



# THE PREPARATION AND CHALLENGES IN THE LICENSURE EXAMINATION FOR TEACHERS: THE CASE OF SOCIAL STUDIES REPEATERS

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# 01

## BACKGROUND OF THE STUDY

- The importance of licensure examination for educators in teaching institutions is an essential policy for public schools, and many private schools consider this a requirement in hiring teachers (Bagadion and Tullao, 2018).
- Passing the licensure examination is not easy because the examinee should obtain an average rating of 75% and must not get a rating below 50% in any of the three components. Thus, many prospective professional teachers fail the LET and need to retake the exam to pass. They are called repeaters.

# BACKGROUND OF THE STUDY

LET Performance of Selected TEIs in Region 3 from 2009-2016 (Nool and Ladia)

FIRST-TIMERS	9,887 out of 18,153 (54.5%)
REPEATERS	4,850 out of 26,118 (18.6%)
OVERALL PASSING RATE	14,737 out of 44,271 (33.29)

LET Performance of a State University in Central Luzon

TESTING DATES	FIRST-TIMERS	REPEATERS	INSTITUTIONAL PASSING RATE
SEPTEMBER 2017	79.89%	37.14%	72.90%
SEPTEMBER 2018	85.35%	24.24%	73.64%
SEPTEMBER 2019	82.19%	14.55%	68.61%

# BACKGROUND OF THE STUDY

- There are challenges that might affect the licensure examination result of an individual (Espartero, 2022)
- The researcher observes a lack of literature and studies about the challenges and preparation of repeaters who passed the Licensure examination after failing it once, particularly those specializing in Social Studies.

## **OBJECTIVES OF THE STUDY**

- To investigate the preparation of the Social Studies Repeaters in the Licensure Examination for Teachers.
- To identify the encountered challenges of the Social Studies Repeaters in the Licensure Examination for Teachers.
- To provide insights from the cases of the Social Studies Repeaters

## **THEORETICAL LENS**

Expectancy-Value Theory (EVT) by John William Atkinson (1964)

An individual's choices toward success are motivated by (1) expectancy and (2) value.

# METHODOLOGY

Single-case study

The Five (5) participants were selected through purposive sampling.

Utilization of multiple data sources such as in-depth interviews, memos, and self-reflective journals.

# DATA ANALYSIS

## BRAUN AND CLARKE'S THEMATIC ANALYSIS (2006)

1. Familiarization of Data
2. Coding
3. Generating Initial Themes
4. Reviewing of Themes
5. Defining and Naming Themes
6. Writing up



04

## RESULTS AND DISCUSSION

04 The preparations that were employed and proved advantageous in successfully acing the LET.

05 Drawn insights from the Social Studies First-Time Repeaters in passing the LET.

06 The implication of the Findings to Social Studies Education.

# 04

## PREPARATIONS IN THE LICENSURE EXAMINATION

### 01

### Self-Review as Major Preparation for the LET

Social Studies Repeaters only undergo self-review, particularly the reading of limited review materials during their free time since they prioritize other things such as their job.

**04**

# **PREPARATIONS IN THE LICENSURE EXAMINATION**

**02**

## **Limited Time for Preparation**

Though the Social Studies Repeaters are aware on the importance of preparing for the LET during their first take, the efforts and time for preparation is not well-grounded due to certain reasons which resulted in unfavorable outcome.

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## **THE ENCOUNTERED CHALLENGES THAT CONTRIBUTED IN FAILING THE LET**

**01**

### **Prioritizing Job than Licensure Examination**

Social Studies Repeaters chose to work right after graduation while preparing for the LET, which resulted in negative consequences. Working while preparing for the licensure examination can be challenging. It became difficult for them to balance the demands of a job with the time and effort required to study. This resulted in physical exhaustion.

**04**

# **THE ENCOUNTERED CHALLENGES THAT CONTRIBUTED IN FAILING THE LET**

**02**

## **Personal Issues**

The issues varied from financial constraints to mental factors (exam stress, overconfidence, etc.) which were not advantageous for the participants since it minimized their concentration and capabilities to master the content and competencies to be assessed by the mentioned high-stake assessment.

**04**

## **THE ENCOUNTERED CHALLENGES THAT CONTRIBUTED IN FAILING THE LET**

**03**

### **Mentally Bothered**

The lack of readiness made the Social Studies first-time Repeaters became mentally disturbed while answering the licensure examination impairing their ability to accurately answer test questions and ultimately resulting in failure in their first take.

# **INSIGHTS DRAWN FROM THE CASES OF SOCIAL STUDIES REPEATERS**

## **01 Distraction as Barrier in Passing the Licensure Examination**

The Social Studies Repeaters possess the desire to be a licensed professional teacher, but being distracted by other activities became a barrier to achieve the goal of passing the LET.

# CONCLUSION

- 01 The Social Studies Repeaters undergo limited preparation in taking the LET.
- 02 Social Studies Repeaters prioritize other activities that minimize their capabilities of acing the licensure examination.
- 03 The Social Studies Repeaters are aware of the significance of achieving the professional teaching license by passing the LET but there is a lack of exerted effort to achieve the said professional development.



# RECOMMENDATION

01

Social Studies Repeaters who are still not passing the LET can use their previous experiences as valuable insights to undergo preparation that will address and avoid the encountered challenges that became a factor of unsuccessful attempt in passing the LET.

02

On conducting In-house LET review sessions for Social Studies LET Repeaters, the university should provide holistic learning experience concentrating on the content of the examination, test-taking strategies, mental resilience, time and stress management.

03

Future researchers may conduct a study on the cases of Social Studies multiple LET repeaters and topnotchers as well as the pedagogical practices of professors in TEIs.

# Reference

01

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