

Family-related Factors Influencing Success in the Licensure Examination for Teachers

Catherine B. Caranguian

*Cagayan State University, Tuguegarao City, Cagayan Province, Philippines, 3500
E-mail: catherinecaranguian@gmail.com*

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ABSTRACT The Filipino family values education as a driving force toward social mobility. However, there is a dearth of studies showing the influence of family-related variables to licensure examination for teachers (LET) success. Hence, using descriptive-correlational, the study examined the association between family profile and LET performance. Tracing 648 graduates of the Bachelor of Elementary Education (BEEd) program in a Philippine public university covering the academic years 2015-2019, the study revealed that almost all passed the LET (overall, general education, and professional education). Notably, the study has proven that family profile is a significant driver in the LET success. Belonging to a nuclear, intact, and high economic status family contributes to higher chances of passing the LET. Also, BEEd graduates whose parents have better educational attainment and are skilled, agricultural, fishery, and forestry workers tend to pass the LET. These family profile variables may work alongside other academic-related variables; thus, LET performance is a confluence of many interrelated variables.

INTRODUCTION

Filipino families highly regard education and consider it a potent means of social mobility (Mamba et al. 2020). For Filipinos, education is believed to be an avenue for a change of landscape in terms of living standards and society's prestige in the future of their children. This concept of education as a means to a better living and social stature puts all efforts and sacrifices of parents into supporting the education of their children. It is not solely a monetary reward but also a social stature benefiting both the parents and their children (Vila 2000). Similarly, Bondoc (2017) claimed that Filipinos' concept of education is not just monetary recompense but symbolizes a family's respect and social standing. Hence, one of the important decisions of every Filipino family is the choice of school that can provide quality education.

In the Philippines, one major function of Teacher Education Institutions (TEIs) is to provide relevant and quality instruction to pre-service teachers (Vecaldo et al. 2017; Vecaldo 2020). Such quest for quality pre-service teacher education is echoed by the Commission on Higher Education, which provides quality instruction vis-a-vis the urgent needs of the Filipino learners and the requirements of industry in general. Hence, one of the primary indicators of measur-

ing the quality of TEIs is the LET results. Under Republic Act 7836, otherwise known as the Teachers' Professionalization Act of 1994, LET is a determinant for a teacher education graduate to become a licensed professional teacher (Antiojo 2017) for the secondary and elementary levels. With a 75 percent overall passing rate, examinees taking the secondary LET must pass the field of specialization (S-40%), professional education (PE-40%), and general education (GE-20%). On the other hand, the examinees of elementary LET need to pass the PE (60%) and GE (40%).

Recent studies have shown a dismal and declining performance of LET examinees at the national level (Interaksyon 2017). Almost half of the TEIs that offer BEEd had below national passing rates (Malipot 2017). Specifically, there was a decline in BEEd LET performance, with graduates of private HEIs having lower scores for GE but high for PE (Puertos 2015). However, the overall passing rates of BEEd first-time takers increased considerably between 2010 and 2012 but gradually declined until 2016 (Generalao et al. 2022).

Contextually, LET performance is influenced by numerous interplaying factors. For example, personal variables such as age (Delos Angeles 2019) and gender (Ferrer and Buted 2015) significantly impact LET performance. Also, grad-

uates with high average grades had better chances of successfully passing the LET. While some personal and academic profiles are significantly related to LET performance, extant literature shows that there is a paucity of studies relating LET performance to family variables such as structure of the family, parents' education, parents' employment and family's income. Thus, it is crucial to explore family-related variables affecting the BEEd LET performance to better understand this phenomenon. The results may provide baseline data for crafting interventions in improving the BEEd program. Also, analyzing the nexus between family variables and LET success may indubitably enhance the pedagogical practices to improve student learning.

Objectives of the Study

The study answered the following questions:

1. What is the family profile of the respondents in terms of family structure, parents' marital status, parents' educational attainment, parents' occupation, and the family's monthly electric bill?
2. What is the LET performance of the respondents in terms of general education, professional education, and overall ratings?
3. Is there a relationship between the respondents' family profile and LET performance?

Literature Review

LET Performance of BEEd Graduates

Previous researchers have investigated the licensure performance of aspiring elementary school teachers in the Philippines. For instance, Generalao et al. (2022) showed that the overall passing rates of BEEd first-time takers increased considerably between 2010 and 2012 but gradually declined until 2016. Significantly, they attributed this finding to changes in the examination features and TEIs' instructional quality issues. Moreover, Chan-Rabanal (2016) reported that the majority of the prospective elementary teachers from a public TEI in the Philippines successfully passed the LET. Similarly, in a university in the Cordillera region, Botengan et al. (2018) found that BEEd graduates' cumulative performance ratings surpassed the passing rate

nationwide. Notably, the percentage passing rate in professional education (PE) was higher than in general education, and the first-time takers consistently outpaced the repeaters.

On the one hand, Bellen et al. (2018) investigated the LET performance of graduates from a TEI in Visayas. It was found that BEEd graduates obtained an average rating with GE and PE scores that were above average. Moreover, in a Mindanao context, Puertos (2015) revealed that the LET performance of BEEd graduates of a private HEI was low for GE but high for PE. The researcher attributed this low rating in GE to the poor quality of test items made by TEIs' faculty, who primarily focus on low-level thinking skills rather than high-level cognitive capacities.

Variables Influencing LET Performance

The extant literature bares the role of personal profile in the success of LET performance. For instance, age has been found to predict LET performance significantly. Delos Angeles (2019) noted that older examinees are more likely to pass the LET than younger ones. The researcher theorized that older examinees' maturity level and discipline over time led to the sufficient intellectual and emotional preparations required for challenging examinations. Interestingly, even though teacher education is female-dominated, being a male or a female positively influences LET performance, for example male examinees performed better than females (Ferrer and Buted 2015).

In most previous studies about the factors associated with LET performance, the academic variables have been commonly included in the analysis (Dangan 2015; Visco 2015a; Pamittan et al. 2022). One of them is the college grade point average (GPA), but a few studies have shown mixed results. In particular, a higher GPA leads to better chances of successfully passing the LET (Ferrer and Buted 2015; Delos Angeles 2019). However, Dato-on et al. (2017) found otherwise. The negative correlation implied that examinees with high GPAs tend to obtain low LET results. Also, college grades did not appear as a success indicator of LET (Visco 2015b). Hence, these conflicting findings necessitate further investigation in the present study that may provide additional data on the role of GPA in various measures of success.

On the one hand, teacher-related and school-related factors have been documented as success indicators in LET. For instance, admission and retention guidelines and faculty competence contribute to LET success (Faltado 2014). On the other hand, Visco's (2015b) findings affirmed that faculty educational attainment, capacity-building attended, academic rank, and teaching load can directly influence LET performance. Also, administrative services such as support to staff, human relations, and linkages are significant predictors of LET success.

Family Profile Variables as Success Indicators of Academic-related Undertakings

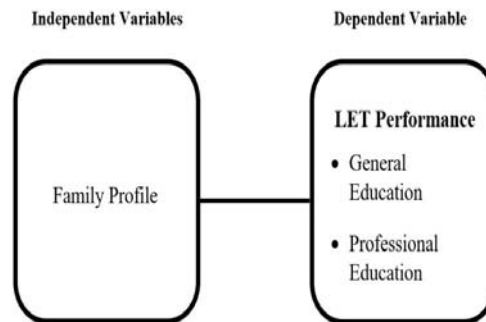
The literature on the family profile characteristics directly impacting LET performance is limited. According to existing research, several family-related variables appear to be success indicators in academic success. For example, a study found that parental education directly impacts students' educational outcomes (Harju et al. 2020). It was stressed that students with parents having high education attainment tend to succeed in their academic attempts. Furthermore, academic achievement is influenced by family structure. According to Nato (2016), students from nuclear families and single-parent homes performed well academically.

Furthermore, a family's socioeconomic status significantly relates to performance in Programme for International Student Assessment PISA (Thomson 2018). It was found that those learners from affluent families performed better than those from poor families. Along this vein, a study showed a significant relation between employment and learners' scholastic performance (Darko-Asumadu and Sika-Bright 2021). Parents with good occupations show a positive effect on learners' academic achievement and even employment (Pamittan et al. 2022).

Research Paradigm

The present study is guided by the research paradigm indicated in Figure 1 considering the variables explained in the literature review. The paradigm depicts the interplay of the independent and dependent variables. Hence, the BEEEd graduates' family profile at the time of graduation

constitutes the independent variables. These variables include family structure, parents' educational attainment, parents' marital status, parents' occupation, and the family's monthly energy bill as a substitute metric for the family's economic status. Meanwhile, the dependent variable is the LET performance referring to the rating obtained by the respondents in GE (40%) and PE (60%). The passing rate of elementary LET is 75 percent.



METHODOLOGY

Research Design

Using the descriptive-correlational design, the study examined the association between the BEEEd graduates' family profile and their LET performance. The descriptive component covers the family profile and LET performance. Meanwhile, correlational design is used to examine the association of variables but not their causality (Stangor 2011).

Respondents

The respondents were the 684 (564, females; 120, males) BEEEd graduates for the Academic Years (AY) 2015-2019 with the mean age of 21.10 years. These respondents were the only ones successfully traced and were willing to participate in the survey. Hence, the respondents constituted only 73.07 percent of the total graduates from AY 2015-2019. Almost all who participated were LET passers and only four (4) obtained an overall rating below percent. Table 1 presents the respondents' distribution by AY graduated.

Table 1: Frequency distribution of the respondents by AY graduated

<i>AY graduated</i>	<i>Number of graduates</i>	<i>Number of graduates traced</i>	<i>Percent of graduates traced</i>
2015	279	210	75.3
2016	207	164	79.2
2017	170	112	65.9
2018	125	96	76.8
2019	155	102	65.8
Total	936	684	73.07

Research Instrument

The researcher used a questionnaire (Google form) as the main instrument in eliciting the family profile of the target respondents. The items of the questionnaire were made by the researcher based on her literature review. The instrument underwent qualitative content validation from three experts, namely, a research professor, an education program supervisor, and a faculty of a teacher education program. The validated questionnaire was subjected to pilot testing to 10 non-respondents to ensure the comprehensibility of the items.

Data Gathering Procedure

The researcher sought permission from the Cagayan State University, Philippines for the conduct of the study. Also, the prior consent of the respondents was secured. Hence, the respondents were informed on the purposes, methodology, and expectations of the study. They were assured that their confidentiality and identity would be maintained.

Furthermore, the LET performance of the respondents were taken from the respondents' official LET ratings (overall, GE, PE) issued by

the Philippine Professional Regulation Commission. The respondents scanned their ratings and sent them to the researcher. In compliance with Data Privacy Act, the researcher sought first the approval of the respondents before the ratings were obtained.

Data Analysis

The frequency count and percent were used to determine the respondents' family profile. Meanwhile, mean, median, and standard deviation were used to ascertain the respondents' LET performance in terms of overall, GE, and PE ratings. Moreover, the researcher employed ETA correlation to examine the relationship between the respondents' family profile and LET performance. The hypothesis was tested at 0.05 level of significance.

RESULTS

Table 2 presents that most of the respondents belong to a nuclear family (74.3%) and have intact parents (77.8%). Most of them have fathers who finished elementary education (35.7%) and are employed as skilled agricultural, forestry, and fishery workers (39.8%). Similarly, most of them have mothers who finished elementary (30%). On the other hand, majority of the respondents have mothers with no employment (52.9%). Finally, the most of them have families with Php. 748.71 average monthly electric bill expenses, implying that a greater proportion of the respondents belong to the low-income group.

Table 3 shows that in the overall LET rating, the majority of the respondents successfully passed the exam (99.4%) while only four (0.6%) failed. Regarding GE, a greater promotion (94.2%) of the respondents obtained a passing rate of at least 75 percent, while 5.8 percent garnered a failed rating. For the PE component, a majority

Table 3: LET performance of the graduates

<i>LET result</i>	<i>Categories</i>	<i>Frequency (n= 684)</i>	<i>Percent</i>	<i>Mean</i>	<i>S.D.</i>	<i>Median</i>
<i>Overall</i>	Failed	4	0.6	72.5	1.8	72.5
	Passed	680	99.4	79.3	3.2	78.8
<i>General education</i>	Failed	40	5.8	70.7	3.1	72.0
	Passed	644	94.2	80.1	4.7	79.0
<i>Professional education</i>	Failed	38	5.6	70.4	7.2	73.0
	Passed	646	94.4	79.4	3.1	79.0

Table 2: Respondents' family profile

<i>Variables</i>	<i>Categories</i>	<i>Frequency (n= 684)</i>	<i>Per- cent</i>
<i>Family Structure</i>	Nuclear	508	74.3
	Extended	138	20.2
	Solo parent	38	5.6
<i>Parents' Marital Status</i>	Intact	532	77.8
	Widowed	42	6.1
	Separated	110	16.1
	None	22	3.2
<i>Father's Educational Attainment</i>	Elementary education	245	35.8
	Secondary education	229	33.4
	Post- secondary/Non- tertiary education	62	9.1
	Bachelor level education or equivalent	118	17.3
	Master's or equivalent	8	1.2
	Retired/ deceased/ unemployed	192	28.1
	Elementary occupations	12	1.8
	Clerical support	102	14.9
<i>Father's Occupation</i>	Craft and related trade works	70	10.2
	Plant and machine operators and assemblers	10	1.5
	Skilled, agricultural, fishery, and forestry workers	272	39.8
	Armed forces	8	1.2
	Professionals	18	2.6
	None	8	1.2
	Elementary education	210	30.7
	Secondary education	194	28.4
<i>Mother's Educational Attainment</i>	Post-secondary non-tertiary education	84	12.3
	Bachelor or its equivalent	156	22.8
	Master's or its equivalent	32	4.7
	Unemployed/Retired/ Deceased	362	52.9
	Elementary occupations	30	4.4
	Clerical support	120	17.5
	Craft and related trades workers	4	.6
<i>Mother's Occupation</i>	Skilled, agricultural, forestry, and fishery workers	120	17.5
	Professionals	48	7.0
	Family's Monthly Electric Bill	166	24.3
	Php 301 pesos to Php 600	230	33.6
<i>Family's Monthly Electric Bill</i>	Php 601 pesos to Php 900	100	14.6
	Php 9001 pesos to Php 1,200	82	12.0
	Php 1201 pesos to Php 1,500	50	7.3
	Php1, 501- Php 1,800	8	1.2
	Php 1,801 pesos to Php 2,100	26	3.8
	More than Php 2,100	22	3.2

Mean=Php748.71; S.D. =35.02; Median = 500

Table 4: Correlation between graduates' LET overall rating and their profile.

<i>Profile</i>	<i>Correlation coefficient</i>	<i>p-value</i>	<i>Interpretation</i>
Family structure	0.139	0.000	Significant
Parents' marital status	0.118	0.002	Significant
Father's educational attainment	0.104	0.006	Significant
Father's occupation	0.081	0.034	Significant
Mother's educational attainment	0.162	0.000	Significant
Mother's occupation	0.099	0.009	Significant
Family's monthly electric bill	0.116	0.002	Significant

*Significant at the 0.05 level (2-tailed)

(94.4%) of the respondents met the 75 percent passing rate, while only a few (5.6%) obtained a failed rating.

Table 4 reveals that all the respondents' family profile variables significantly influence their LET performance. Those from nuclear and intact families had higher LET ratings than their counterparts. Moreover, respondents with parents having higher educational attainment and are skilled, agricultural, fishery, and forestry workers performed better in the LET. Finally, respondents with higher economic status, as indicated in the family monthly electric bill, showed better LET performance.

DISCUSSION

The present study reveals that an overwhelming majority of the BEEd graduates from AY 2015-2019 have successfully passed the LET. This result conforms with the previous studies conducted (Chan-Rabanal 2016; Bellen et al. 2018; Visco 2015a) that BEEd graduates have satisfactory LET performance. Similarly, the present study notes that the percentage passing rate in PE was higher than in GE, supporting the findings of Botengan et al. (2018). As noted by Puerto (2015), the low rating in GE may be attributed to the poor quality of test items made by TEIs' faculty, who primarily focus on low-level thinking skills rather than high-level cognitive capacities.

Moreover, numerous interplaying variables influence LET performance. Among these variables is the family, which serves as the primary socializing agent of the respondents. Interestingly, belonging to a nuclear and intact family significantly impacts LET success. This context could be attributed to the notion that children growing up in a nuclear family receive better support than those in extended and solo parent family environments. Furthermore, belonging to a nuclear family suggests that parents are more likely to engage in prominent opportunities to settle on indispensable choices together and with their kids, which can be translated to their children's academic success (Nato 2016). Besides, parents in intact married families are most likely to help their children with their academic requirements, which may lead to academic success (Garg et al. 2007).

Significantly, the positive link between parental educational attainment and LET success indicates that BEEd graduates whose parents achieved higher education levels are more likely to pass the LET. As Sun et al. (2009) claimed, parents' educational attainment affects their children's degree of academic aspiration. In the Philippine context, it has been observed that parents who have profited from their education yearn that their children could maximize the same opportunities. Consequently, the parents become role models for their children to excel academically (Spera et al. 2009), which may be translated to high chances of passing the LET.

Remarkably, LET performance is significantly associated with one's economic standing. Because the investment in a learner's education is closely related to parents' wealth, learners from high-income families have a higher chance of passing the LET than their counterparts (Akee et al. 2008). Besides, previous researchers have noted that higher-income families may afford more to support their children's educational needs (Lara and Mahia 2019; Pagulayan et al. 2021), and more parental interaction and experience (Thomson 2018) may contribute to LET success.

CONCLUSION

The present study provides evidence that family-related variables are a significant driver in LET success. Belonging to a nuclear, intact, and high economic status family contributes to higher chances of passing the LET. Also, BEEd graduates with parents having high level of education and are employed in the agricultural sector have more likelihood of passing the LET. This family profile may work alongside other academic-related variables; thus, LET performance is a confluence of many interrelated variables.

RECOMMENDATIONS

To further explore the influence of family profile on LET success, the study recommends the inclusion of other family-related variables which were not captured in this study. In addition, a similar study may be designed and undertaken considering all programs of TEIs and utilizing other research designs and approaches.

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