

Predictors of the Licensure Examinations for Librarians' Performance of SMU Graduates

Febie G. Lanzuela¹, David A. Cabonero², Susan G. Cachola³, Nerieca Monsanto⁴

^{1,2,3,4} Saint Mary's University, Bayombong, Nueva Vizcaya, University Research Center, Philippines.

***Corresponding Authors:** Febie G. Lanzuela, Saint Mary's University, Bayombong, Nueva Vizcaya, University Research Center, Philippines.

ABSTRACT

One of the urgent and important concerns of the Bachelor of Library and Information Science (LIS) under the School of Education is the passing percentage of its graduates in the Licensure Examination for Librarians (LEL). The researchers conceptualized this study to determine the academic performance of LEL takers in their LIS major subjects and review courses, the performance of LEL takers and predictors of their performance in the board exam. Descriptive method was utilized. The research subjects were the LEL takers of the testing years 2007- 2013 who were graduates of SMU. Statistical tools used were frequency counts and percentages, Pearson Product Moment Correlation Coefficient, and multivariate regression analysis. Documentary analysis technique was used as the main tool in data gathering. Findings indicate that the academic performance of LEL takers on LIS major subjects was good and fair in their LIS review classes. The performance of the LIS takers in the Licensure Examination for Librarians was good. Ten (10) major LIS subjects have significant effect on the board performance of the LIS takers. Significant correlations exist between academic performance in LEL Core Subjects, LIS Major subjects including review subjects, and profile. The study concludes that academic performance in LIS major subjects and LIS review classes predict the LIS takers performance in LEL. Recommendations include assessment of LIS major and review subjects that do not have effect on the board performance of LIS takers.

Keywords: Academic Predictors of Licensure Examination for Librarians, Academic achievement, Licensure Examination for Librarians, Predictive validity

INTRODUCTION

The School of Education (SOE) of Saint Mary's University (SMU) of Bayombong, Nueva Vizcaya has grown into one of today's leading providers of basic, secondary and tertiary education not only in Nueva Vizcaya and in Region 02 but also in the Philippines. It is recognized as the Center of Excellence (COE) in Teacher Education throughout the country which is a pride of and honor to the University. The School of Education offers Bachelor of Secondary Education (BSED), Bachelor of Elementary Education (BEED), and Bachelor of Library and Information Science (BLIS).

In the old curriculum, students taking up Library Science were enrolled in BSED or AB curriculum, major or minor in Library Science. However, in the year 2005, Bachelor of Library and Information Science (BLIS) was offered in SMU.

Nevertheless, whichever program the students finished, to qualify the graduates in practicing their profession, they are required to take the

Licensure Examination for Librarians (LEL) as stipulated in Republic Act # 6966 which was later repealed by Republic Act # 9246, otherwise known as "Philippine Librarianship Act of 2003. Under the latter, Librarians should pass all the six core subjects:

- Organization and Management with laws, related practices and trends;
- Reference, Bibliography and User Services;
- Acquisition of Multimedia Information Sources;
- Cataloging and Classification;
- Indexing and Abstracting; and,
- Information Technology. To provide greater chance to BLI graduates in the LEL, prospective takers are required to take LIS Review courses (Navarro et al., 2011) covering the six LEL clusters.

The LEL is a way of assessing the success of the four-year preparation of the pre-service librarians in terms of the student's academic performance. The studies conducted by Bajet

(2001), as cited by Navarro et al. (2011) and Tolentino (2010) concluded that board examination result is significantly related to academic performance. This is further supported by the study of Pachejo and Allaga (2013) wherein measure of predictive validity revealed that there is a linear relationship between the three components of the exam and their overall board examination rating. It further revealed that, though weak, academic predictors were still found to have significant influence in the board examination result.

It is from this point that the researchers determined if the finished programs, academic performance, review courses as well as the profile of the students have significant effect in the result of the Licensure Examination for Librarians and consequently be considered as predictors. This will serve as a guide on what particular area in the program should be intensified to ensure the quality of graduates who can pass or perform well in the LEL.

OBJECTIVES OF THE STUDY

As a basis for formulating policy recommendations to improve the University's BLIS program and the graduates' performance in LEL, this study aimed to:

- 1) Determine the overall performance of the examinees during the said period in terms of passing rate and mean grade in general and in the LEL Board subject areas:
 - Organization and Management with laws, related practices and trends,
 - Reference, Bibliography & User Services,
 - Selection and Acquisition of Library Materials,
 - Cataloging and Classification,
 - Indexing and Abstracting, and
 - Information Technology from 2007-2013 where the SMU LIS Graduates were generally strongest and weakest; and
- 2) Determine the validity of the grades of the students in their review courses under the SMU BLIS curriculum in predicting their performance in general and in the aforementioned LEL Core subjects,

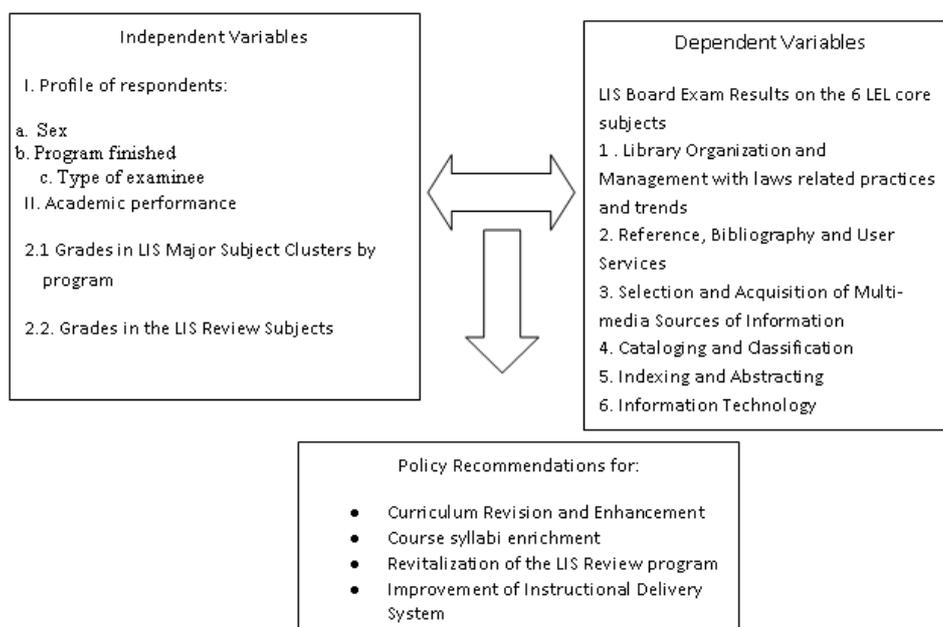
Specifically it aimed to find out the following:

- Profile of LEL takers in terms of:
 - Gender
 - Program finished (AB LS, BSED LS, BLIS)
 - Type of examinee (First timer, Repeater)

- Academic Performance of LEL takers (as indicated by grades) of the graduates in their:
 - LIS Major Subject Clusters (under AB LS, BSED LS, BLIS)
 - Cluster 1 LIS Subjects related Library and Information Management under:
AB – Library Science: LIS 1, LIS 6, LIS 14
BSED- Library Science: LIS 1
BLIS – LIS 1, LIS 6, LIS 20D, LIS 14, LIS 15, LIS 16 and LIS 17;
 - Cluster 2- LIS subjects related to Information Sources and Services under
AB – Library Science: LIS 5, LIS 9, LIS 13;
BSED- Library Science: LIS 5 ; and
BLIS: LIS 5, LIS 9 and LIS 20C;
 - Cluster 3- LIS subjects related to Collection Management of Information Resources under:
AB – Library Science: LIS 2 ;
BSED- Library Science: LIS 2; and
BLIS: LIS 2, LIS 20A, and LIS 13;
 - Cluster 4- LIS subjects related to Organization of Information Resources under:
AB – Library Science: LIS 3, LIS 4;
BSED- Library Science: LIS 3, LIS 4; and
BLIS: LIS 3, LIS 4, LIS 20B and LIS 12;
 - Cluster 5- LIS subjects related to Indexing and Abstracting under
AB – Library Science: LIS 7;
BSED- Library Science: LIS 7; and
BLIS: LIS 7, LIS 11 and LIS 20E; and
 - Cluster 6- LIS subjects related to LIS Information Technology under
AB – Library Science: LIS 8 (other computer subject);
BSED- Library Science: LIS 8 (other computer subject) ;and
BLIS: LIS 8, LIS 10 and LIS 20F
 - Review Courses:
 - LIS Review 1 is composed of Organization of Library Materials (Cluster 4), Indexing & Abstracting (Cluster 5), and Information Technology (Cluster 6), and
 - LIS Review 2 is composed of Library and Information Management (Cluster

Predictors of the Licensure Examinations for Librarians' Performance of SMU Graduates

- 1); Information Sources and Services (Cluster 2) and Collection Management (Cluster 3)
- Performance of LEL takers in the Licensure Examination for Librarians
 - Library Organization and Management with Laws, Related Practices and Trends
 - Reference, Bibliography & User Services
 - Selection and acquisition of Multi- Media Sources of Information
 - Cataloging and classification
 - Indexing and abstracting
 - Information Technology
- Significant correlation between the performance of LEL takers (grade in the LEL Core subjects namely:
 - Library Organization and Management with laws, related practices and trends,
 - Reference, Bibliography & User Services,
 - Selection and Acquisition of Library Materials,
 - Cataloging and Classification,
 - Indexing and Abstracting, and
 - Information Technology and their profile.
- Predictive value of Academic performance of LEL Takers based on the relationship of grade point average in LIS Major Subjects including Review 1 and 2 and score in the LEL Core Subjects.



CONCEPTUAL FRAMEWORK

Information and communication technologies induced great transformation in the field of librarianship. Naturally, with the mentioned situation, the academe and its academic curriculum follow. Library and information science curriculum has to be relevant to the profession so as not to lose its relevance and place in the society. This is clearly measured through the Licensure Examination for Librarians.

The performance of the graduates of library and information science in the LEL depends on the curriculum design, professional qualifications of teachers, state of the art facilities of the school and many others. Padre (2010) stated that one of the factors that could influence or predict the

performance of SMU graduates is the review subjects. However, as a result, it was concluded that the grades in the review courses are not good predictor in the CE Board Examination. Further, Forones (2012) opined that general education and professional subjects have predictive influence on the result of the Engineering Board examinations.

Having this as a basis, the LIS Core Major subjects including review subjects were compared with the LEL Core subjects results for the last seven (7) years to predict its validity. This will be the basis for improving the Bachelor of Library and Information Science Curriculum, course syllabi revision, revitalization of LIS review and instructional delivery system.

METHODOLOGY

Descriptive method was utilized. Documentary analysis technique was used as the main tool in gathering the data of this study. The grades obtained by the LEL takers in their identified subjects which include LIS review subjects were derived from their records at the Registrar's Office. Their board ratings in each of the LEL Board subjects as well as their overall board ratings were gathered from the PRC documents, which were obtained from office of the Dean of the School of Education. The research subjects were the LEL takers of the testing years 2007-

2013 who were graduates of SMU. Frequency counts and percentages were used in treating the data for profile of respondents. For further analysis of the significant relationship between the independent and dependent variables, Pearson's Chi-Squared Test, and Fisher's Exact Test were utilized. To determine the predictive value of their average grades in each of the LIS subjects to their performance in each of the LEL Board subjects and the predictive value of their general averages in the LIS review subjects to their overall ratings in the board examination, linear regression analysis was used.

RESULTS AND DISCUSSIONS

Table1. *The Profile of Licensure Examination for LEL Takers*

According to Sex	Frequency	Percent
Male	10	14.90
Female	57	85.10
Total	67	100
According to Program Finished		
AB Library Science	11	16.40
BSEd Library Science	6	9.00
BLIS	50	74.60
Total	67	100
According to Type of Examinee		
First Takers	48	71.60
Repeaters	19	28.40
Total	67	100

The table shows that, in terms of the profile of LEL takers, majority of the Licensure Examination for Librarians takers were females (85.10%) and the males were composed of 14.90%; according to program finished, 74.60% of the respondents were graduates of Bachelor

of Library and Information Science program, 16.40% of the respondents were AB Library Science graduates and BSED Library Science graduates consisted of 9%; and, according to type of examinee, 71.60% of the respondents were first takers while repeaters were 28.40%

Table2. *Performance of LEL takers when grouped according to the Six (6) LIS Major Subject Clusters (under AB LS, BSED LS, BLIS) and Six LEL Core Subject Clusters*

Six Major Subject Clusters	Academic Performance	QD	Six LEL Core Subject Clusters	LEL Performance	QD
(1) Library and Information Management	87.67	Good	Library Organization and Management with Laws, Related Practices and Trends	77.36	Good
(2) Information Sources and Services	86.71	Good	Reference, Bibliography and User Services	76.28	Good
(3) Collection Management	87.23	Good	Selection and Acquisition of Multimedia Sources of Information	73.22	Poor
(4) Organization of Information Sources	85.80	Good	Cataloging and Classification	72.13	Poor
(5) Indexing and Abstracting	88.24	Good	Indexing and Abstracting	75.13	Good
(6) LIS Information Technology	85.98	Good	Information Technology	77.88	Good
Overall Mean	86.94	Good	Overall Mean	75.18	Good

As indicated in Table 2, the overall average performance of the respondents in the LEL was

“Good” having 75.18%. However, when the clusters were taken individually, the respondents

performed poorly in Cluster 3: Selection and Acquisition of Multimedia Sources of Information (73.22%) and Cluster 4: Organization of Information Sources (72.13 %). On the other hand, the LEL Takers had high mean academic performance in Indexing and Abstracting (88.24%), Library and Information Management (87.67%) and Collection Management (87.23%); while in the board exam, they performed well in Information Technology (77.88%), Library Information and Management (77.36%) and Reference,

Bibliography and User Services (76.28%). It can be noted that there is a difference in the academic performance and LEL performance particularly in Collection Management, thus we can conclude that LIS Core Major Subjects including review subjects can predict the performance of LEL Takers as affirmed by the study of Padre (2010) which stated that one of the factors that could influence or predict the performance of SMU graduates is the review subjects and according to Forones (2012) the general education and professional subjects.

Relationship the LEL takers board examination performance in the six LEL core subjects and their profile

Table3. Relationship the LEL takers board examination performance in the six LEL core subjects and Sex

		Cluster 1			Cluster 2			Cluster 3		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<= 74	Count	2a	13a	15	2a	12a	14	5a	23a	28
	Percentage	20.00%	22.80%	22.40%	20.00%	21.10%	20.90%	50.00%	40.40%	41.80%
75 - 79	Count	6a	21a	27	5a	30a	35	4a	23a	27
	Percentage	60.00%	36.80%	40.30%	50.00%	52.60%	52.20%	40.00%	40.40%	40.30%
80 - 84	Count	2a	18a	20	3a	13a	16	1a	9a	10
	Percentage	20.00%	31.60%	29.90%	30.00%	22.80%	23.90%	10.00%	15.80%	14.90%
85 - 94	Count	0a	5a	5	0a	2a	2	0a	2a	2
	Percentage	0.00%	8.80%	7.50%	0.00%	3.50%	3.00%	0.00%	3.50%	3.00%
Total	Count	10	57	67	10	57	67	10	57	67
	Percentage	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
		Cluster 4			Cluster 5			Cluster 6		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
4a	Count	26a	3a	30	3a	18a	21	2a	10a	12
	Percentage	40.00%	45.60%	44.80%	30.00%	31.60%	31.30%	20.00%	17.50%	17.90%
6a	Count	24a	5a	30	5a	18a	23	3a	18a	21
	Percentage	60.00%	42.10%	44.80%	50.00%	31.60%	34.30%	30.00%	31.60%	31.30%
0a	Count	6a	2a	6	2a	17a	19	4a	15a	19
	Percentage	0.00%	10.50%	9.00%	20.00%	29.80%	28.40%	40.00%	26.30%	28.40%
0a	Count	1a	0a	1	0a	4a	4	1a	14a	15
	Percentage	0.00%	1.80%	1.50%	0.00%	7.10%	6.00%	10.00%	24.60%	22.40%
10	Count	57	10	67	10	57	67	10	57	67
	Percentage	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Correlation Between the Board Performance of the LEL Takers' Grade in Clusters 1-6 and Sex

Table 3 shows that the result of the board performance of LEL takers in Library Organization and Management, Laws, Related Practices and Trends, Reference, Bibliography and User Services, Selection and Acquisition of Multi- Media Information Sources, Cataloguing and Classification, Indexing and Abstracting and Information Technology are not influenced by sex in any of the range of grades in the different clusters. Thus, there is no significant correlation between the performance of LEL takers' grade in the different Core LEL Subjects and sex. This is supported by the study of Ramos and Nera (2012) which concluded that among the researches they cited, none dealt with

the gender effects on licensure examination such as the LLE.

The table revealed that the AB Library Science (72.10%) LEL takers under Cluster 1 (Library Organization and Management with laws, related practices and trends) had very high percentage of failing the board exam compared to the BLIS takers (12%) and BSED (16.70%). This implies that the board performance of AB Library Science is significantly different with the BLIS graduate. Therefore, the board performance in Library Organization and Management is influenced by the course program finished by the LEL takers.

Predictors of the Licensure Examinations for Librarians' Performance of SMU Graduates

The table also revealed that the AB Library Science (54.50%) LEL takers under Cluster 2 (Reference, Bibliography and User Services) had higher percentage of not passing the board exam compared to the BLIS takers (14%) and BSED (16.70%) However, the board

performance of AB Library Science is not significantly different with the BLIS graduates. Therefore, the board performance in Reference, Bibliography and User Services is not influenced by the course program finished by the LEL takers.

Table 4. Relationship of the LEL takers board examination performance in the six LEL core subjects and Program Finished

Board Exam Rating		Cluster 1				Cluster 2				Cluster 3			
		AB	BSED	BLIS	Total	AB	BSED	BLIS	Total	AB	BSED	BLIS	Total
<= 74	Count	8a	1a, b	6b	15	6a	1a, b	7b	14	10a	2b	16b	28
	Percentage	72.70%	16.70%	12.00%	22.40%	54.50%	6.70%	14.00%	30.90%	90.90%	3.30%	32.00%	1.80%
75 – 79	Count	2a	2a	23a	27	5a	4a	26a	35	1a	4b	22a, b	27
	Percentage	18.20%	33.30%	46.00%	40.30%	45.50%	56.70%	52.00%	52.20%	9.10%	6.70%	44.00%	0.30%
80 – 84	Count	1a	2a	17a	20	0a	1a	15a	16	0a	0a	10a	10
	Percentage	9.10%	33.30%	34.00%	29.90%	0.00%	6.70%	30.00%	23.90%	0.00%	0.00%	20.00%	4.90%
85 – 94	Count	0a	1a	4a	5	0a	0a	2a	2	0a	0a	2a	2
	Percentage	0.00%	16.70%	8.00%	7.50%	0.00%	0.00%	4.00%	3.00%	0.00%	0.00%	4.00%	3.00%
Total	Count	11	6	50	67	11	6	50	67	11	6	50	67
	Percentage	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Cluster 4				Cluster 5				Cluster 6					
AB	BSED	BLIS	Total	AB	BSED	BLIS	Total	AB	BSED	BLIS	Total		
9a	2a, b	19b	30	7a	2a, b	12b	21	7a	1a, b	4b	12		
81.80%	33.30%	38.00%	44.80%	63.60%	33.30%	24.00%	31.30%	63.60%	16.70%	8.00%	17.90%		
2a	4a	24a	30	4a	3a	16a	23	4a	2a	15a	21		
18.20%	66.70%	48.00%	44.80%	36.40%	50.00%	32.00%	34.30%	36.40%	33.30%	30.00%	31.30%		
0a	0a	6a	6	0a	1a	18a	19	0a	3b	16a, b	19		
0.00%	0.00%	12.00%	9.00%	0.00%	16.70%	36.00%	28.40%	0.00%	50.00%	32.00%	28.40%		
0a	0a	1a	1	0a	0a	4a	4	0a	0a	15a	15		
0.00%	0.00%	2.00%	1.50%	0.00%	0.00%	8.00%	6.00%	0.00%	0.00%	30.00%	22.40%		
11	6	50	67	11	6	50	67	11	6	50	67		
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

Correlation Between the Board Performance of the LEL Takers' Grade in Clusters 1-6 and the Program Finished

In the board performance of LEL takers in Cluster 3 (Selection and Acquisition of Multi-Media Sources of Information), 90.90%, who were AB Library Science graduates, did not pass the LEL while 33.30% were BSED and 32% were BLIS. It can be deduced that the board performance of AB Library Science is significantly different from that of the BSED and AB Library Science.

Therefore, the board performance in Selection and Acquisition is influenced by the course program finished by the LEL takers. In addition, the table shows that the AB Library Science LEL takers under the Cataloging and Classification subject had very high percentage of not passing the board exam with 81.80% compared to the BSED Library Science with 33.30% and BLIS takers with 38%. However, the board performance of LEL takers in Cataloging and Classification subject is not significantly different in the program finished. Therefore, the board performance in Cataloging and Classification is not influenced by the course program finished by the LEL takers. The table also presents that the AB Library Science LEL takers under the Indexing and Abstracting

subject had high percentage of flunking the board exam with 63.60% compared to the BSED Library Science with 33.30% and BLIS takers with 24%. However, the board performance of LEL takers in Indexing and Abstracting subject is not significantly different in the program finished as shown in the computed Fisher's exact test of 0.135. Therefore, the board performance in Indexing and Abstracting is not influenced by the course program finished by the LEL takers. The table further reveals that the AB Library Science LEL takers under the subject Information Technology had high percentage of flunking the board exam with 63.60% compared to the BSED Library Science with 16.70% and BLIS takers with 8%. It is worthwhile to note that 50% of the BSED Library Science and 32% of the BLIS got a rating of 80-84 while 0% for the AB Library Science. The board performance of LEL takers in Information Technology subject is significantly different in terms of the program finished. Therefore, the board performance in Information Technology is influenced by the course program finished by the LEL takers. Further, the result is corroborated by the study of Bañez (2002) which contends that if a person

Predictors of the Licensure Examinations for Librarians' Performance of SMU Graduates

has excelled academically in the past, there is a greater chance for him to have a successful performance in licensure examination.

Table 5. Relationship of the LEL takers board examination performance in the six LEL core subjects and Type of Examinee

		Cluster 1			Cluster 2			Cluster 3		
		1 st Timer	Repeater	Total (Rating)	1 st Timer	Repeater	Total (Rating)	1 st Timer	Repeater	Total (Rating)
<= 74	Count	6a	9b	15	5a	9b	14	15a	13b	28
	Percentage	12.50%	47.40%	22.40%	10.40%	47.40%	20.90%	31.30%	68.40%	41.80%
75 – 79	Count	18a	9a	27	25a	10a	35	21a	6a	27
	Percentage	37.50%	47.40%	40.30%	52.10%	52.60%	52.20%	43.80%	31.60%	40.30%
80 – 84	Count	19a	1b	20	16a	0b	16	10a	0b	10
	Percentage	39.60%	5.30%	29.90%	33.30%	0.00%	23.90%	20.80%	0.00%	14.90%
85 – 94	Count	5a	0a	5	2a	0a	2	2a	0a	2
	Percentage	10.40%	0.00%	7.50%	4.20%	0.00%	3.00%	4.20%	0.00%	3.00%
Total	Count	48	19	67	48	19	67	48	19	67
	Percentage	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Cluster 4			Cluster 5			Cluster 6				
1 st Timer	Repeater	Total (Rating)	1 st Timer	Repeater	Total	1 st Timer	Repeater	Total		
17a	13b	30	12a	9a	21	4a	8b	12		
35.40%	68.40%	44.80%	25.00%	47.40%	31.30%	8.30%	42.10%	17.90%		
24a	6a	30	14a	9a	23	12a	9a	21		
50.00%	31.60%	44.80%	29.20%	47.40%	34.30%	25.00%	47.40%	31.30%		
6a	0a	6	18a	1b	19	18a	1b	19		
12.50%	0.00%	9.00%	37.50%	5.30%	28.40%	37.50%	5.30%	28.40%		
1a	0a	1	4a	0a	4	14a	1a	15		
2.10%	0.00%	1.50%	8.40%	0.00%	6.00%	29.20%	5.30%	22.40%		
48	19	67	48	19	67	48	19	67		
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

Correlation between the Board Performance of the LEL Takers' Grade in Clusters 1-6 and Type of Examinee

As indicated in table 5, the repeaters (47.40%) had high percentage of failing the board exam compared to the first takers (12.50%) in cluster 1 (Library Organization and Management with Laws, Related Practices and Trends). It is worthwhile to note that the 39.60% of the first takers got a rating ranging from 80-84 while 5.30% only for the repeaters. This indicates that the LEL board exam in Cluster 1 (Library Organization and Management with Laws, Related Practices and Trends) is influenced by the type of examinee. Further, in Cluster 2 (Reference, Bibliography and User Services) 47.40% were repeaters compared to the first takers with only 10.40%. It is worthwhile to note that 33.30% of the first takers got a rating ranging from 80-84 while 0% for repeaters. This shows that the LEL board exam in Cluster 2 (Reference, Bibliography and User Services) is influenced by the type of examinee. In Cluster 3 (Selection and Acquisition of Multi-Media Information Sources), 68.40% were repeaters compared to the first takers with only 31.30%. It is worthwhile to note that 20.80% of the first takers got a rating ranging

from 80-84 while 0% for the repeaters. For cluster 4, (Cataloguing and Classification), the repeaters were 68.40% while the first takers were 35.40%. It is important to note that the 0% of the first takers got a rating ranging from 80-84 while the only 5.30% only for the repeaters. It also shows that the first takers and repeaters have very slight difference in the results of board exam in Cluster 5 (Indexing and Abstracting subject). It is worthwhile to note that 37.50% of the first takers got a rating ranging from 80-84 while there were 5.30% for the repeaters. It can be inferred that the LEL board exam in Indexing and Abstracting is influenced by the type of examinee as affirmed by the study of Ramos, Anonaria, and Nera (2012) which concluded that first takers performed better than repeaters. In addition, the study revealed that in cluster 6 (Information Technology), 42.10% were repeaters and 8.30% were first takers.

As shown in the table, the p-values of the Fisher's exact test reveal that respondents' sex is a non-significant factor in the LEL Performance across all clusters while the number of BLIS

Predictors of the Licensure Examinations for Librarians' Performance of SMU Graduates

graduates who performed well is significantly higher than that of AB and BSED Library Science graduates in Clusters 1, 3 and 6.

Table6. Overall Relationship of the LEL takers board examination performance in the six LEL core subjects and their profile

LEL Core Subject Cluster	Sex	Program Finished	Type of Examinee
(1) Library Organization and Management, Laws, Related Topics and Trends	0.701	0.007	0.002
(2) Information Sources and Services	0.929	0.069	0
(3) Selection and Acquisition of Multimedia Sources of Information	1	0.016	0.015
(4) Cataloging and classification	0.729	0.178	0.059
(5) Indexing and Abstracting	0.839	0.135	0.022
(6) Information Technology	0.922	0.001	0

Moreover, the number of first takers who performed well in the LEL is significantly higher than the number of repeaters in all clusters except Cluster 4. The findings support the study of Ramos, Anonaria, and Nera (2012) that sex is not a significant factor in passing the

LLE but it negated that type of examinee and program finished are significant factors in passing the LLE. They also concluded that the first time takers perform better than the repeaters.

Table7. Predictive value of the performance of LEL takers in their review subjects and their performance in the six LEL core subjects

Review Subjects	Six LEL Core Subject Clusters Covered	Coefficient	Significance	Importance
LIS Review 1	Cluster 4 Cataloging and Classification	.644	.00	.405
	Cluster 5 Indexing and Abstracting			
	Cluster 6 Information Technology			
LIS Review 2	Cluster 1 Library Organization and Management with Laws, Related, Practices and Trends	.743	.000	.545
	Cluster 2. Reference, Bibliography and User services			
	Cluster 3 Selection and Acquisition of Multi- Media Sources of Information			
LIS Review Overall Performance	LEL Performance	.743	.000	.545

Table 7 shows the regression analysis on the respondents' performance in their review classes and their performance in the LEL. It can be seen that both review subjects, LIS Review 1 ($p = 0.000$) and LIS Review 2 ($p = 0.00$), have significant association with the board examination result. This further implies that, generally, performance in the review classes can statistically significantly predict the future performance of the graduates in the LEL. This is negated in the result of the study of Padre (2010) which concluded that the grades in the review courses are not good predictor in the CE Board Examination. This is supported by the study of Ramos (2009) which concluded that the LET performance (overall and by component areas) did not significantly correlate with grades in Review 1 (General Education). The exception is the component, major field. Review 2 (Professional Education and Major field) is a possible predictor of LET performance. To

further understand that there are other factors that predict board examination performance, the study of Saquing (2009) concluded that the factors that affected the NLE performance of SMU as perceived by some of the takers are composed of the preparation of the test takers themselves, the classification of the sub-tests and the nature of the test questions, the type of curriculum, instruction of faculty and learning style of the test takers.

FINDINGS

- Majority of the Licensure Examination for Librarians takers were females (85.10%); graduates of Bachelor of Library and Information Science program (74.60%); and first takers (71.60%).
- In general, the overall average mean of LIS Major Subject Clusters 1 to 6 was described as "Good" which means that there is a good

chance for all the LEL takers from SMU to pass the board exam. However, it was found that Organization of Information Sources, LIS Review 1 and LIS Review 2 were the Waterloo of the LEL takers based on their academic performance which may indicate a tendency that there will be a certain percentage of the LEL takers who cannot hurdle the board exam.

- The board performance of the LEL takers in Selection and Acquisition of Multi-Media Information Sources and Cataloging and Classification was "Poor" with a mean average of 73.22% and 72.13 % respectively which indicates that these were the most difficult subjects in the board exam.
- The results of the board performance were not influenced by sex in any of the range of grades in any of the LIS Major subject clusters; thus, there is no significant correlation between the performance of LEL takers' grade in Reference, Bibliography and User Services and sex. Clusters 1, 3 and 6 are significantly different in terms of program board exam than BLIS or BSED Library Science. Clusters 1 to 6 are significantly different in terms of type of examinee wherein repeaters have higher percentage of failing the board exam than the first takers.
- LIS 1 (Introduction to Library and Information Science), LIS 6 (Library and Information Management), LIS 14 (School Library Media Center), LIS 9 (Information Sources and Services 2), LIS 2 (Collection Management), LIS 3 (Organization of Information Sources 1), LIS 7 (Indexing and Abstracting), LIS 10 (Information Technology) 2, and LIS 8 (Information Technology 1) were found to be the most influential or have the most positive significant effect in the board examination performance of the SMU LEL takers.
- Review Subjects significantly predict the Board performance of LEL takers.

CONCLUSIONS

- The LEL takers have low academic performance in Organization of Information Sources, Collection Management, LIS Review 1 and LIS Review 2.
- The LEL takers had poor performance in Selection and Acquisition of Multi-Media Sources of Information and Cataloging and Classification subjects in the board exam.

- In general, the board performance is not influenced by sex while there is a significant difference in terms of program finished and type of examinee. The AB Library Science and repeaters can hardly pass the board exam.
- Only ten out of 23 subjects were found to be influential or have significant contribution in the board performance of the SMU LEL takers.

RECOMMENDATIONS

- The BLIS curriculum should be reviewed and enhanced particularly in the content of Organization of Information Sources, Collection Management, LIS Review 1 and LIS Review 2.
- Factors affecting the poor performance specifically the Selection and Acquisition of Multimedia Information Sources and Cataloging and Classification subjects in the board exam must be evaluated and improved specifically on instructional delivery, curriculum content and syllabi.
- SMU should offer LIS Review Program for the AB and BSED Library Science graduates and repeaters should undergo LIS review program to be able to hurdle the LEL board exam.
- Further research be undertaken to identify factors affecting poor performance in the LEL.

REFERENCES

- [1] Bañez, S. E. S. (2002). *Analysis of the university of Northern Philippines-college of teacher education performance in the licensure examination for teachers*, Unpublished Doctoral Dissertation, University of Northern Philippines
- [2] Forones, Jr, A. G. (2012). *Engineering board examination results: A measure of the predictive influence of the general education and professional subjects*. Retrieved June 28, 2015 from <http://research.uic.edu.ph/ojs/index.php/uicpj/article/viewFile/313/10>
- [3] Navarro, R., Vitamog, A., Tierra, R. & Gonzalez, D. M. (2011). Predictors of Nursing Board Examination performance. *JPAIR: Multidisciplinary Journal*, 6, 232- 246.
- [4] Pachejo, & Allaga (2013). Academic predictors of the licensure examination for teachers' performance of the Rizal Technological University Teacher Education Graduates. *International Journal of Educational Research and Technology*, 4 (4), 31-40.

Predictors of the Licensure Examinations for Librarians' Performance of SMU Graduates

- [5] Padre, E. (2010). Saint Mary's University Graduates' in the Civil Engineering Board Examination as correlated with their performance in the Institutional CE review subjects. *SMU-PEAR: Journal of Engineering & Architecture*, 4, 21-52.
- [6] Ramos, B. (2009). *Graduate's performance in the licensure examination for teachers and its correlates and predictors: A policy research model for improving the teacher- education program of a university*. Saint Mary's University Research Journal, 10, 57-87.
- [7] Ramos, A, Anonaria, A., & Nera, C. (2012). Factors affecting the performance of library and information professionals in the Librarians' Licensure Examination (LLE) 2006-2010, Part1: Age, Gender and Type of Examinee. *Journal of Philippine Librarianship*, 33, 55-63
- [8] Ramos, A., Anonaria, A. & Nera, C. (2013). Factors affecting the performance of Library and information Professionals in the Librarians' Licensure Examination (LLE) 2006-2010, part 2: year of graduation, Academic degrees, and educational institutions. *Journal of Philippine Librarianship*, 33 (1), 37-46
- [9] Saquing, M.P. (2009). Performance of Saint Mary's University in the Nurse Licensure Examination(1999-2008): A basis for curriculum development. Unpublished Master's Thesis. Bayombong, Nueva Vizcaya: Saint Mary's University.
- [10] Tolentino, L.S. 2010. *Factors related to passing the Philippine Nurses Licensure examination among Graduates of Tarlac State University*.

Six Major Subject Clusters	Six LEL Core Subject Clusters
(1) Library and Information Management	Library Organization and Management with Laws, Related Practices and Trends
(2) Information Sources and Services	Reference , Bibliography and User Services
(3) Collection Management of Information Sources	Selection and Acquisition of Multimedia Sources of Information
(4) Organization of Information Sources	Cataloging and Classification
(5) Indexing and Abstracting	Indexing and Abstracting
(6) LIS Information Technology	Information Technology

Six Major Subject Clusters	Six LEL Core Subject Clusters
(1) Library and Information Management	Library Organization and Management with Laws, Related Practices and Trends
(2) Information Sources and Services	Reference , Bibliography and User Services
(3) Collection Management of Information Sources	Selection and Acquisition of Multimedia Sources of Information
(4) Organization of Information Sources	Cataloging and Classification
(5) Indexing and Abstracting	Indexing and Abstracting
(6) LIS Information Technology	Information Technology