foster a positive climate for learning. Puruganan (1996), as cited by Bautista (2004), stressed that to perform, excel, and to be outstanding college teachers, it is paramount that the teachers discover and build-up genuine teacher in themselves. Esguerra (994) stated that college teaching as a profession should be in the hands of competent teachers and the quality outcomes and quality products depend much on the performance of teachers. In connection to this, because the teaching skills required are evolving, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 to 40 years. Continuous professional development is the process by which teachers like other professionals reflect upon their competencies, and maintain them up-to-date.

RAND researchers (2004) pointed out the relationship between teacher quality and student achievement by analyzing five years of reading and math standard tests and other records from students in high

school in Los Angeles Unified School District (LAUSD). The result suggests that, while the teacher is an important determinant of a student's achievement, there was no direct connection between the traditionally assumed measure of teacher effectiveness and student achievement over time. It encouraged them to develop other ways to improve teaching.

However, in most countries, teachers' salaries are not related to the perceived quality of their work. Some have systems to identify the best performing teachers and increase their remunerations accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teacher's needs for additional trainings or development, or, in extreme cases, to identify those teachers that should be required to leave the profession.

Moreover, quality education depends on highly skilled teachers for its success. This is especially true, as true educational standards rise and the diversity of the student body increases. Teachers need even more sophisticated abilities to teach more complex curriculum to the growing number of students who have fewer educational resources at home, those who are new language learners, and those who have distinctive learning needs.

Wayne and Youngs (2002) revealed that parents, practitioners, and policy makers agree that the key to improving education is placing highly skilled and effective teachers in classrooms. Practical sets of standards and assessments are needed to guarantee that teachers, particularly new teachers, are well prepared and ready to teach. It discusses a promising approach to the question on how to measure teacher effectiveness, and also describes the ways in which assessments of teachers' performance can both predict students' success so that they can not only inform personnel-decisions, but also leverage improvements in preparation, mentoring, and professional development. It outlines progress in the field of teacher assessment development and discusses politics that could create much greater leverage on the quality of teacher preparation and teaching.

Canlas (2004) emphasized that students' achievement has always been regarded as resulting from the amount of effort exerted by a teacher in the then "teaching and learning process" and now "facilitator of the learning process." The role of a teacher, therefore, is held paramount on teacher effectiveness; correlates of students' achievement, and so forth. It thus follows that the kind and quality of teaching performance which is equated with teacher competence, can only be gauged using the student achievement on division tests, national achievement tests, board exams both here and abroad, and employability of the graduates of any given course.

Yarcia (2001) pointed out that the teacher is a part of the learning environment and that his teaching behavior affects the manner by which students perceive the classroom climate. Although instructors cannot directly establish friendship and a clearing climate among students, nevertheless teachers can offer a vital "firm base" for social experience.

However, it is apparent that many of today's teachers are caught in the midst of a change for which they may not have been professionally prepared. Many teachers were educated in classrooms where the role of the student was to memorize information, conduct well-educated experiments, perform mathematical calculations using a specific algorithm, and were then tested on their ability to repeat these tasks or remember specific facts.

Current research, while building on findings indicating the vital role teachers play in stimulating student learning, also focuses on the role of the student. It recognizes that students do not merely passively receive or copy input from teachers, but instead actively mediate it by trying to make sense of it and to relate it to what they already know (or think they know) about the topic. Thus students develop new knowledge through a process of active construct.

In order to get beyond rote memorization to achieve true understanding, they need to develop and integrate a network of associations living new input to preexisting knowledge and beliefs anchored in concrete experience. Thus, teaching involves inducing conceptual change in students, not enforcing knowledge into a vacuum.

II. Methodology

This research applied the descriptive method through the use of interviews, documentary analysis, and survey questionnaire. Unstructured interviews pertaining to the Licensure Examination for Teachers was conducted among the 62 College of Education (COED) Faculty members and 1072 students who took the Licensure Examination for Teachers (LET). Documentary analysis was used to analyze the performance rating of the COED faculty during school years 2009-2010, 2010-2011, and 2011-2012. Documents of the LET results within the three-year period were also analyzed. The documentation determined the level of performance of the faculty and the extent of the students' achievement in the Licensure Examination for Teachers. Results of the Licensure Examination for Teachers from school years 2009-2010 to 2011-2012 from PRC were utilized and analyzed to determine the students' Level of Achievement. To find out the problems encountered by the students in preparation for the LET, an interview was conducted with 210 students through random sampling. The venue of this study was the College of Education Department of Naval State University located at the

Municipality of Naval, the capital town of Biliran. Data in this study were analyzed using descriptive statistics such as the mean, percentage and frequency counts; these were utilized to describe the faculty performance rating and the LET results of BEED and BSED examinees for the last three years. The Pearson Product-Moment Coefficient of Correlation was used to ascertain the significant relationships of variables.

III. Results and Discussion

3.1 Profile of the College of Education Faculty of the Naval State University

The respondents' profile in this study included the highest educational attainment, field of specialization, eligibilities, teaching experience, scholarship grants, in-service trainings and seminars attended, and subjects taught in the last three years. Of the 62 faculty members, 24 or 38.71 percent are with bachelor's degree and had master's units, 16 or 25.80 percent were with doctorate units followed by 12 or 19.35 percent were doctorate degree holder, and 10 or 16.12 percent were master's degree holder. The findings revealed that the faculty members in general were non-master's degree holder but they are still competent to teach the subject. There were 13 or 20.97 percent specialized TLE, 12 or 19.35 percent in English, ten (10) or 16.13 percent in Biological/Physical Science. Seven (7) or 11.29 percent in Filipino, 6 or 9.68 percent in Mathematics, another six (6) or 9.68 percent in Social Sciences, 5 or 8.06 percent in MAPEH, 1 or 1.61 percent in Values Education, and 2 or 3.2 percent did not specify their field of specialization. The data indicates that most of the faculty members of the College of Education are skills oriented and they could still teach well in other academic subjects. Majority were LET passers as shown by 36.99 percent of the respondents, while 13 or 17.81 percent were PBET passers, 11 or 15.07 percent were civil service sub-professional level passers, and 10 or 13.70 percent were civil service professional level passers. 6 or 8.22 percent passed the National Teachers' Examination, 4 or 5.48 percent were Magna Carta holders, and 1 or 1.37 percent was a PD 907 beneficiary. There was 1 or 1.37 percent who had no eligibility. This implies that the faculty respondents were already oriented with LET, perform well and produced good result.

Meanwhile, 16 or 25.80 percent of the respondents have rendered 1-5 years of service and were still new in the teaching profession, 12 or 19.35 percent have 6-10 years of teaching experience while 11 or 17.75 percent have 31 years in service while 9 or 14.52 percent have 11-15 years teaching experience. There were also 6 or 9.68 percent with 26-30 years in service. Further, 5 or 8.06 percent with 21-25 years in service, and 3 or 4.84 percent with 16-20 years in service. This also signified that most of the faculty members were not yet productive or exposed to the different classroom situations that utilized varied teaching strategies. However, better teaching does not in all instances depend on a teacher's long years of experience; as long as the teacher is committed to his profession, better performance will result. Most of the faculty have no scholarship grant as shown by 51 or 82.26 percent; an indication that the organization is like a pyramid in shape where the greatest number of the faculty members were part-timers. There were 7 or 11.30 percent attended the Faculty Development Program; 1 or 1.61 percent was an academic scholar; and another 1 or 1.61 percent with a PASUC scholarship, Massive upgrading program, and an International Fellowship scholar. Results showed that majority of the faculty members were not able to avail any of the scholarship grants since their employment status is on part-time basis only. There were 22 or 25 percent of the faculty who were able to attend a Research Seminar Workshop. The result disclosed that majority of the faculty are already research oriented, and have been exposed to the new methods and strategies relevant to research and thus apply their knowledge in research in the classroom setting. 15 or 17.04 percent had attended an International Research Symposium, 10 or 11.36 percent attended Brain-based Learning and multiple intelligences similarly with TESOL, TOS/Syllabi making as well as those faculty members with no seminars and trainings attended, six (6) or 6.82 percent attended trainings on the implementation of K-12, three (3) or 3.40 percent attended an International Dance Workshop, and few others had two (2) or 2.27 percent who did not attend a Regional Congress for Student Teachers.

Finally, 20 or 21.74 percent of the faculty members taught professional education subjects in the last three years implying that most of the faculty respondents have a degree of expertise in teaching professional education subjects than other members of the faculty. 12 or 13.04 percent taught English, 11 or 11.96 percent taught general education subjects.

Table 1: Faculty Profile

Highest educational attainment	f	%attainment
With doctorate degree	12	19.35
With doctorate units	16	25.80
With master's degree	10	16.12
With master's units	24	38.71
Diploma course	0	0
Total	62	100.00
Field of Specialization		
English	12	19.35
Filipino	7	11.29

Values	1	1.61
TLE/Tech Education	13	20.97
Biological/Physical		
Sciences	10	16.13
Mathematics	6	9.68
Social Sciences	6	9.68
Mapah	5	8.06
Others	2	3.20
Total	62	100.00
Eligibility		
LET	27	36.99
PBET	13	17.81
National		
Teacher's exam	6	8.22
CSC Prof	10	13.70
CSC sub-prof	11	15.07
PD 907	1	1.37
Magna Carta	4	5.48
No Eligibility	1	1.37
Total	73	100.00
Teaching Experience		
1-5 years	16	25.80
6-10 years	12	19.35
11-15 years	9	14.52
16-20 years	3	4.84
21-25 years	5	8.06
Total	45	100.00
Faculty Profile	f	%
26-30 years	6	9.68
31 years and above	11	17.75
Total	62	100.00
Scholarship grants		
Fac Dev Program	7	11.30
Academic scholar	1	1.61
PASUC scholar	1	1.61
Massive Upgrading	1	1.61
International fellowship	1	1.61
No scholarship	51	82.26
Total	62	100.00
In-Service Trainings and Seminars		
Research Seminar	22	25
Int Research Seminar	15	17.04
Int Dance Workshop	3	3.40
K-12	6	6.82
Brain- Based and MI	10	11.36
Regional Congress for		
Student Teachers	2	2.27
TESOL	10	11.36
TOS/Syllabi making	10	11.36
No. Seminars Attended	10	11.36
Total	88	100.00
Subjects taught in the last three years		
English	12	13.04
Filipino	7	7.61
Values	7	7.61
General Education	11	11.96
Prof Ed	20	21.96
TLE/TECH Ed	7	7.61
Biological/Physical Sci	7	7.61
Mathematics	7	7.61
Soc Sciences	7	7.61
MAPEH	3	3.26
Research Management I	1	1.09
Humanities	3	3.26
Total	92	100.00

seven (7) or 7.61 percent taught TLE and a similar proportion of the faculty taught Filipino, Values Education, Biological/Physical Sciences, Mathematics, and Social Sciences, three (3) or 3.26 percent of the taught MAPEH, and also the same proportion taught humanities, and one (1) or 1.09 percent taught Research Management.

3.2 Level of Performance of the Faculty Members.

The overall mean rating was 95.2% interpreted as very satisfactory which means that the faculty members are committed, good caliber, very knowledgeable to the subject matter, were able to teach for independent learning, and were very dedicated in their responsibilities as teachers.

Table 2: Level of performance of COED faculty

Mean Rating	f	%Commitment
4.4-5.0	50	80.65
3.4-4.3	12	19.35
2.4-3.3	0	0
2.0-2.3	0	0
Total	62	100.00
Knowledge of subject matter		
4.4-5.0	55	88.71
3.4-4.3	7	11.29
2.4-3.3	0	0
2.0-2.3	0	0
Total	62	100.00
Teaching for Independent Learning		
4.4-5.0	53	85.48
3.4-4.3	9	14.52
2.4-3.3	0	0
2.0-2.3	0	0
Total	62	100.00
Management of Learning		
4.4-5.0	55	88.71
3.4-4.3	7	11.29
2.4-3.3	0	0
2.0-2.3	0	0
Total	62	100.00
General Rating		
4.4-5.0	3	4.84
3.4-4.3	59	95.16
2.4-3.3	0	0
2.0-2.3	0	0
Total	62	100.00

The BSEd students' overall average in Basic Education was 31.48 percent, 26.60 percent in Major Course 25.74 percent in Professional Education. Their mean rating is 27.94 percent. There was a low passing percentage for the repeaters in the three subjects as indicated in their overall mean of 11.10. This could mean that the repeaters found difficulty in the test since their performance was poor.

Table 3: Students' Level of Achievement in Licensure Examinations for Teachers (LET) of Naval State University

Bachelor in Elementary Education (First Time Takers)				
Subject	2009-2010	2010-2011	2011-2012	Average
Basic Education	46.69	34.64	60.90	47.40
Prof Education	15.50	46.41	54.49	38.80
Major Course	39.54	49.50	54.84	47.96
Mean	33.91	43.52	56.74	44.72
Bachelor in Elementary Education (Repeaters)				
Subject	2009-2010	2010-2011	2011-2012	Average
Basic Education	18.10	9.48	26.56	17.71
Prof. Education	11.46	7.74	19.60	12.93
Major Course	12.97	25.26	55.24	31.15
Mean	14.18	13.16	33.80	20.60
Bachelor in Secondary Education (First Time Takers)				
Subject	2009-2010	2010-2011	2011-2012	Average
Basic Education	45.84	21.82	26.79	31.48
Prof. Education	13.34	29.95	33.93	25.74
Major Course	37.50	27.00	24.29	26.60
Mean	32.23	26.26	28.30	27.94
Bachelor in Secondary Education (Repeaters)				

Subject	2009-2010	2010-2011	2011-2012	Average
Basic Education	14.02	12.53	8.59	11.71
Prof. Education	7.92	9.94	9.48	9.11
Major Course	11.82	12.62	13.08	12.50
Mean	11.25	11.70	10.38	11.12

3.3 Students' Level of Achievement in Licensure Examination for Teachers (LET) OF Naval State University.

With an overall average in Major Course posted at 47.96 categorized as average level, the data revealed that the first time takers had a better performance in Major Courses than in Basic Education or in Professional Education. This could imply that the students were nevertheless moderately prepared for the LET examination. The repeaters' level of performance in Major course was posted at a mean of 20.60% interpreted as below average. The findings revealed that the repeaters found difficulty in answering the test and performed much lower than that of the first time takers. It implies that they were not as prepared as the first time takers in taking the examination; ; thus the need for them to undergo a formal review.

Table 4: Problems Encountered by the faculty in preparation for LET

Problems Encountered by the faculty in preparation for LET	<i>f</i>	%
Inadequate/insufficient review materials	22	24.44
Difficulty to comprehend on the part of the students	12	13.33
Financial constraints of students	10	11.10
No core group to conduct review classes	10	11.11
Lack of focus during lectures to students	7	7.78
Students' willingness to learn during review is less than 100%	5	5.60
Curriculum are not well organized	5	5.60
Books and review materials are outdated in the library	3	3.33
Lack of professional preparation of reviewer	2	2.22
Less updates on development of examination	5	5.60
Lack of critical/analytical thinking of students	3	3.33
Lack of support from parents	2	2.22
Lack of competency guide on major subjects	2	2.22
Overloaded	2	2.22
Total	90	100.0

Problems Encountered by the Faculty in Preparation for the LET

The faculty-respondents revealed the following problems in preparation for the LET; insufficient review materials and books, difficulty by the students to comprehend, financial constraints of the students, no core group to conduct review classes to the students, student's lack of focus during lectures, student's willingness to learn during class lecture, curriculum was not well-organized in the library, less updates on development of the examination, lack of professional preparations of reviewers, lack of support from parents, lack of competency guide on major courses, and overloaded faculty members. Results revealed that the most common problem observed by the faculty members in preparation for was insufficient/inadequate books and review materials. This implies that the library lacks the required updated books and review materials to be utilized in preparing for the LET; the need for the school to procure.

Table 5: Problems Encountered by the Students

Problems Encountered by the Students	<i>f</i>	%
Insufficient review materials	135	15.68
Insufficient time to focus in the review	130	15.09
Financial problems	85	9.87
Difficulty to understand the content	90	10.45
Did not enroll in review classes	96	11.15
Lack of emotional and psychological preparedness	70	8.13
Irrelevant review materials	70	8.13
Attitude problem	30	3.48
Inconsistent answers in the review materials	40	4.64
Graduated several years passed	30	3.48
Some objectives were not met in our school	20	2.32
Change of curriculum	20	2.32
Family problem	20	2.32
Health problems	15	1.74
Overconfident	10	1.16
Total	861	100.00

Problems Encountered by the Students in Preparation for the LET

The data also showed that 135 or 15.68 percent of the students encountered insufficient review materials, 130 or 15.09 percent had didn't find time to devote to the review because work, 96 or 11.15 did not enroll in review classes, 90 or 10.45 percent have difficulty in understanding the content of the review questionnaires, 85 or 9.87 percent suffered financial constraints, 70 or 8.13 lacked emotional and psychological preparedness, another 70 or 8.13 percent unexpectedly used irrelevant review materials, 40 or 4.64 percent were confused because of inconsistent answers in the review materials, 30 or 3.48 percent already graduated several years passed, another 30 or 3.48 percent had attitude problems, 20 or 2.32 percent observed that some objectives in the LET were not met in class discussions, another 20 or 2.32 percent change in curriculum, still another 20 or 2.32 percent have family and health problems, and 10 or 1.16 percent were simply overconfident.

Results revealed that most common problem encountered by the students was the lack of insufficient and inadequate books and review materials. The findings implied that the school lacked the required review and updated materials or simply that the students themselves lacked the initiative to search for these resources.

3.4 Relationship Variables

Pearson correlation analysis showed that eligibility of the faculty ($r = .64, p < .01$), the faculty members' teaching experience ($r = .75, p < .01$), and subjects taught in the last three years ($r = .78, p < .01$) were highly related to their level of teaching performance.

However, the highest educational attainment was not significantly related to their level of teaching performance. Similarly, the field of specialization of the faculty was not related to their level of teaching performance.

But Pearson correlation analysis showed that eligibility of the faculty ($r = .64, p < .05$) was significantly related to their level of teaching performance, which indicates that the more eligibility the faculty have, the better is their level of teaching performance. Likewise, the faculty members' teaching experience ($r = .75, p < .01$) was highly related to their level of teaching performance, which also indicates that the longer they teach, the better is their level of teaching performance because they already have an experience as to what kind of strategies and methods that will best be applied to the different kinds of students. Scholarship grants availed by the faculty members were not significantly related to their level of teaching performance.

Analysis showed that in-service training and seminars attended by the faculty members were not significantly related to their level of teaching performance. But the subjects taught in the last three years ($r = .78, p < .01$) were highly related to their level of teaching performance which means that the more permanent subjects given to the faculty, the higher is their expertise in the subjects they taught which also influences their level of teaching performance.

The level of teaching performance of the faculty members was significantly related to the level of achievement of the BEd and BSEd students in the licensure examinations ($r = .74, p < .05$). This means that the better teaching performance of the faculty, the higher is the level of achievement in LET of BEd and BSEd students.

IV. Conclusion

Based from the findings in the study, the following conclusions were drawn; First, the level of teaching performance of the faculty members is significantly related to the levels of achievement in the Licensure Examination for Teachers (LET) of the Bachelors of Elementary and Secondary Education students. Second, the first time takers' level of achievement in the LET for the Bachelor of Elementary Education students is average, and below average for the repeaters. Third, the first time takers' level of achievement in the LET for the Bachelor in Secondary Education is below average; and poor for the repeaters.

V. Recommendations

In the light of the findings and conclusions derived from this study, the researcher offers the following recommendations: The College of Education should maintain/keep up their level of teaching performance. The University must employ faculty members who are LET passers who can impart and share their experiences in preparation for the Examination. Teachers must be sent to in-service trainings and seminars to upgrade themselves of the newest innovations in teaching; thereby, enhancing their teaching performance. The school administration must procure updated, relevant and sufficient review materials for the LET. Review classes must be incorporated in the curriculum, especially in the final year of studies immediately before the LET. Constant monitoring and continuous follow-up studies of the faculty members' teaching performance should be conducted.

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