ACADEMIC ACHIEVEMENT AS A PREDICTOR OF LICENSURE EXAMINATION FOR TEACHERS (LET) PERFORMANCE AND EMPLOYMENT STATUS OF BSED VALUES EDUCATION GRADUATES

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ABSTRACT: *This study investigated the relationship between academic achievement, measured by Grade Point Average (GPA), and Licensure Examination for Teachers (LET) performance, as well as the employment status of Bachelor of Secondary Education (BSED) major in Values Education graduates. Using a descriptive-correlational design with a tracer study approach, the study included 20 graduates from [Name of Institution] who had taken the LET. Data on GPA and LET ratings in General Education, Professional Education, Major (Values Education), and overall average were obtained from institutional and PRC records, while employment status was collected using a validated questionnaire. Statistical tools included descriptive statistics, Spearman's rank-order correlation, chi-square tests, and regression analysis. The respondents had a mean GPA of 90.80 ("Good"), indicating commendable academic performance. Their mean LET scores were 85 in General Education, 85 in Professional Education, 87 in Major (Values Education), and 86 for the general average, reflecting consistent above-average performance, with the highest scores in their specialization. Correlation analysis revealed low and non-significant relationships between GPA and General Education ($\rho = 0.303$, $p = 0.193$), GPA and Professional Education ($\rho = 0.311$, $p = 0.481$), and GPA and LET general average ($\rho = 0.303$, $p = 0.194$). A moderate, statistically significant relationship was found between GPA and the Major (Values Education) rating ($\rho = 0.489$, $p = 0.029$), indicating that undergraduate academic performance was a stronger predictor of specialization outcomes than of other LET domains. Employment results showed that 55% of graduates were in teaching-related positions, mainly in private schools, while 45% were in non-teaching roles such as business, freelance work, and the BPO sector. These findings indicate that while GPA moderately predicts specialization performance, it has limited predictive power for other LET domains. Employment patterns suggest diverse career paths for Values Education graduates, emphasizing the need for holistic preparation that supports both licensure success and employability.*

Keywords: academic achievement, Grade Point Average, Licensure Examination for Teachers, employment status, Values Education graduates, tracer study.

1. INTRODUCTION

The Licensure Examination for Teachers (LET) serves as the primary benchmark for assessing the readiness and competence of future educators in the Philippines. As mandated by the Professional Regulation Commission (PRC), it is designed to ensure that only qualified individuals are granted the authority to teach, thereby safeguarding the quality of education delivered in schools nationwide. The LET has also been considered a reflection of the quality of instruction and training provided by Teacher Education Institutions (TEIs), making it a critical indicator for evaluating academic programs [1; 2].

Academic achievement, particularly the General Weighted Average (GWA) earned during undergraduate studies, has been widely recognized as a significant predictor of licensure performance. Numerous studies have established a strong positive correlation between graduates' academic records and their LET results, underscoring the importance of consistent scholastic performance as a foundation for professional success [3; 4; 5]. For instance, Ardina *et al.* [6] found that while academic performance was related to LET scores, the strength of the correlation varied depending on other contextual factors, such as teaching competencies, preparation programs, and institutional support.

Beyond licensure performance, the employment status of graduates has become an equally important measure of TEI effectiveness. Tracer studies have revealed that teacher education graduates with strong academic and professional preparation are more likely to secure stable employment, often in roles aligned with their specialization [7; 8]. Studies

also show that LET passers have better job prospects and are able to apply their competencies in diverse teaching contexts, contributing to the improvement of educational outcomes in the communities they serve [9]; [10].

While there is an abundance of research on the relationship between academic performance and LET results for graduates in general education, professional education, and major fields such as Mathematics, Science, and Elementary Education, there is a notable gap when it comes to Bachelor of Secondary Education (BSED) major in Values Education graduates. No published study to date has specifically examined whether the academic achievement of Values Education graduates predicts their LET performance and subsequent employment status. Considering that Values Education plays a crucial role in promoting moral development, ethical reasoning, and character formation among students, investigating the academic and professional trajectories of its graduates is both timely and necessary.

Specifically, it purports to shed light to the following questions:
1. What is the respondent's profile in terms of:
   1.1 GPA;
   1.2 LET rating in General Education;
   1.3 LET rating in Professional Education;
   1.4 LET rating in Major (Values Education);
   1.5 LET general average; and
   1.6 Employment Status?
2. Is there a relationship between the graduates' performance in

2.1 GPA vs GenED LET Result;
2.2 GPA vs ProfED LET Result;
2.3 GPA vs Major LET Result; and
2.4 GPA vs LET general average Result?
3. Is there a significant association between the graduates' GPA and their employment status?
4. Is there a significant association between the graduates' LET performance and their employment status?
5. What recommendations can be proposed to improve the LET performance and employment of the graduates?

2. REVIEW OF RELATED LITERATURE

The Licensure Examination for Teachers as a Measure of Teacher Quality

The Licensure Examination for Teachers (LET) is a national assessment mandated by the Professional Regulation Commission (PRC) to determine the competence of aspiring teachers in the Philippines. It evaluates candidates' mastery in General Education, Professional Education, and their field of specialization, ensuring that only those who meet the standards of the teaching profession are granted licenses [1; 11]. As such, the LET is widely regarded as both a gatekeeping mechanism for the profession and an indicator of the quality of Teacher Education Institutions (TEIs). Studies have consistently shown that institutional factors such as accreditation status, faculty qualifications, and the quality of instructional delivery contribute significantly to graduates' licensure performance [12].

Academic Achievement as a Predictor of LET Performance

Academic achievement, often represented by the General Weighted Average (GWA) or Grade Point Average (GPA), has been a strong focus of research as a predictor of LET performance. Numerous studies have confirmed a positive relationship between higher academic achievement and higher LET scores [2; 4; 5]. Regression models in several studies revealed that GPA significantly predicts performance across the three LET components, General Education, Professional Education, and the major field, indicating that consistent scholastic performance is a foundation for licensure success.

Mixed-method approaches have provided deeper insights into this relationship. Cahapay [3] found that cognitive factors, study habits, and metacognitive strategies significantly influence licensure outcomes. Similarly, Somosot et al. [13] applied probabilistic analysis to determine the likelihood of LET success based on academic indicators and preparation strategies. However, some studies noted variability in the strength of this correlation due to intervening factors such as teaching competence, quality of internship experiences, and institutional review programs [6].

Research focusing on specific majors reinforces these findings. For example, Navida and Cocal [5] discovered that among BSEd Mathematics graduates, performance in Professional Education subjects was the strongest predictor of LET success, followed closely by General Education. Dela Fuente [14] reported that for pre-service Physical Science teachers, mastery of specialization subjects and access to quality review programs significantly contributed to licensure performance. In local contexts, Igcasama et al. [15] emphasized that in- and off-campus pre-service training strongly influences LET results, while facilities and resources play a weaker role.

Institutional and Program Correlates of LET Success

The performance of graduates in the LET is not solely dependent on individual academic achievement but also on the institutional environment. TEIs with higher accreditation levels, better facilities, and more qualified faculty members tend to produce graduates with higher passing rates and average scores [12]. Valle and Brobo [1] highlighted that longitudinal monitoring of institutional performance is essential for sustaining high licensure passing rates, while Guzman [11] pointed out that fluctuations in results necessitate targeted interventions in specific content areas.

Graduate Employability and Tracer Study Findings

Graduate employability is another important indicator of TEI effectiveness. Tracer studies in teacher education consistently report high employment rates among graduates, short waiting periods before securing their first job, and strong alignment between academic preparation and actual job roles [10; 16; 17; 18]. Many employed graduates work in basic education, with variations in employment status (regular, contractual, or part-time) and work settings (public or private).

Employability is influenced not only by licensure status but also by the acquisition of professional skills. Pacleb-Ulanday [9] and Abana, Ramos, Gumarang, and Tarun [8] emphasized the importance of communication, problem-solving, and ICT skills, alongside practicum experiences, in enhancing job placement prospects. Albina and Sumagsay [19] showed similar trends in non-teaching programs, where curriculum-industry alignment significantly improved employability outcomes. Tracer studies are also valuable tools for curriculum review, helping institutions strengthen the alignment between academic programs and labor market demands [7; 20].

3. SIGNIFICANCE OF THE STUDY

This study is significant because it bridges the gap in existing literature by focusing on Bachelor of Secondary Education (BSED) major in Values Education graduates, a specialization that has not been the subject of prior predictive and tracer research on Licensure Examination for Teachers (LET) performance and employment outcomes. Its results will contribute to both academic discourse and practical decision-making for various stakeholders.

For Teacher Education Institutions (TEIs).

The findings will provide empirical evidence on how academic achievement, as measured by Grade Point Average (GPA), influences LET performance and employability among Values Education graduates. This will enable TEIs to evaluate the effectiveness of their curriculum, teaching strategies, and support programs, and to design targeted interventions that strengthen both academic preparation and licensure readiness.

For Policy Makers and Accrediting Agencies.

The results can inform the development of policies and quality assurance standards that emphasize academic performance as a key driver of licensure success and

employment. Accrediting bodies may use the findings to reinforce program evaluation frameworks and identify best practices that could be replicated in similar academic programs.

For Faculty and Program Chairs.
The study will guide educators in identifying specific academic areas that have the strongest predictive relationship with licensure outcomes. This can inform the enhancement of instructional design, assessment methods, and review programs tailored for Values Education majors.

For Students and Graduates
The research underscores the importance of sustained academic excellence and targeted preparation for the LET. By understanding the link between GPA, licensure performance, and employment status, future and current students can take proactive steps in their academic journey, career planning, and licensure preparation.

For Future Researchers
The study will serve as a benchmark for subsequent investigations on other teaching specializations or comparative studies across majors. It also adds to the body of knowledge in the fields of teacher education, licensure examination performance, and graduate employability.

4. METHODOLOGY

Research Design
This study employed a descriptive-correlational research design with a tracer study approach. The descriptive component was used to present the profile of the graduates in terms of Grade Point Average (GPA), Licensure Examination for Teachers (LET) ratings, and employment status. The correlational aspect examined the relationship between academic achievement and LET performance, as well as the association of GPA and LET results with employment status.

Research Locale
The study was conducted at Negros Oriental State University – Main Campus I, College of Teacher Education, specifically focusing on graduates of the Bachelor of Secondary Education (BSED) major in Values Education program. The institution is located in Negros Oriental, Philippines, and has consistently produced LET passers across different majors.

Respondents of the Study
The study's respondents included all BSED Values Education graduates from Negros Oriental State University (NORSU) who completed their program under the new curriculum introduced in 2018 and subsequently took the LET. The study employed a census approach, encompassing the entire population of graduates meeting the inclusion criteria. Respondents were required to have completed the NORSU new curriculum, taken the LET between 2023 and 2024, and have official records for their GPA and LET results.

Research Instruments
Data such as GPA and LET ratings in General Education, Professional Education, Major (Values Education), and overall average were obtained from institutional records and the Professional Regulation Commission (PRC) database, with appropriate permissions.

Data Gathering Procedure

Securing Permission – Approval was sought from the institution's administration and relevant offices to access graduate records.
Contacting Respondents – Graduates were reached via email, social media, and alumni networks.
Collection of Secondary Data – GPA was obtained from the respondents and was verified by Registrar's Office, while LET ratings were sourced from PRC document.
Data Consolidation – All collected data were coded, tabulated, and prepared for statistical analysis.

Statistical Treatment of Data
The following statistical tools were used:
Spearman Rho to determine the relationship between GPA and LET performance.
Chi-square test of independence to assess the association between GPA and employment status, and between LET performance and employment status.
A significance level of 0.05 was used as the basis for rejecting or accepting the null hypotheses.

Ethical Considerations
The study adhered to ethical research standards. Informed consent was obtained from all participants, ensuring they were aware of the purpose, scope, and voluntary nature of the study. Confidentiality and anonymity were maintained by assigning codes instead of names in data analysis. Data were used solely for academic purposes and stored securely to prevent unauthorized access.

RESULTS AND DISCUSSION

Table 1.1 GPA

Respondents	GPA	Verbal Description
1	90	Good
2	92	Very Good
3	91	Good
4	90	Good
5	92	Very Good
6	89	Very Satisfactory
7	90	Good
8	92	Very Good
9	91	Good
10	91	Good
11	91	Good
12	91	Good
13	89	Very Satisfactory
14	90	Good
15	92	Very Good
16	91	Good
17	91	Good
18	90	Good
19	91	Good
20	92	Very Good
Mean	90.80	Good

Legend:
95 & above Excellent (E)
92-94 Very Good (VG)
90-91 Good (G)
88-89 Very Satisfactory (VS)
85-87 Satisfactory (S)

83-84 Fairly Satisfactory (FS)

The data in Table 1.1 reveal that the Grade Point Average (GPA) of the 20 BSED Values Education graduates ranges from 89 to 92, with a computed mean GPA of 90.80, which falls under the "Good" descriptive rating. This indicates that, on average, the respondents demonstrated commendable academic performance during their undergraduate studies.

A considerable number of respondents (12 out of 20) obtained GPAs in the "Good" category, while six graduates achieved "Very Good" ratings, and two were rated as "Very Satisfactory." The clustering of scores within a narrow range suggests that the cohort maintained consistent academic achievement throughout their program.

This level of performance aligns with previous studies that emphasize the strong academic preparation of teacher education graduates as a contributing factor to LET success [2; 4; 5]. Research by Cahapay [3] further supports that high GPA is often associated with effective cognitive strategies and strong foundational knowledge, both of which are critical for licensure examination readiness.

Moreover, Valle and Brobo [1] noted that sustained academic excellence reflects the quality of instruction and curriculum delivery in Teacher Education Institutions (TEIs), while Igcasama et al. [15] observed that robust pre-service education contributes to solid academic performance among graduates. This "Good" average GPA therefore indicates that the BSED Values Education program is delivering an adequate foundation for the knowledge and competencies assessed in the LET.

Table 1.2 LET Ratings

Respondent	LET Rating in General Education	LET Rating in Professional Education	LET Rating in Major (Values Education)	LET general average
Mean	85	85	87	86
1	86	82	85	84
2	86	82	87	85
3	82	84	86	84
4	86	93	85	88
5	88	85	90	88
6	82	77	82	80
7	87	86	87	87
8	92	92	90	91
9	85	84	85	85
10	88	86	87	87
11	89	88	88	88
12	81	83	86	84
13	83	79	84	82
14	81	88	87	86
15	86	85	87	86
16	86	88	87	87
17	83	83	89	85
18	88	84	87	86
19	83	85	87	85
20	84	83	84	84

Considering that GPA has been identified as a predictor of licensure performance [13]; [6], these results provide an initial indication that the cohort under study may have favorable LET outcomes. Furthermore, as emphasized by Cornillez *et. al* [10], higher academic performance is often linked not only to better licensure results but also to enhanced employability, reinforcing the potential professional advantage of the respondents in the labor market.

The results in Table 1.2 show that the mean LET rating in General Education is 85, the LET rating in Professional Education also averages 85, while the Major (Values Education) rating has a slightly higher mean of 87. The overall LET general average for the respondents is 86. These averages suggest that the graduates performed consistently across all examination components, with their specialization subject yielding the highest mean score.

This finding supports the view that strong mastery of specialization subjects is a decisive factor in LET performance. Dela Fuente [14] emphasized that for discipline-specific majors, competence in the field of specialization often has a substantial impact on the overall licensure results. Similarly, Navida and Cocal [5] found that Professional Education and specialization subjects are reliable predictors of LET success among secondary education graduates.

The relatively balanced performance across General Education and Professional Education components indicates that the respondents possess well-rounded competencies. This aligns with Dionio et.al [2], who reported that consistent performance in multiple LET areas reflects the quality of pre-service teacher preparation. Igcasama et al. [15] likewise highlighted that robust in-campus and off-campus training experiences contribute to graduates' readiness in all LET domains.

It is also worth noting that the cohort's LET general average of 86 is above typical national passing thresholds, reflecting academic preparation that is not only adequate but competitive. As Valle and Brobo [1] pointed out, TEIs that maintain high average licensure ratings tend to have rigorous curricula, qualified faculty, and effective review programs. Mendez [4] further supports this observation, noting that academic achievement prior to graduation is positively associated with higher LET ratings.

Furthermore, higher LET scores have been linked to better employability outcomes. Tracer studies by Cornillez, et. al [10] and Pentang et al. [16] revealed that LET passers with higher ratings are more likely to secure stable and relevant teaching positions. This suggests that the strong performance of the Values Education graduates in this study may translate to favorable employment status, reinforcing findings from Pacleb-Ulanday [9] and Sensal *et al*. [18] regarding the direct link between licensure achievement and job market competitiveness.

Overall, the data demonstrate that the BSED Values Education graduates performed well across all LET components, with specialization subjects being their strongest area. This reflects both their academic preparation and the

alignment of their undergraduate training with licensure competencies, consistent with the trends reported in prior literature [6; 13].

1.3 Employment Status

Respondents	Employment Status
1	business
2	Teacher-Private
3	Instructor- Public (TESDA)
4	Teacher- Public
5	Teacher- Private
6	Teacher- Private
7	BPO
8	Freelance Editor
9	Teacher - Private
10	BPO
11	Teacher - Private
12	BPO
13	BPO
14	BPO
15	BPO
16	BPO
17	BPO
18	Teacher - Private
19	Teacher - Private
20	Teacher- Private

The employment data reveal that among the twenty BSED Values Education graduates included in the study, a considerable proportion are engaged in teaching-related work, while others have found employment in non-teaching fields. Specifically, nine respondents (45 percent) are employed as private school teachers, one (5 percent) as a public school teacher, and one (5 percent) as an instructor in a public vocational training institution (TESDA). This totals eleven respondents (55 percent) working in education-related roles. On the other hand, a significant segment is employed in non-teaching professions, including business ownership (5 percent), freelance editing (5 percent), and the business process outsourcing (BPO) industry (35 percent).

The finding that slightly more than half of the graduates are employed in education aligns with tracer studies in teacher education which report that many licensure passers secure teaching positions in both public and private institutions, but a notable percentage transition to non-teaching careers due to factors such as job availability, salary competitiveness, and personal preference [10]; [16]; [18]. Similar results were documented by Pacleb-Ulanday [9] and Pardo and Relon [17], who found that although the majority of teacher education graduates are employed in teaching roles, others pursue opportunities in sectors like BPO, retail, and entrepreneurship when immediate teaching positions are unavailable or when non-teaching roles offer better financial incentives.

The presence of graduates in private schools rather than public institutions may also reflect the competitive nature of public school hiring, which often requires passing the LET and meeting specific eligibility requirements [16]. As noted by Albina and Sumagaysay [19], graduates sometimes enter private teaching or non-teaching roles temporarily while preparing for or awaiting results of licensure examinations and public school hiring processes.

Furthermore, the employment of some respondents in BPO and freelance work is consistent with findings by Cuadra et al. [7] and Palao *et al*. [20], which observed that teacher education graduates often possess transferable skills such as communication, adaptability, and problem-solving that make them suitable for work in other industries. This versatility is both an opportunity and a challenge, as it demonstrates graduate adaptability but may also indicate underutilization of specialized training in Values Education.

The observed distribution supports the conclusions of Cornillez et al. [10] and Pentang *et al*. [16] that employment outcomes for teacher education graduates are multifaceted, influenced not only by licensure status but also by labor market demand, salary considerations, and geographic location. In line with tracer study recommendations, TEIs should strengthen career guidance, industry linkages, and alumni tracking to better understand employment patterns and address gaps between teacher preparation and actual career trajectories [9; 18].

Overall, the data indicate that while more than half of the BSED Values Education graduates are employed in teaching-related positions, a substantial proportion are engaged in non-teaching roles. This mirrors national trends reported in the literature, highlighting the need for holistic career preparation that considers both the teaching profession and alternative employment opportunities.

Table 2.1 : Relationship Between the Respondents' GPA and Their LET Rating

GPA vs LET Ratings	Spearman Rho	Degree of Relationship	p-value	decision
GPA vs GenEd	0.303	low	0.193	Non-Significant, Fail to Reject the Null
GPA vs ProfEd	0.311	low	0.481	Non-Significant, Fail to Reject the Null
GPA vs Major	0.489	moderate	0.029	Significant, Reject the Null
GPA vs LET general average	0.303	low	0.194	Non-Significant, Fail to Reject the Null

*Adapted from Calmorin

An r ± 0.00 denotes zero correlation.
An r from 0.01 to ± 0.20 deals on negligible correlation
An r from ± 0.21 to ± 0.40 denotes low or slight relationship.
An r from ± 0.41 to ± 0.70 indicates marked or moderate correlation.
An r from ± 0.71 to ± 0.90 shows high relationship.
An r from ± 0.91 to ± 0.99 denotes very high correlation.
An r ±1.0 indicates perfect relationship.

The correlation analysis between the respondents' General Point Average (GPA) and their Licensure Examination for

Teachers (LET) ratings across the four domains: General Education, Professional Education, Major (Values Education), and the LET general average reveals important insights into the predictive strength of academic performance in relation to licensure success. Using Spearman's Rho, the results indicate varying degrees of association, ranging from low to moderate, with only one statistically significant relationship.

For GPA and General Education LET rating, the computed correlation coefficient ($\rho = 0.303$, $p = 0.193$) indicates a low positive relationship, which is statistically non-significant at the 0.05 level. This finding implies that while higher GPA scores may be associated with slightly better performance in the General Education component of the LET, the strength of this relationship is weak, and the result could have occurred by chance. This is consistent with the findings of Guzman [11] and Maramag et al. [12], who emphasized that licensure performance in General Education is influenced by various factors beyond collegiate grades, such as the comprehensiveness of review programs, test preparation strategies, and the breadth of general knowledge acquired through both formal and informal learning experiences. Furthermore, Albina and Sumagaysay [19] noted that while academic achievement provides foundational knowledge, the LET's General Education component often requires a wider scope of competencies that may not be directly reflected in GPA.

In the case of GPA and Professional Education LET rating, the correlation coefficient ($\rho = 0.311$, $p = 0.481$) also reflects a low positive relationship that is statistically non-significant. This result suggests that although Professional Education subjects are closely tied to the pedagogical competencies assessed in the LET, academic performance in these subjects during undergraduate years does not strongly or consistently translate to higher Professional Education LET scores. Navida and Cocal [5] similarly found that while Professional Education coursework builds core teaching skills, factors such as test anxiety, review attendance, and differences in teacher preparation programs can influence LET outcomes. Dela Fuente [14] further explained that institutional resources, teaching methodologies, and the alignment of instruction with LET content areas can moderate the relationship between GPA and Professional Education performance.

The most notable finding arises from the relationship between GPA and the Major (Values Education) LET rating. The correlation coefficient ($\rho = 0.489$, $p = 0.029$) reflects a moderate positive relationship, and this association is statistically significant at the 0.05 level. This suggests that academic achievement during the undergraduate program is a stronger predictor of performance in the major-specific component of the LET compared to the other domains. This aligns with the work of Mendez [4], who demonstrated that sustained academic excellence in a teacher's area of specialization provides deeper mastery of content knowledge, which is critical in answering discipline-specific LET items. Similar findings were reported by Somosot et al. [13] and Dela Fuente [14], who observed that when pre-service

teachers excel in their field of specialization, it enhances their capacity to apply theoretical concepts in exam contexts. This significant relationship may be attributed to the direct alignment between the Values Education curriculum and the LET Major component, where content familiarity and conceptual mastery are vital for success.

Lastly, the relationship between GPA and the LET general average ($\rho = 0.303$, $p = 0.194$) also reflects a low positive relationship that is statistically non-significant. This reinforces the notion that while GPA remains an important academic indicator, it is not a sole or strong predictor of overall LET performance. As noted by Pentang et al. [16] and Cuadra et al. [7], the licensure exam performance is multifactorial, influenced not only by academic history but also by psychological readiness, review quality, motivation, and socio-economic support systems. Additionally, studies by Palao et al. [20] and Sensal et al. [18] point out that personal circumstances, availability of learning resources, and employment commitments during review periods may further impact LET outcomes, thereby weakening the GPA–LET general average relationship.

Overall, the results of this study align with existing literature suggesting that while GPA is valuable in predicting specialized licensure performance, in this case, the Major (Values Education) component, it is less predictive of General Education, Professional Education, and overall LET outcomes. These findings underscore the importance of adopting a holistic approach in LET preparation that integrates academic performance, targeted review sessions, skill-building workshops, and psychosocial support. As recommended by prior tracer studies [19]; Comillez et al., 2021; [17], institutions should not rely solely on GPA as a predictor of licensure success but should instead design intervention programs that address the multifaceted nature of licensure examination performance.

Table 3.1 Association Between the Graduates' GPA and Their Employment Status

GPA	BPO	Freelance Editor	Instructor-Public (TESDA)	Teacher-Private	Teacher-Public	Busi ness
89	1	0	0	1	0	0
90	2	0	0	1	1	1
91	4	0	1	3	0	0
92	1	1	0	3	0	0

The Chi-square test of independence was conducted to determine whether there is a significant association between the graduates' GPA and their employment status. The results revealed a Chi-square value of 12.31 with a p-value of 0.6552, indicating that the relationship between GPA and employment status is not statistically significant at the 0.05 level. This finding suggests that academic performance, as reflected in the graduates' GPA, does not have a direct influence on their current employment classification, whether in the teaching profession, business, business process outsourcing (BPO), or other non-teaching fields.

This result aligns with the observations of Ulanday [21], who found that while teacher education graduates may attain a high level of academic achievement, employability is influenced by other factors such as labor market demand,

available job opportunities, and the development of transferable skills. Similarly, Cuadra, Aure, and Gonzaga [7] emphasized that graduate employability is shaped not only by academic preparation but also by the relevance of degree programs to industry needs, extra-curricular involvement, and networking opportunities.

The lack of a significant association between GPA and employment status in this study may also reflect the role of non-academic competencies in securing employment. Several tracer studies [8; 19]; Comiller *et al.,* 2021) have shown that communication skills, adaptability, professional attitude, and technological proficiency often weigh heavily in hiring decisions. In many cases, graduates may find employment outside their field of specialization regardless of their GPA, a trend also noted by Palao et al. [20] and Sensal et al. [18] in the context of teacher education graduates who entered non-teaching professions such as BPO work or self-employment.

Therefore, while GPA remains an important academic metric, it cannot be considered a sole predictor of employment status. As supported by Guzman [11] and Maramag et al. [12], employability is a multifaceted outcome, dependent not only on academic performance but also on graduates' ability to meet industry expectations, adapt to varying work environments, and leverage personal and professional networks. These findings highlight the importance of integrating employability skills development into teacher education curricula to enhance graduates' career prospects in both education and non-education sectors.

4.1 Association Between the Graduates' LET Performance and Their Employment Status

LET Category	X^2 Value	p-Value	df	Decision
LET GenEd	23.11	0.0103	10	Significant, Reject the Null
LET ProfEd	24.86	0.0518	15	Non-Significant, Fail to Reject the Null
LET Major (ValEd)	6.90	0.2278	5	Non-Significant, Fail to Reject the Null
LET General Average	25.56	0.0430	15	Significant, Reject the Null

The results of the Chi-square test revealed varying degrees of association between the graduates' LET performance and their employment status. Specifically, the LET General Education component (χ^2 = 23.11, p = 0.0103) and the LET General Average (χ^2 = 25.56, p = 0.0430) showed statistically significant associations with employment status, leading to the rejection of the null hypothesis for these two indicators. This suggests that performance in General Education subjects and the overall LET score have meaningful relationships with the graduates' employment types, implying that stronger

competencies in these areas may enhance employability prospects, especially in securing positions aligned with teaching qualifications. These findings align with Albina and Sumagaysay [19], who emphasized that licensure examination performance reflects the preparedness of graduates and can influence their employability outcomes.

On the other hand, LET Professional Education (χ^2 = 24.86, p = 0.0518) and LET Major in Values Education (χ^2 = 6.90, p = 0.2278) did not show significant associations with employment status, as indicated by their p-values exceeding the 0.05 level of significance. This implies that while these competencies are critical for professional practice, they may not be decisive factors in determining the nature of employment, particularly given that many graduates may engage in non-teaching sectors such as the BPO industry or other private employment opportunities. Similar observations were reported by Ulanday [21] and Pardo and Releon [17], who found that not all aspects of licensure performance directly translate to employment in the graduates' field of specialization, especially when local job market conditions and personal career choices come into play.

The findings further resonate with the works of Pentang et al. [16] and Comillera *et al.* [22], which highlighted that while licensure results can enhance the credibility and marketability of graduates in the education sector, external factors such as job availability, location preferences, and alternative career opportunities also influence employment trajectories. In the case of Values Education graduates, these results underscore the importance of strengthening General Education competencies as part of curriculum development to maximize their employability across diverse workplace settings.

CONCLUSION

The findings of this study demonstrate that the Bachelor of Secondary Education (BSED) major in Values Education graduates exhibited commendable academic performance during their undergraduate studies, with a mean GPA of 90.80 ("Good") and consistent above-average performance in all Licensure Examination for Teachers (LET) components. Among the LET domains, specialization in Values Education yielded the highest mean score, underscoring the graduates' strong mastery of their major field.

Correlation analysis revealed that undergraduate GPA was a moderate and significant predictor of LET performance in the Major (Values Education) component but showed low and non-significant relationships with General Education, Professional Education, and the overall LET average. These results suggest that while academic achievement strongly influences specialization outcomes, it has limited predictive power for other licensure domains, which are shaped by a broader range of factors, including test preparation, review programs, and teaching competencies.

Employment data indicated that 55% of graduates were engaged in teaching-related roles, predominantly in private institutions, while 45% pursued non-teaching careers such as business, freelance work, and the BPO industry. Chi-square analysis showed no significant association between GPA and employment status, highlighting that employability is influenced by factors beyond academic performance,

including job market demand, transferable skills, and personal career choices. However, LET performance, particularly in the General Education component and overall LET average, was significantly associated with employment status, suggesting that higher licensure ratings in these areas can enhance teaching-related job prospects.

Overall, the study concludes that while academic excellence remains essential, especially in the major field, it should be complemented by targeted preparation for all LET domains and the development of broader employability skills. Teacher Education Institutions should therefore adopt a holistic approach, integrating strong content mastery, pedagogical competence, and career readiness programs to equip Values Education graduates for both licensure success and diverse employment opportunities.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Enhance Specialization-focused Instruction

Teacher Education Institutions (TEIs) should sustain and further strengthen the delivery of Values Education specialization courses, as GPA demonstrated a moderate and significant relationship with LET performance in this area. Curriculum reviews should ensure content mastery, depth, and alignment with current Professional Regulation Commission (PRC) test specifications.

Strengthen Preparation in General Education and Professional Education Domains

Since GPA was not a strong predictor of LET performance in General Education and Professional Education, TEIs should implement targeted review sessions, enrichment activities, and simulated examinations for these domains. Integrating LET-type assessments in coursework can help students become familiar with test formats and competencies required in these areas.

Integrate Holistic LET Review Programs

Develop structured, multi-domain review programs that address not only content knowledge but also test-taking strategies, time management, and stress reduction techniques. Partnerships with review centers and alumni passers can provide additional support and mentoring for prospective LET takers.

Embed Employability Skills Development in the Curriculum

Considering that GPA had no significant association with employment status, TEIs should integrate transferable skills training, such as communication, adaptability, digital literacy, and problem-solving, into the curriculum. These competencies are crucial for both teaching and non-teaching career pathways.

Strengthen Career Guidance and Placement Services

TEIs should expand career services to provide guidance on both teaching-related and alternative employment opportunities. Collaborations with public and private schools, industry partners, and government agencies can open diverse career pathways for graduates while ensuring that teaching remains a viable and attractive option.

Implement Alumni Tracer and Feedback Mechanisms

Establish regular tracer studies to monitor graduates' LET performance, employment patterns, and career progression. The feedback gathered should be used to continuously improve academic programs, teaching methods, and support services.

Provide Targeted Interventions for Non-passing Graduates

For graduates who have yet to pass the LET or who are employed in non-teaching fields but wish to enter the profession, TEIs can offer refresher courses, mentorship, and flexible review schedules to increase their chances of licensure and professional integration.

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