

# PREDICTIVE ROLE OF ACADEMIC AND COMPETENCY-BASED ASSESSMENT PERFORMANCE ON LET AMONG BEED GRADUATES

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**ABSTRACT:** *Despite continuous reforms in teacher education, gaps remain in identifying which academic and institutional factors most strongly predict performance in the Licensure Examination for Teachers (LET). Historical records show that the College of Teacher Education at Negros Oriental State University had below-average LET passing rates prior to 2018. However, after curricular reforms, passing rates significantly improved, with graduates recording 80% in September 2021, 100% in January 2022, 79.66% in June 2022, 81.25% in March 2022, 90% in October 2022, 81% in March 2023, 78.05% in September 2023, and 87.50% in March 2024, consistently outperforming national averages that ranged only from 40.77% to 56.90%. In alignment with the mandate of the Commission on Higher Education (CHED), the College revised its curriculum in 2018. In response to accreditation requirements, it also integrated Competency-Based Assessment subjects (CBAs) across key areas: General Education (CBA 1), Professional Education (CBA 2), and Specialization (CBA 3), with the goal of enhancing licensure examination outcomes. This study examined the predictive role of academic performance and CBA results in the LET outcomes of Bachelor of Elementary Education (BEEd) graduates. Using a descriptive-correlational design with regression analysis, statistical treatments included descriptive statistics, Spearman rank-order correlation, chi-square analysis, and multiple regression.*

*Findings revealed that CBA 1 and Grade Point Average (GPA) were significant predictors of LET ratings, while CBA 2 and CBA 3 were not. GPA also showed moderate significant correlations with General Education, Professional Education, and the overall LET rating. The results affirm that academic performance and general education competencies provide strong predictive validity for licensure success, underscoring the importance of sustaining academic excellence and strengthening institutional interventions.*

**Keywords:** Academic Achievement, Competency-Based Assessment, Licensure Examination For Teachers, Beed Graduates, Predictive Validity.

## 1. INTRODUCTION

The quality of teacher education institutions (TEIs) is often measured through their graduates' performance in the Licensure Examination for Teachers (LET), which serves as a benchmark for teacher readiness and professional competence in the Philippines. In alignment with the Commission on Higher Education's (CHED) mandate and in response to accreditation requirements, the College of Teacher Education revised its curriculum in 2018 to strengthen teacher preparation. A key reform was the integration of Competency-Based Assessment (CBA) subjects across core domains: General Education (CBA 1), Professional Education (CBA 2), and Specialization (CBA 3). These CBAs were designed to reinforce pre-service training and improve licensure examination outcomes, thereby ensuring that teacher education graduates are well-equipped with the competencies required in the profession.

Despite continuous reforms, historical records show that the College experienced consistently low LET passing rates prior to the curricular revision. Results from March 2015 (37.04%), September 2015 (64.55%), March 2016 (44.12%), September 2016 (54.14%), March 2017 (28.83%), March 2018 (46.03%), September 2018 (43.56%), and March 2019 (48.15%) indicated a pattern of below-national performance. However, after the curricular and assessment reforms, performance trends dramatically improved, with the institution attaining passing rates of 80% in September 2021, 100% in January 2022, 79.66% in June 2022, 81.25% in March 2022, 90% in October 2022, 81% in March 2023, 78.05% in September 2023, 87.50% in March 2024, and 68.42% in September 2024. These figures suggest that the curricular innovations and the introduction of CBA subjects

contributed to higher licensure success rates compared to earlier cohorts.

Scholars have consistently emphasized the predictive role of academic performance in licensure examinations. Valle and Brobo [1] found that grade weighted averages were significantly related to LET performance among teacher education graduates. Similarly, Mendez [2] demonstrated that academic performance, particularly General Weighted Average (GWA), strongly predicted licensure outcomes in elementary education graduates. Other studies corroborate this trend, revealing that institutional assessments such as pre-board and competency-based evaluations provide reliable indicators of LET performance [3; 4]. In addition, Navida and Cocal [5] highlighted that performance in professional education courses was the strongest predictor of LET success among BSED mathematics graduates.

While these findings underscore the importance of academic and competency-based predictors, contextual and institutional factors also play a significant role. Bellen et al. [6] in their scoping review noted that most studies in the Philippines concentrated on identifying predictive factors such as academic achievement and institutional practices to explain LET outcomes. Likewise, Guzman [7] and Lagcao *et al.* [8] reported that schools with stronger academic programs and accreditation profiles consistently produced higher LET passing percentages.

Specifically, it purports to shed light to the following questions:

1. What is the respondent's profile in terms of:
  - 1.1 CBA 1 final grade;
  - 1.2 CBA 2 final grade;

- 1.3 CBA 3 final grade;
- 1.4 GPA;
- 1.5 LET rating in General Education;
- 1.6. LET rating in Professional Education; and
- 1.7 LET general average?
2. What is the trend in the Licensure Examination for Teachers (LET) performance of BEEd graduates of Negros Oriental State University over the past four years?
3. What examination areas the graduates did not perform well?
4. Is there a relationship between the graduates' performance in
  - 4.1 CBA 1 vs GenEd LET Result;
  - 4.2 CBA 2 vs ProfEd LET Result;
  - 4.3 GPA vs GenEd LET Result;
  - 4.4 GPA vs ProfEd LET Result;
  - 4.5 CBA 1 vs LET general average Result;
  - 4.6 CBA 2 vs LET general average Result;
  - 4.7 CBA 3 vs LET general average Result; and
  - 4.8 GPA vs LET general average Result?
5. What regression model may be adopted in predicting the ratings in the LET?
6. What strategic plan can be devised to enhance and/or improve the performance of graduates in board examinations?

## 2. REVIEW OF RELATED LITERATURE

### Academic Achievement as a Predictor of LET Performance.

Numerous studies affirm that academic achievement, typically measured through General Weighted Average (GWA) or grade point average (GPA), is a strong determinant of success in the Licensure Examination for Teachers (LET). Valle and Brobo [1] found that both BEEd and BSEd graduates' GWAs were significantly correlated with LET performance, with lower grades in general education associated with lower LET scores. Similarly, Mendez [2] demonstrated that sustained academic performance, particularly GWA, was a significant predictor of licensure outcomes in Davao Oriental State University. These findings echo earlier works by Amanonce and Maramag [9], who established a strong correlation between academic achievement and LET performance, confirming the validity of academic records as indicators of future licensure success. Cahapay [10] extended this discourse by examining the role of cognitive variables, particularly entrance test scores and GPA, which significantly influenced LET performance. In a later study, Cahapay and Toquero [4] validated the predictive value of selected academic measures, with admission scores emerging as significant predictors of first-time LET performance. Similarly, Fiscal and Roman [3] found that pre-LET examinations were significant predictors of LET outcomes, reinforcing the reliability of academic measures as early indicators of licensure performance.

### Competency-Based Assessments (CBAs) and Institutional Predictors

Beyond GPA, institutional assessments such as competency-based subjects and pre-board examinations have been shown to enhance predictive validity. Navida and Cocal [5] reported that performance in professional education courses served as the strongest predictor of LET success for mathematics

majors, highlighting the value of targeted competency-based preparation. Dionio *et al.* [11] further confirmed that school performance in teaching demonstrations, internships, and GWAs were significant predictors of LET outcomes. Salendab and Cogo [12] also found that BEEd graduates' performances in general and professional education subjects were strongly correlated with LET results, suggesting that CBAs can bridge the gap between academic preparation and licensure performance.

### Institutional Performance, Accreditation, and Trends

Institutional efforts to improve licensure outcomes have also been examined extensively. Bellen *et al.* [6], through a scoping review, emphasized that most LET-related studies in the Philippines focus on correlational designs that identify predictive factors of performance, particularly academic achievement. Guzman [7] demonstrated that Isabela State University graduates consistently surpassed national passing rates, although performance varied across programs. Likewise, Lagcao *et al.* [8] showed that academic achievement significantly influenced licensure results of BEEd graduates, particularly in professional education, with regression models explaining a significant portion of LET performance variability.

Navida [13] investigated institutional LET performance trends and concluded that programs with consistent in-house reviews achieved higher passing rates. Bullag and Hucalinas [14] corroborated this with findings from Central Philippines State University, where both BEEd and BSEd programs exceeded national passing rates, though variability persisted across specializations. Similar patterns were observed by Bugwak [15] in Davao Oriental State University, where LET performance fluctuated but generally aligned with institutional interventions.

### Teachers' Attributes and Institutional Profiles

In addition to student academic performance, the attributes of teachers and institutional characteristics also shape LET results. Dela Rosa and Vargas [16] revealed that BEEd graduates' profiles, such as aptitude for college work and time gap between graduation and licensure, significantly influenced LET outcomes. In another study, Dela Rosa and Vargas [17] found that teachers' attributes, particularly instructional strategies, correlated significantly with BSEd graduates' LET scores in professional education. Complementing this, Maramag, Temporal, and Amanonce [18] showed that TEIs with higher accreditation levels and more doctorate-qualified faculty produced graduates with significantly better licensure results.

International and national studies echo these findings. Igcasama *et al.* [19] demonstrated that preservice education quality; both on-campus and off-campus, significantly affected LET performance. Similarly, Dimas [20] identified curriculum quality, review programs, and facilities as key determinants of graduates' LET success. Ombajin *et al.* [21] observed that program specialization also influenced BLEPT performance, with secondary majors generally outperforming elementary majors.

### Trends and National Studies on LET Performance

Longitudinal analyses provide further insight into institutional and national performance. Sabornido *et al.* [22] examined

trends in CTE performance and revealed that BEEd graduates consistently performed above the national passing rate over 11 years, with improvement attributed to tutorial and enhancement programs. In a related study, Saborido et al. [23] showed that while first-time takers performed well above national averages, re-takers consistently struggled, highlighting the need for differentiated support.

At the national level, Abao, Petancio, Sanchez, and Sumalingo [24] analyzed LET performance of beginning teachers and reported satisfactory results across regions, but noted significant variations based on degree programs and institutional profiles. Diamante [25] identified declining trends in LET passers' performance in some contexts, proposing curricular and language program interventions to address weaknesses.

### **Predictive and Contextual Factors**

Several studies underscore the complexity of predicting LET performance, as it is influenced not only by academic and competency-based variables but also by contextual and systemic factors. Calumpang, Despojo, and Sullera [26] observed that BEEd graduates with strong academic performance still underperformed in LET, suggesting misalignment between academic preparation and licensure demands. Guzman [7] and Bullag and Hucalinas [14] both emphasized the role of institutional policies, review programs, and accreditation in enhancing outcomes.

Internationally, predictive studies reinforce similar findings. For example, Cahapay [27] showed that SAT results strongly differentiated LET performance among passed and conditional groups, while Bellen et al. [6] urged future research to explore broader methodologies beyond correlational analysis.

### **3. SIGNIFICANCE OF THE STUDY**

This study is significant because it addresses a critical concern in teacher education: the predictive role of academic performance and competency-based assessments (CBAs) in the Licensure Examination for Teachers (LET). Given the consistent emphasis on producing competent and licensed teachers, the findings of this research will benefit several stakeholders.

#### **For Teacher Education Institutions (TEIs).**

The results will provide empirical evidence on the extent to which BEEd graduates' academic records and CBA performance can forecast their success in the LET. Such insights will enable TEIs to evaluate the effectiveness of their curriculum, instructional delivery, and assessment strategies, thereby guiding curriculum enhancement and program development.

#### **For BEEd Graduates and Pre-service Teachers.**

The study will help future examinees understand which academic and CBA components strongly influence LET outcomes. By recognizing these predictors, students may be encouraged to improve their study habits, prioritize essential competencies, and prepare strategically for the licensure examination.

#### **For Teacher Educators and Administrators.**

The research underscores the importance of aligning classroom assessments with professional standards, highlighting how consistent and rigorous evaluation methods

support licensure readiness. Teacher educators may use the findings to design interventions, such as tutorial programs, competency-based workshops, or reinforcement strategies, that specifically address identified gaps in student performance.

#### **For Policymakers and Accrediting Bodies.**

Insights from this study will contribute to evidence-based policymaking regarding teacher preparation and licensure. Accrediting bodies and education commissions can draw from the results to reinforce policies that enhance teacher education quality and ensure alignment between institutional assessment practices and national licensure standards.

#### **For the Field of Educational Research.**

The study adds to the growing body of literature that links academic performance, assessment frameworks, and licensure examinations. Its findings will serve as a reference for future researchers seeking to explore predictors of professional success in education or to replicate the study in other teacher education programs and contexts.

## **4. METHODOLOGY**

### **Research Design**

This study employed a descriptive-correlational research design complemented by regression analysis. The descriptive aspect was used to present the academic and competency-based assessment (CBA) performance of the Bachelor of Elementary Education (BEEd) graduates in relation to their Licensure Examination for Teachers (LET) results. The correlational component determined the degree of association between the graduates' academic records, CBA grades, and Grade Point Average (GPA), and their LET performance across General Education, Professional Education, and the overall average. Regression analysis was further conducted to develop a predictive model that estimates LET outcomes based on academic and competency-based indicators. This design was deemed appropriate as it allows for the identification of significant relationships and predictive patterns without manipulating variables, thereby ensuring objectivity in assessing the role of academic performance on licensure success.

### **Research Locale**

The study was conducted at Negros Oriental State University (NORSU) Main Campus I, College of Teacher Education, located in Dumaguete City, Negros Oriental, Philippines. The College of Teacher Education is one of the flagship colleges of the institution and has consistently participated in national licensure examinations for teachers. Following the 2018 curriculum revision mandated by the Commission on Higher Education (CHED), NORSU integrated Competency-Based Assessments (CBAs) into its program offerings. The research focused on graduates of the BEEd program, as this group reflects both the academic and assessment reforms instituted in the curriculum.

### **Respondents of the Study**

The respondents of this study consisted of BEEd graduates who completed their program requirements and subsequently took the LET between September 2021 and March 2024. A total enumeration sampling technique was employed, ensuring that all qualified graduates within the specified

period were included in the study. This approach was selected to capture a comprehensive representation of the cohort and to provide robust statistical analysis for predictive modeling.

### Research Instruments

The study utilized documentary analysis of official academic and institutional records. Data on CBA performance (CBA 1 for General Education, CBA 2 for Professional Education, and CBA 3 for Specialization) and cumulative GPA were obtained from the Registrar's Office and College of Teacher Education records. Meanwhile, LET performance data including General Education, Professional Education, and overall average ratings were secured from the Professional Regulation Commission (PRC) and verified through the College's Licensure Performance Monitoring Unit. These official records ensured the accuracy and reliability of the data.

### Data Gathering Procedure

Permission to conduct the study was secured from the Office of the Dean of the College of Teacher Education and the University Research Ethics Committee. Upon approval, the researcher coordinated with the Registrar's Office and the PRC-designated licensure monitoring office to access academic and LET performance records. Data were tabulated, coded, and organized according to the variables identified in the research questions. Confidentiality was strictly observed, with records being anonymized to protect the identities of the graduates.

### Data Analysis

The collected data were subjected to the following statistical treatments:

Descriptive Statistics (frequency counts, percentages, and weighted means) were used to present the distribution of CBA grades, GPA, and LET results.

Trend Analysis was employed to examine the performance of BEEd graduates in the LET over four years and to compare institutional outcomes against national passing percentages.

## RESULTS AND DISCUSSION

**Table 1.1 CBA Final Grades and GPA**

Grade	CBA 1		CBA 2		CBA 3		GPA	
	f	%	f	%	f	%	f	%
95 & above Excellent (E)	2	4.26	1	2.13	14	29.79	0	0.00
92-94 Very Good (VG)	10	21.28	17	36.17	23	48.94	16	34.04
90-91 Good (G)	14	29.79	5	10.64	5	10.64	27	57.45
88-89 Very Satisfactory (VS)	8	17.02	4	8.51	2	4.26	4	8.51
85-87 Satisfactory (S)	9	19.15	12	25.53	0	0.0	0	0.0
83-84 Fairly Satisfactory (FS)	4	8.51	8	17.02	3	6.38	0	0.0
Total	47	100	47	100	47	100	47	100

Chi-Square Analysis was used to determine significant associations between categorical academic performance indicators and LET results.

Spearman Rank-Order Correlation ( $\rho$ ) was used to assess the degree of relationship between CBA grades, GPA, and LET results. This nonparametric test was selected because of the ordinal nature of the data and to account for non-normal distributions.

Multiple Regression Analysis was conducted to determine the predictive capacity of academic indicators (CBA 1, CBA 2, CBA 3, and GPA) on LET performance across domains. Regression equations were generated to establish models that forecast licensure outcomes.

Table 1.1 presents the distribution of BEEd graduates' academic performance in terms of Competency-Based Assessments (CBA 1, CBA 2, CBA 3) and their Grade Point Average (GPA). The findings reveal varying performance patterns across the three CBAs and GPA.

For CBA 1 (General Education), the majority of students obtained grades ranging from Good (90–91) with 29.79% and Very Good (92–94) with 21.28%, while only 4.26% reached the Excellent level (95 and above). A notable proportion also fell into the Satisfactory (19.15%) and Fairly Satisfactory (8.51%) ranges, indicating that while a significant number demonstrated competence, consistency at the highest achievement levels was limited. This aligns with the findings of Amanonce and Maramag [9], who emphasized that general education often reflects mixed results and correlates moderately with licensure examination outcomes.

In CBA 2 (Professional Education), the highest concentration was within the Very Good range (36.17%), followed by Satisfactory (25.53%). Only 2.13% reached Excellent, showing that while many students performed well, mastery was not widespread. Studies have shown that professional education courses are strong predictors of LET performance, particularly in the development of pedagogical skills [5, 1] thus, the clustering of students in the Very Good and Satisfactory ranges may reflect adequate but improvable preparation for the licensure exam's pedagogy components.

For CBA 3 (Specialization), the majority of graduates performed better, with almost half (48.94%) attaining Very Good and 29.79% achieving Excellent. Only a minimal percentage (10.64%) remained at the Good level, while lower ranges (Fairly Satisfactory and Very Satisfactory) were sparsely represented. This suggests stronger performance in specialization compared to general and professional education. Previous studies support this trend, emphasizing that specialization-related subjects often yield higher performance because they align more closely with students' interests and field-specific competencies [1, 2].

In contrast, GPA distribution revealed that the majority of students (57.45%) fell under the Good range, with another 34.04% in the Very Good category. Interestingly, no students achieved an Excellent rating in GPA, and only a few (8.51%) attained Very Satisfactory. This indicates that while the cohort maintained consistently good academic standing overall, there were limited cases of top-tier performance. Prior research suggests that GPA remains one of the strongest predictors of LET success, but the absence of "Excellent"

GPA achievers may explain potential variability in LET outcomes [4, 3].

**Table 1.2 LET Ratings**

Rating	General Education		Professional Education		Average	
	f	%	f	%	f	%
92-94	3	6.38	2	4.26	2	4.26
90-91	6	12.77	3	6.38	5	10.64
88-89	4	8.51	10	21.28	7	14.89
85-87	21	44.68	15	31.91	18	38.3
83-84	6	12.77	12	25.53	8	17.02
79-82	7	14.89	5	10.64	7	14.89
Total	47	100	47	100	47	100

Table 1.2 presents the distribution of BEEd graduates' performance in the Licensure Examination for Teachers (LET) across General Education, Professional Education, and the overall average rating.

For General Education, the majority of graduates scored within the 85–87 range (44.68%), with smaller groups in 90–91 (12.77%) and 83–84 (12.77%). Only 6.38% attained 92–94, while 14.89% were in the lower 79–82 range. This distribution suggests that most graduates achieved ratings that were satisfactory but not exemplary. Previous research has indicated that general education tends to yield lower scores relative to professional and specialization components, often due to its breadth and emphasis on foundational knowledge [1; 9].

In Professional Education, performance was more evenly spread. The largest share of graduates (31.91%) were within the 85–87 range, followed by 25.53% in 83–84 and 21.28% in 88–89. Only a few achieved higher marks of 90–91 (6.38%) and 92–94 (4.26%). These results reflect moderate achievement in pedagogy-related competencies. This aligns with findings by Navida and Cocal [5], who emphasized that performance in professional education is a strong predictor of LET outcomes, yet mastery remains a challenge for many graduates. The clustering in the mid-range indicates that while graduates demonstrated competence, further reinforcement in pedagogy and methodology is needed.

The overall average LET ratings also followed a similar pattern, with the majority in 85–87 (38.30%), followed by 88–89 (14.89%), 83–84 (17.02%), and 79–82 (14.89%). Only 4.26% achieved the highest bracket of 92–94, while 10.64% reached 90–91. The results suggest that most graduates performed at a satisfactory level but did not consistently achieve excellence. This is consistent with Guzman [7], who found that BEEd graduates often score just above the passing threshold compared to BSEd graduates, and with Bellen et al. [6], who stressed that institutional interventions are crucial to elevate licensure performance to higher levels.

Overall, the data reveal that BEEd graduates demonstrate average to moderately strong performance in LET, particularly in professional education, but relatively few reach the highest rating levels. The results also mirror broader trends in Philippine teacher education, where variability in

licensure outcomes is influenced by academic preparation, institutional support, and the quality of pre-service training [2]; Lagcao et al. [8]. The clustering of results in the mid-ranges underscores the importance of strengthening review programs, competency-based training, and targeted interventions to elevate more students into the higher brackets [11, 3].

## 2.1 Trend in the Licensure Examination for Teachers (LET)

### Performance of Beed Graduates of Negros Oriental State University Over the Past Four Years

	SEPTEMBER R 2021	JANUARY 2022	JUNE 2022	MARCH 2022	OCTOBER 2022	MARCH 2023	SEPTEMBER R 2023	MARCH 2024
OVERALL	80%	100%	79.6 6%	81.25 %	90%	81%	78.05 %	87.5 0%
NATIONAL PASSING PERCENTAGE	55.96%	56.90 %	50.6 2%	48.89 %	54.45 %	40.77 %	47.01 %	46.7 0%

Table 2.1 presents the LET performance of BEEd graduates from Negros Oriental State University (NORSU) compared with the national passing percentages between September 2021 and March 2024.

The data reveal a consistently strong performance of NORSU BEEd graduates relative to national averages. Beginning with 80% in September 2021, the institution significantly surpassed the national passing rate of 55.96%. This upward trajectory peaked at 100% in January 2022, demonstrating exceptional achievement compared to the national level of 56.90%. Although there was a slight decline to 79.66% in June 2022 and 81.25% in March 2022, both results still markedly outperformed the national averages of 50.62% and 48.89%, respectively.

A further increase was recorded in October 2022 at 90%, again well above the 54.45% national rate. Performance remained strong in subsequent periods, with 81% in March 2023, 78.05% in September 2023, and 87.50% in March 2024. Despite minor fluctuations, NORSU consistently outpaced national results, where pass rates dipped as low as 40.77% in March 2023 and 46.70% in March 2024.

This consistent performance trend suggests that institutional reforms, particularly the 2018 curriculum revision and the integration of Competency-Based Assessments (CBAs), contributed to enhancing LET outcomes. The improvement is notable compared to historically lower institutional performance prior to 2020, when passing rates often fell below 50%. Similar findings were reported by Bugwak [15] and Navida [13], who noted that curriculum enhancement and systematic review programs are key factors in elevating licensure results. Moreover, Sabornido et al. [23] emphasized that institutions with targeted interventions and strong faculty mentoring are more likely to maintain passing rates above the national level.

The trend also reflects broader patterns highlighted in national studies. Guzman [7] and Abao *et al.* [24] observed that institutional pass rates often exceed national averages when TEIs adopt accreditation-driven reforms and provide structured review programs. Furthermore, Dionio *et al.* [11] emphasized that academic and experiential preparation significantly predict higher LET performance, which aligns with the steady outcomes of NORSU graduates.

In summary, the data illustrate that NORSU BEED graduates not only surpassed the national passing percentage in all examined periods but also maintained a generally high standard of performance. This consistent trend highlights the positive impact of curriculum revision, competency-based assessments, and institutional support systems, affirming the predictive role of academic and institutional preparedness in licensure examination success.

**Table 3.1 Examination Areas in Licensure Examination for Teachers in BEED.**

	SEPT MBER 2021	JANUAR Y 2022	JUNE 2022	MARCH 2022	OCTOB ER 2022	MARCH 2023	SEPT MBER 2023	MARCH 2024
<b>GENERAL EDUCATION</b>	78.76 %	77.17 %	75.66 %	76.50 %	80.40 %	80.50 %	78.71 %	82.00 %
<b>PROFESSIO NAL EDUCATION</b>	77.92 %	82.67 %	79.41 %	77.81 %	82.89 %	79.53 %	81.07 %	81.91 %

Table 3.1 presents the performance of BEED graduates in the Licensure Examination for Teachers (LET) across General Education and Professional Education from September 2021 to March 2024.

The results indicate that BEED graduates generally performed satisfactorily across both areas, but with consistently lower performance in General Education compared to Professional Education. For example, in September 2021, graduates scored 78.76% in General Education compared to 77.92% in Professional Education. This pattern persisted across other periods: 77.17% vs. 82.67% (January 2022), 75.66% vs. 79.41% (June 2022), and 76.50% vs. 77.81% (March 2022). Although there were instances of closer gaps such as in March 2023 (80.50% vs. 79.53%), the general trend shows Professional Education outperforming General Education.

The strongest performance for both components was recorded in October 2022, with 80.40% in General Education and 82.89% in Professional Education, while the lowest was observed in June 2022 with 75.66% and 79.41%, respectively. Notably, the March 2024 examination yielded 82.00% in General Education and 81.91% in Professional Education, suggesting improved balance and a higher degree of consistency across both domains.

This pattern resonates with findings in the literature. Valle and Brobo [1] reported that general education often poses challenges for graduates, as it covers a wide breadth of competencies that may not be directly aligned with their specialization. Amanonce and Maramag [9] similarly found that while students often achieve higher ratings in pedagogy, general education remains a weaker area. Conversely, Navida and Cocal [5] emphasized that professional education subjects are stronger predictors of LET success because they focus on pedagogical knowledge and skills, which are closely tied to licensure outcomes.

The fluctuations also suggest that institutional interventions and review programs may have influenced performance. Sabornido *et al.* [22] noted that targeted interventions in weak areas can gradually raise scores, while Bellen et al. [6] highlighted that most TEIs focus heavily on professional education in licensure preparation, which may explain consistently stronger results in this domain.

In sum, the data show that General Education is the examination area where BEED graduates did not consistently

perform well compared to Professional Education. While both components are above the national average, the results emphasize the need to strengthen foundational knowledge in general education subjects to ensure balanced performance across all areas of the LET. This aligns with the recommendations of Guzman [7] and Dimas [20], who argued that enhancing curriculum alignment and review programs in weaker areas is essential to sustaining high institutional passing rates.

#### **4.1 Relationship Between the Respondents' CBA Final Grades, GPA, and Their LET Rating**

CBA Final Grades vs LET Ratings	Spearman Rho	Degree of Relations hip	p-value	Decision
CBA 1 vs GenEd	0.544	Moderate	0.0001	Significant, Reject the Null
CBA 1 vs LET general average Result	0.505	Moderate	0.0003	Significant, Reject the Null
CBA 2 vs ProfEd	0.126	Negligible	0.3979	Non-Significant, Fail to Reject the Null
CBA 2 vs LET general average Result	0.172	Negligible	0.2471	Non-Significant, Fail to Reject the Null
CBA 3 vs LET general average Result	0.1	Negligible	0.503	Non-Significant, Fail to Reject the Null
GPA vs GenEd LET Result	0.445	Moderate	0.0017	Significant, Reject the Null
GPA vs ProfEd LET Result	0.436	Moderate	0.0028	Significant, Reject the Null
GPA vs LET general average Result	0.468	Moderate	0.0009	Significant, Reject the Null

\*Adapted from Calmorin

An  $r \pm 0.00$  denotes zero correlation.

An  $r$  from 0.01 to  $\pm 0.20$  deals on negligible correlation

An  $r$  from  $\pm 0.21$  to  $\pm 0.40$  denotes low or slight relationship.

An  $r$  from  $\pm 0.41$  to  $\pm 0.70$  indicates marked or moderate correlation.

An  $r$  from  $\pm 0.71$  to  $\pm 0.90$  shows high relationship.

An  $r$  from  $\pm 0.91$  to  $\pm 0.99$  denotes very high correlation.

An  $r \pm 1.0$  indicates perfect relationship.

The correlation analysis using Spearman Rho revealed varying degrees of association between the respondents' Competency-Based Assessment (CBA) grades, Grade Point Average (GPA), and LET results.

**CBA 1 (General Education) vs. LET Performance.**

A moderate and significant relationship was found between CBA 1 and the General Education LET results ( $p = 0.544$ ,  $p = 0.0001$ ), as well as between CBA 1 and the overall LET rating ( $p = 0.505$ ,  $p = 0.0003$ ). This suggests that performance in general education subjects during pre-service training is a reliable predictor of licensure outcomes in both General Education and overall results. Similar findings were reported by Valle and Brobo [1] and Mendez [2], who emphasized that academic achievement in foundational subjects has a direct influence on LET performance.

**CBA 2 (Professional Education) vs. LET Performance.**

The correlations between CBA 2 and Professional Education LET results ( $p = 0.126$ ,  $p = 0.3979$ ), as well as with the overall LET rating ( $p = 0.172$ ,  $p = 0.2471$ ), were negligible and non-significant. This indicates that professional education CBA grades did not significantly predict graduates' performance in the Professional Education component of LET. This outcome contrasts with the findings of Navida and Cocal [5], who argued that professional education courses are among the strongest predictors of LET success. The discrepancy may be attributed to differences in institutional emphasis or assessment alignment, as Bellen et al. [6] highlighted that inconsistencies in internal assessments can affect their predictive validity.

### CBA 3 (Specialization) vs. LET Performance.

The analysis showed a negligible and non-significant relationship between CBA 3 and overall LET results ( $p = 0.1$ ,  $p = 0.503$ ). Despite students generally performing better in specialization (Table 1.1), this strength did not translate into significant predictive power for licensure outcomes. Dionio *et al.* [11] similarly observed that while specialization enhances subject-matter expertise, its influence on LET success is often weaker compared to general and professional education.

### GPA vs. LET Performance.

In contrast, GPA exhibited moderate and significant relationships across all components: General Education ( $p = 0.445$ ,  $p = 0.0017$ ), Professional Education ( $p = 0.436$ ,  $p = 0.0028$ ), and the overall LET rating ( $p = 0.468$ ,  $p = 0.0009$ ). This confirms that cumulative academic performance is a strong predictor of licensure outcomes. Previous studies have consistently validated GPA as a reliable determinant of LET performance [9]; [4]; [3], indicating that students with higher GPAs are more likely to achieve better results in the licensure examination.

**Table 5.1 Multiple Correlation Between the Grades (CBA Grades and GPA) and Overall LET Rating**

LET Rating	R	Interpretation	R <sup>2</sup>	Interpretation	Adjusted R <sup>2</sup>	Interpretation
Overall	0.605	Large	0.366	Moderate Variance explained	0.305	Acceptable model fit

**Legend:** NS – Not Significant S – Significant at 0.05 level

**R** - Multiple Regression Coefficient **R<sup>2</sup>** Coefficient of Determination

**Correlation Coefficient** **Interpretation (Size of Correlation)**

±0.00 - ±0.09	Negligible
±0.10 - ±0.29	Small
±0.30 - ±0.49	Medium
±0.50 - ±1.00	Large

The results of the multiple correlation analysis reveal that the combined effect of CBA grades and GPA on the overall LET rating yielded a multiple correlation coefficient of  $R = 0.605$ , which falls within the range interpreted as large correlation. This indicates that academic performance variables, particularly competency-based assessments and GPA, have a substantial predictive relationship with the licensure examination outcomes. Such a finding reinforces earlier studies showing that academic indicators are reliable predictors of teacher licensure performance [30; 29].

The coefficient of determination ( $R^2 = 0.366$ ) suggests that 36.6% of the variance in the overall LET rating can be explained by CBA grades and GPA. This level of explained variance is considered moderate, which implies that while academic performance plays a critical role, other unmeasured factors such as test-taking skills, psychological readiness, and instructional quality may also contribute to licensure outcomes [28].

Furthermore, the adjusted coefficient of determination (Adjusted  $R^2 = 0.305$ ) indicates an acceptable model fit, meaning that when adjustments are made for the number of predictors, approximately 30.5% of the variance in LET ratings remains explained by the predictors. This finding aligns with the conclusions of Bansiong [30], who highlighted that academic performance variables provide consistent predictive validity for licensure examinations,

though their explanatory power may be limited when other contextual and psychological factors are considered.

Overall, these results underscore the significance of strengthening academic preparation through competency-based assessments and rigorous GPA monitoring, as they contribute meaningfully to licensure examination success. Similar conclusions were drawn by Lagcao *et al.* [8], who argued that higher academic achievement correlates with better performance in professional examinations, emphasizing the need for universities to sustain quality instruction and assessment practices.

**Table 5.2 Initial Regression Coefficients and significance of CBAs and GPA in Predicting LET Rating**

LET Component	Variables	Unstandardized Coefficient (B)	Standardized Coefficient (Beta)	p-value (Sig.)	Interpretation
General Education	Constant	-18.606	–	0.593	Not Significant
	CBA 1	0.661	0.314	0.003	Significant
	CBA 2	-0.079	-0.066	0.585	Not Significant
	CBA 3	-0.052	-0.042	0.750	Not Significant
	GPA	0.633	0.272	0.135	Not Significant
Professional Education	Constant	-1.239	–	0.970	Not Significant
	CBA 1	0.409	0.245	0.047	Significant
	CBA 2	-0.037	-0.031	0.787	Not Significant
	CBA 3	-0.189	-0.162	0.222	Not Significant
	GPA	0.788	0.336	0.049	Significant
Overall Rating	Constant	-12.918	–	0.686	Not Significant
	CBA 1	0.501	0.282	0.014	Significant
	CBA 2	-0.039	-0.033	0.768	Not Significant
	CBA 3	-0.146	-0.124	0.332	Not Significant
	GPA	0.786	0.336	0.045	Significant

**Legend:** S – Significant at  $\alpha=0.05$

NS – Not Significant at  $\alpha=0.05$

The regression analysis in Table 3.2 reveals that CBA 1 (General Education Competency-Based Assessment) consistently emerges as a significant predictor across General Education, Professional Education, and the Overall LET Rating. Specifically, CBA 1 recorded significant coefficients in predicting General Education ( $B = 0.661$ ,  $p = 0.003$ ), Professional Education ( $B = 0.409$ ,  $p = 0.047$ ), and Overall LET performance ( $B = 0.501$ ,  $p = 0.014$ ). This finding underscores the predictive strength of General Education competencies, which resonates with the results of previous studies highlighting that foundational knowledge serves as a strong basis for licensure success [4;3].

Meanwhile, GPA also showed significant predictive power in Professional Education ( $B = 0.788$ ,  $p = 0.049$ ) and Overall Rating ( $B = 0.786$ ,  $p = 0.045$ ). This implies that academic performance, as represented by GPA, plays an important role in explaining variance in licensure outcomes. This aligns with the findings of Dionio *et al.* [11] and Calumpang *et al.* [26], who emphasized that higher academic achievement and consistent school performance significantly predict LET performance, particularly in professional and specialization subjects.

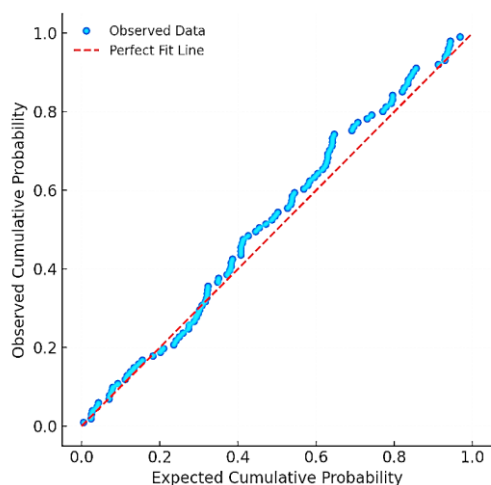
On the other hand, CBA 2 (Professional Education CBA) and CBA 3 (Specialization CBA) were not significant predictors across all components of the LET. This non-significance suggests that while professional and specialization assessments are important indicators of in-college performance, they may not directly translate into predictive validity for LET outcomes. This trend supports the work of



Cahapay [27], who observed that not all internal assessment measures significantly contribute to predicting licensure examination results, and that predictive validity may vary depending on the type of assessment and component of the licensure exam.

The findings further affirm the insights of Navida [13], who argued that program-level interventions such as curriculum alignment and competency-based review activities play a vital role in ensuring consistent LET performance. Moreover, the results lend credence to the assertion of Diamante [25] that strengthening General Education preparation is essential for improving LET pass rates, as weaknesses in this area often undermine overall performance.

In sum, the results of the regression analysis demonstrate that CBA 1 and GPA are the strongest predictors of LET performance among BEEd graduates, highlighting the value of foundational general education knowledge and overall academic consistency in determining licensure outcomes. This reinforces the call for teacher education institutions to intensify competency-based training in General Education and to uphold rigorous academic standards, as these remain pivotal in preparing future teachers for licensure examinations [27; 11; 26].



**Figure 5.1. Normal P-P Plot of Regression Standardized Residuals Dependent Variable: General Education**

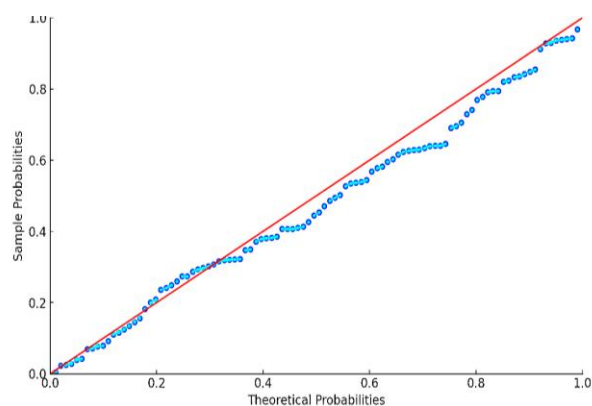
The regression analysis revealed that CBA 1 significantly predicts the LET General Education performance of the respondents, with a coefficient ( $B = 0.661$ ,  $\beta = 0.314$ ,  $p = 0.003$ ). The resulting regression model can be expressed as:  $\text{LET General Education Score} = -18.606 + 0.661(\text{CBA 1})$

The Normal P-P Plot of Regression Standardized Residuals showed that the data points closely followed the diagonal line, suggesting that the residuals were normally distributed. This indicates that the assumption of normality for regression analysis was satisfied, thus validating the use of regression in this context.

The findings support the notion that academic achievement in earlier competency-based assessments (CBA 1) strongly influences LET performance in General Education. This aligns with prior studies showing that academic performance serves as a reliable predictor of standardized test outcomes such as the NAT and LET [29; 8]. The result also resonates

with the claim that sustained academic preparation builds cumulative knowledge, which contributes positively to licensure examinations [30; 28].

Furthermore, the significance of CBA 1 implies that early academic consistency plays a critical role in professional success, echoing the principle that formative academic indicators can reliably forecast summative licensure results [11]. This also strengthens the evidence that performance in localized academic measures predicts outcomes in national assessments, consistent with studies on NAT predictors [31].



**Figure 5.2. Normal P-P Plot of Regression Standardized Residuals Dependent Variable: Professional Education**

The regression analysis revealed that CBA 1 is a significant predictor of the Licensure Examination for Teachers (LET) performance in Professional Education, while the constant was not statistically significant. The regression model is expressed as:

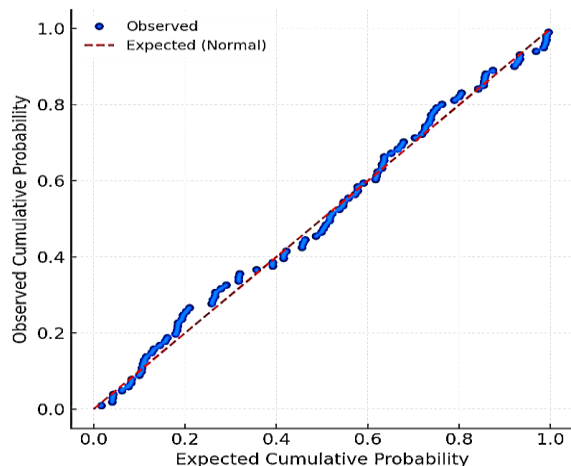
$$\text{Professional Education} = -1.239 + 0.409(\text{CBA 1})$$

This indicates that for every one-unit increase in the CBA 1 final grade, the Professional Education LET rating is expected to increase by 0.409 points, assuming all other factors remain constant. Despite the non-significance of the intercept, the positive coefficient of CBA 1 highlights its role as a valid predictor of LET performance in this domain.

The findings support the claim that academic performance in coursework significantly influences licensure outcomes. Prior studies emphasize that formative assessments and competency-based evaluations during pre-service training serve as reliable indicators of success in board examinations [30]. Similarly, Camañero, Berico, and Tan [29] underscored that specific academic predictors, when aligned with curriculum-based assessments, directly correlate with licensure performance.

This result also aligns with studies showing that consistent achievement in pre-board academic requirements positively influences readiness for the LET [8; 28]. The implication is that strengthening CBA-related instruction and feedback mechanisms can enhance teacher education graduates' proficiency, particularly in Professional Education subjects, which comprise a substantial portion of the LET.





**Figure 5.3. Normal P-P Plot of Regression Standardized Residuals Dependent Variable: Professional Education**

The regression analysis revealed that GPA significantly predicted Professional Education LET performance, with a standardized coefficient of 0.336 ( $p = 0.049$ ). The derived regression model is expressed as:

$$\text{Professional Education} = -1.239 + 0.788(\text{GPA})$$

This equation indicates that for every unit increase in GPA, the predicted Professional Education score increases by 0.788 points. The constant (-1.239) was not significant, suggesting that the predictive strength lies primarily in GPA rather than baseline values.

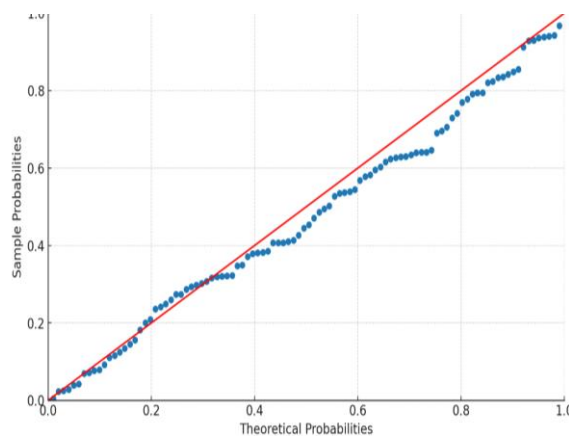
The Normal P-P Plot of Regression Standardized Residuals showed that the points closely aligned with the diagonal line, signifying that the residuals were approximately normally distributed. This supports the assumption of normality in regression analysis and validates the reliability of the model. The finding highlights GPA as a strong academic predictor of Professional Education performance, consistent with previous studies that emphasized the role of academic achievement as a reliable basis for standardized examination outcomes [29; 30]. Similarly, research on licensure examinations has shown that cumulative GPA serves as a robust determinant of test success, reinforcing its use in predictive modeling [8; 23].

These results underscore the critical importance of sustained academic performance as a foundation for Professional Education outcomes in the LET. The predictive relationship between GPA and licensure examination ratings affirms that higher general academic achievement translates into greater competency in Professional Education domains, thereby aligning with both local and international findings on academic predictors of licensure success [31; 32].

The regression analysis revealed that CBA 1 performance is a significant predictor of the Overall LET Rating ( $\beta = 0.501$ ,  $p = 0.014$ ). The regression model is expressed as:

$$\text{Overall LET Rating} = -12.918 + 0.501(\text{CBA 1})$$

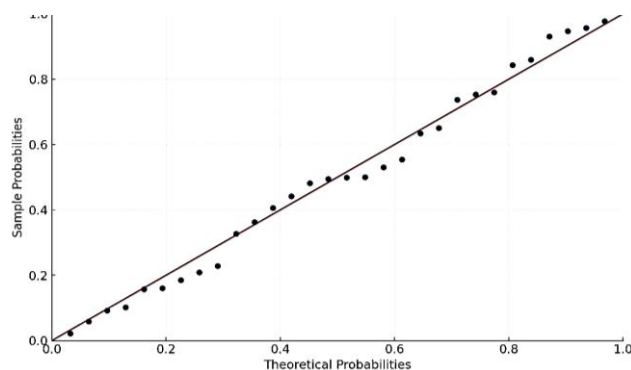
This indicates that for every one-unit increase in CBA 1, the Overall LET Rating increases by 0.501 points, holding other factors constant. Although the constant (-12.918) is not significant, the slope coefficient for CBA 1 suggests a meaningful contribution to predicting overall licensure outcomes.



**Figure 5.4. Normal P-P Plot of Regression Standardized Residuals Dependent Variable: Overall LET Rating**

The result aligns with earlier findings that competency-based assessments serve as valid predictors of licensure performance, as they measure applied knowledge and skills needed in actual test settings [29]. Prior research has also shown that academic and competency-based measures are reliable benchmarks for forecasting teacher licensure success [30; 28].

Furthermore, the significance of CBA 1 reinforces the idea that early competency-based evaluation captures foundational knowledge and skills, which substantially contribute to long-term examination readiness and success [8]. These results confirm that performance in academic assessments embedded in the curriculum provides predictive validity for high-stakes examinations like the LET, consistent with international studies on the predictive role of academic performance in licensure outcomes [32; 33].



**Figure 5.5. Normal P-P Plot of Regression Standardized Residuals Dependent Variable: Overall LET Rating**

The regression analysis revealed that GPA significantly predicts the Overall LET Rating of the respondents, with a coefficient of 0.786 ( $p = 0.045$ ). This suggests that for every unit increase in GPA, the overall LET rating increases by approximately 0.79 points, holding other factors constant. The constant term (-12.918) was not statistically significant ( $p = 0.686$ ), indicating that GPA is the primary predictor in the model. The resulting regression equation is expressed as:

Overall LET Rating= $-12.918+0.786(\text{GPA})$

The Normal P-P Plot of Regression Standardized Residuals showed that the residuals closely followed the diagonal line, suggesting that the assumption of normality in regression analysis was met. This supports the reliability of the regression model and indicates that GPA is a valid predictor of LET performance.

These findings are consistent with earlier research that identified academic performance as a strong determinant of licensure examination outcomes. Camañero, Berico, and Tan [29] found that GPA serves as a consistent predictor of teacher licensure outcomes, while Lagcao et al. [8] reported that higher academic standing strongly correlates with success in the LET.

Overall, the results underscore that GPA serves as a reliable academic predictor of LET performance, confirming the critical role of sustained academic achievement throughout teacher education as a basis for professional success in licensure examinations [28].

## CONCLUSION

This study set out to examine the predictive role of academic performance and competency-based assessments on the Licensure Examination for Teachers (LET) performance of Bachelor of Elementary Education (BEEd) graduates. The results underscore the importance of academic indicators in forecasting licensure outcomes and highlight the impact of institutional reforms on examination success.

The analysis confirmed that CBA 1, which reflects mastery of General Education, and Grade Point Average (GPA) emerged as the strongest predictors of LET performance. Their consistent significance across regression models suggests that foundational academic preparation and sustained scholastic achievement are vital for success in high-stakes examinations. Conversely, CBA 2 (Professional Education) and CBA 3 (Specialization) did not significantly predict LET results. This finding indicates that while these areas strengthen in-college training, their direct contribution to licensure outcomes is less evident compared to general education and overall academic performance.

The correlation results also reinforced the predictive role of GPA, which demonstrated moderate and significant associations with General Education, Professional Education, and overall LET ratings. This confirms that cumulative academic consistency serves as a reliable basis for determining examination readiness and professional competence.

Trend analysis further revealed a remarkable improvement in institutional performance following the curriculum revision and CBA integration in 2018. Across multiple testing periods between September 2021 and March 2024, BEEd graduates of Negros Oriental State University consistently outperformed the national passing percentages, with rates ranging from 78.05% to 100%. These results highlight the effectiveness of institutional reforms, demonstrating that systematic curriculum strengthening, internal assessments, and academic monitoring contribute to sustained licensure success. Despite this achievement, most graduates' ratings clustered within satisfactory ranges, pointing to the need for

strategies that move greater numbers of students into higher levels of performance.

In conclusion, the study affirms that academic achievement and general education competencies are critical determinants of LET success, while professional education and specialization assessments require further alignment with licensure standards to maximize their predictive potential. The results emphasize the necessity of maintaining rigorous academic standards, strengthening general education preparation, and reinforcing institutional interventions such as review programs, mentoring, and continuous assessment. By sustaining these measures, teacher education institutions can ensure that graduates are not only able to meet but also surpass licensure benchmarks, thereby elevating the overall quality and readiness of the teaching workforce.

## RECOMMENDATIONS

Based on the findings of this study, several recommendations are advanced to further strengthen the performance of BEEd graduates in the Licensure Examination for Teachers (LET). The results showed that academic achievement and General Education competencies are significant predictors of licensure outcomes, while Professional Education and Specialization assessments require stronger alignment with board examination standards. To address these gaps, the following recommendations are proposed:

For Teacher Education Institutions (TEIs). Curriculum delivery should be enhanced through systematic mapping of courses against the LET Table of Specifications to ensure alignment of competencies. Strengthening General Education instruction must remain a priority, with interventions such as faculty mentoring, team-teaching, and integration of LET-type test questions in course assessments. TEIs should also institutionalize mock board examinations, conduct regular item analyses of student assessments, and utilize feedback mechanisms from recent LET passers to refine teaching practices.

For Faculty and Administrators. Continuous professional development, team collaboration, and faculty development sessions must be encouraged to ensure high-quality teaching. Faculty should embed LET-oriented drills, practice tests, and competency-based learning activities in their courses. Academic support mechanisms such as peer tutoring, academic coaching, and open-access supplemental resources should be institutionalized to assist low-performing students.

For Students. Graduates should maximize academic coaching and supplemental resources, develop consistent study habits, and actively engage in mock board examinations and other review mechanisms. Emphasis should be placed on improving General Education competencies, which have proven to be the strongest predictors of LET performance.

For Quality Assurance and Policy Makers. TEIs should establish a board examination performance dashboard to track institutional outcomes per subject and cohort. This data-driven approach will enable continuous monitoring, benchmarking, and recalibration of programs. Accrediting agencies and policymakers should encourage institutions to sustain reforms, integrate feedback systems, and invest in

digital platforms to support student learning and faculty development.

To operationalize these recommendations, a Strategic Plan Matrix to Improve BEED Board Exam Performance (2025–2028) has been developed.

Objectives	Actions to be Taken	Point Persons	Resources Needed	Monitoring & Evaluation Mechanism
<b>1. Improve instruction in General Education subjects</b>	Conduct faculty mentoring and team-teaching between experienced and new instructors handling GenEd subjects	College Dean, Department Heads	Faculty workload adjustments, mentoring guidelines	Class observations, peer evaluations, student feedback
	Integrate LET-type test questions in summative exams in GenEd courses	Subject Instructors, QA Coordinator	Test banks, faculty training	QA audits of exams, item analysis reports
	Organize regular item analysis of student assessments to identify weak content areas	QA Officer, Faculty	Analytics tools, IT support	Reports submitted every semester with improvement plan
<b>2. Enhance curriculum delivery and alignment with LET competencies</b>	Map GenEd curriculum with LET Table of Specifications (TOS)	Curriculum Chair, Faculty	LET TOS, existing course syllabi	Revised syllabi and curriculum mapping matrix
	Align teaching-learning activities (TLAs) to LET-required skills	Faculty, Instructional Designers	TLA templates, CPD seminars	Course audit results, student outputs
<b>3. Strengthen academic support mechanisms for students</b>	Implement academic coaching or peer tutoring for low-performing students	Student Affairs Coordinator, Faculty	Honorarium for tutors, room assignments	Midterm performance tracking, student feedback
Objectives	Actions to be Taken	Point Persons	Resources Needed	Monitoring & Evaluation Mechanism
<b>4. Build a strong feedback and assessment culture</b>	Provide open-access supplemental learning materials (videos, drills, e-modules) especially in General Education	ICT Coordinator, GenEd Faculty	LMS platform, digital content creation tools	Usage analytics, completion reports
	Institutionalize mock board exams each semester (non-review format, part of academic requirement)	Program Chair, Instructors	Question banks, exam logistics	Performance reports per subject, post-exam diagnostics
	Establish a feedback system from recent LET passers on what helped them succeed	Alumni Office, Program Chair	Online forms, incentives	Summary reports per batch, applied improvements
<b>5. Institutionalize a system of continuous improvement</b>	Create a board exam performance dashboard to monitor trends by subject and batch	QA Office, MIS Unit	Dashboard software, IT personnel	Monthly data updates, quarterly QA reviews
	Hold annual faculty development sessions based on exam trends and curriculum gaps	Faculty Development Committee	Training budget, external speakers	Pre- and post-training assessments, implementation logs

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