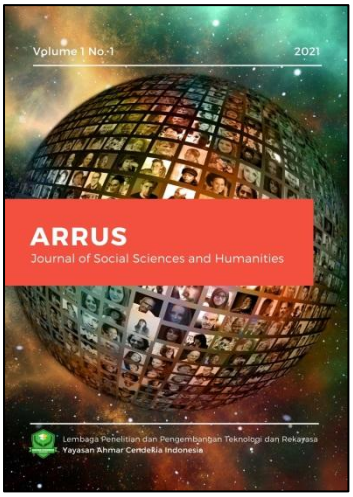
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RESEARCH ARTICLE

Predictors of Graduates' Performance in the Licensure Examination for Teachers (LET)

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Abstract: Passing the Licensure Examination for Teachers (LET) demands thorough preparation due to its complexity. This study aimed to identify predictors of LET performance among College of Education graduates. Using a descriptive-correlational design, the researchers analyzed graduates' profiles, academic records, On-the-Job Training scores, and LET results through documentary analysis. Thirty-seven graduates were selected through purposive sampling. Statistical methods included mean, standard deviation, frequency, Percentage, Pearson correlation, and stepwise multiple regression analysis. The study found that graduates' school performance, particularly in teaching competencies, special demonstrations, internships, and General Weighted Average (GWA), was very good. LET performance was also strong in general education, professional education, and major subjects. Significant relationships were identified between LET performance and factors such as special demonstrations, internships, and GWA while teaching competencies had a less consistent impact. The study concluded that school performance, especially GWA, was a significant predictor of LET success in general education, major subjects, and overall performance. Enhancing pre-service academic performance through curriculum improvements, hands-on activities, and targeted support can boost LET outcomes.

Keywords: general average, LET performance, LET predictors, profile analysis, school performance

1. Introduction

The sole examination recognized as a measure of readiness for teaching is the Licensure Examination for Teachers (LET). It is presumed that graduates who successfully pass the LET have gained the necessary knowledge and skills during their pre-service education (Bellen et al., 2018). Over the past five years, the Philippines' Percentage of LET passers has not progressed. During those years, the Percentage of LET passers in the Philippines was 27.28% (elementary) and 25.95% (secondary) during March 2019 LET, 31.34% (elementary) and 39.68% (secondary) during the September 2019 LET, 55.96% (elementary) and 57.76% (secondary) during the September 2021 LET; and 54.43% elementary) Moreover, 50.94% (secondary) during the October 2022 LET (The Summit Express, 2019; 2021; 2022; 2023). In a certain tertiary university in Ozamiz City, they got 46.95% national passing percentage for the secondary level and 40.77% for the elementary level during the March 2023 LET, while in the September 2023 LET, they got 56.27% national passing percentage for the secondary level and 47.01% for the elementary level. Hence, these findings indicate that despite efforts to improve passing percentages, certain factors continue to impede the success of pre-service teachers in passing the LET.

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The quality of teacher education provided by institutions can be evaluated through graduates' performance in the Licensure Examination for Teachers (LET) and their prospects for employment in teaching roles (Valle & Brobo, 2022). Graduates' academic performance acts as one indicator for predicting how teacher graduates will perform in the LET (Ibarrientos, 2022). Additionally, a thorough examination of teacher, school, and student elements is essential to ensure that graduates will succeed in the board examination for teachers.

Assessing the quantity and quality of education received by education graduates serves as a logical starting point for evaluating teachers' performance in the LET (Quiambao et al., 2015). It indicates that sustaining academic excellence will help pre-service teachers prepare to pass the LET successfully upon graduation. Successfully passing the Licensure Examination for Teachers (LET) is a complex endeavor, demanding thorough preparation and readiness. More importantly, it necessitates a strong understanding and foundation, as achieving a minimum rating of 75% across the three domains of General Education and Professional Education for BEEd graduates, and General Education, Professional Education, and their Specialization for BSEd graduates are required to pass the licensure examination (Valle & Brobo, 2022). The researchers identified an apparent evidence gap in the prior research concerning predictors of Licensure Examination for Teachers' performance. Previous research has addressed several aspects of (1) academic achievement and their performance in the Licensure Examination (Philippines, 2013); (Belen et al., 2018), (2) college entrance test and the academic performance of graduates in their Licensure Examination for Teachers (LET) (Ibbarrientos, 2022); (Bansiong, 2019), (3) faculty-related variables like educational attainment, training/seminar workshops attended, academic rank and workloads are good predictors of LET performance (Visco, 2015) (Balinario et al, 2023). However, the previous research has not addressed several contradictions in the findings concerning the prior research. The researchers have identified that there is an evidence gap in the prior studies that is contradictory to the findings (Miles, 2017).

Undergoing a teaching internship is a critical component of professional development and an integral phase for every student enrolled in a teacher education program as they prepare to transition into fully qualified educators (Michos et al., 2022; Rogayan & Reusia, 2021; Ugalingan et al., 2021). Pre-service teacher practicum is designed to furnish pre-service educators with hands-on teaching experience and has been acknowledged by numerous scholars as a vital component of pre-service teacher training (Zuilkowski, 2021). The Commission on Higher Education (CHED) mandates that pre-service teachers (PSTs) engage in direct teaching as a culminating stage, allowing them to gain firsthand experience in real or virtual classroom settings. Engaging in simulation tasks and gaining professional experience in international settings will be highly beneficial and significant for prospective teachers (Tique, 2023).

Achieving success in the LET, overseen and conducted by the Professional Regulation Commission (PRC), stands as a significant milestone for graduates of all board programs in the Philippines (Gabasa & Raqueño, 2021). It is a complex endeavor, demanding thorough preparation and readiness. Understanding that achieving the course objectives across the general education, professional, and major components of the Teacher Education curriculum, comprehensively discussing relevant topics covered within the semester, utilizing instructional materials and assessment tools with proven reliability and validity aligned with LET measured competencies, and ensuring the relevance of instructional tasks and course requirements to teacher education courses, all contribute to success in the licensure examination (Angeles, 2020). Therefore, learning outcomes should be observable, achievable, and evaluable. It presents a demanding endeavor that necessitates ongoing evaluation and professional discernment from all stakeholders within the program.

This challenging task requires continuous assessment and thoughtful judgment from every participant involved in the program. The important role of education in an individual's growth and development is paramount and should not be underestimated (Ngugi & Mumiukha, 2016). Education seeks to cultivate students into holistic individuals by fostering

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their intellectual, interpersonal, and emotional advancement. This comprehensive perspective extends to educators who ought to be recognized as proficient professionals embodying principles and knowledge rather than mere instructors following a curriculum (Hui-Ling, 2023). Thus, understanding the factors that influence graduates' performance in the Licensure Examination for Teachers (LET) can help educational institutions tailor their pre-service teacher preparation programs to better equip future educators with the knowledge and skills needed to succeed in their licensure exams.

The Licensure Examination for Teachers (LET) is a vital examination that measures the performance of every aspiring teacher to be able to teach with honor and prestige. Several factors play a role in determining the predictors of graduates in the LET, such as academic performance, on-the-job training of pre-service teachers or their teaching internship, and the attainment of the program learning outcomes given by the institution. The current study explored the pre-service teachers' academic performance, on-the-job training or the teaching internship, and attainment of the program learning outcomes at a selected tertiary school in Ozamiz City during the second semester of S.Y. 2023-2024 to inform practices aimed at improving pre-service teachers' performance in the Licensure Examination for Teachers (LET).

1.1. Theoretical Framework

This study was anchored on The Attribution Theory of Motivation (Weiner, 1986), The Goal-setting Theory (Locke & Latham, 1990), and Albert Bandura's Self Efficacy Theory (Bandura, 1990).

This study used Bernard Weiner's Attribution Theory of Motivation (1986). The theory focuses on understanding how individuals attribute causes to their successes and failures, which influence their motivation and emotional responses. It emphasizes that cognitive functionalism should hold equal importance in a theory of motivation alongside behavioral functionalism (Weiner, 2012). The concept also proposes that multiple information sources contribute to determining reasons for achievements in specific contexts. While ability and effort are the main factors perceived to cause success and failure, additional influential elements such as home environment and teaching also play a role (Weiner, 1982).

The role of mastering control is a fundamental aspect of the Attribution Theory of Motivation as it influences pre-service teachers on how they perceive their ability to take control of their expected outcome. The theory posits that if aspiring teachers attribute their academic achievements, such as a high general weighted average, outstanding performance in On-the-Job training, and excellent scores in pre-board examinations, to their diligent efforts and hard work as factors within their control, they are likely to experience a sense of positivity and motivation. This positive outlook encourages them to persist in their efforts, fueled by their belief that they will attain high passing ratings in the Licensure Examination for Teachers. The person seeking knowledge is more than just a seeker; their underlying aim in acquiring knowledge is to effectively manage themselves and their surroundings (Kelley, 1971). Thus, this theory also emphasizes that if a pre-service teacher attributes their failure to factors outside of their control, such as unfair test questions or a biased grader, they may feel less motivated to improve. They would likely feel that their societal disapproval towards failure due to insufficient effort, like performing poorly in exams and failing to repay debts, is more severe compared to failure stemming from a general lack of ability, such as low academic performance or financial hardship due to illness (Lange et al., 2011). Conversely, when an outcome is perceived as uncontrollable, students may feel that external factors beyond their influence determine the result, thus relying on luck rather than on effort and ability.

It highlights student's ability to attribute their performance on the examination to internal or external factors. Hence, it is crucial to investigate how graduates' attributions impact their motivation for exam preparation and performance. Assessing whether those attributing

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success to internal factors (e.g., effort, ability) exhibit greater motivation for effective studying compared to those attributing success to external factors (e.g., luck) is essential. Equally important is examining if graduates attributing failure to external factors endure less distress and display greater resilience in preparing for future attempts. Integrating the Attribution Theory of Motivation offers the prospect of comprehending the psychological mechanisms influencing graduates' LET performance, thus identifying potential intervention areas for enhancing outcomes. It simply focused on the perceived reasons behind success and failure (Graham, 2020).

This study also employs the theory of Edwin Locke and Gary Latham's Goal-Setting Theory (1990). This theory suggests that behavior is influenced by two key cognitive factors: values and intentions, which are represented by goals. Goals serve as the blueprint for what individuals actively pursue. Locke and Latham propose that people emotionally engage with their values, compelling them to align their behaviors accordingly. Moreover, goals impact behavior, particularly job performance, through various mechanisms. They assert that goals serve as guides, directing attention and action. Additionally, challenging goals ignite vigor, perseverance, and dedication, prompting individuals to craft strategies for attainment. Achieving a goal can lead to satisfaction and increased motivation, while failure to do so may result in frustration and diminished motivation (Lunenburg, 2011).

Motivation plays a vital role in educational settings, enabling teachers to work with enthusiasm toward achieving institutional goals (Kumari & Kumar, 2023). The Goal-setting theory emphasizes that if students set challenging yet specific and attainable goals, they are more likely to exert effort and persist in striving forward. It also emphasizes that pre-service teachers who have clear goals will provide them direction and focus, motivating graduates to engage in effective study strategies and work diligently toward their desired outcomes in taking the Licensure Examination for Teachers (LET). It suggests that graduates who prepare and set specific performance goals related to their target scores or levels of achievement on the Licensure Examination for Teachers will likely pass and top the board exam.

The Goal-setting theory also posits the importance of feedback and monitoring. Pre-service teachers, coming from diverse academic backgrounds, encounter diverse situations during off-campus observation, prompting them to adapt to their campus-based learning. Regardless of the nature of these experiences, pre-service teachers must engage in reflection (Abas, 2016). Thus, providing feedback and monitoring progress on their performance in practice exams, overall performance in terms of On-the-Job training, and pre-board examination scores can help them assess their strengths and weaknesses, adjust their study strategies, and stay on track toward achieving their licensure examination goals.

Finally, this study uses Albert Bandura's Self-efficacy Theory (1990). Self-efficacy is the confidence an individual has in their ability to perform the actions required to achieve certain goals or outcomes (Bandura, 1977, 1986, 1997). Different mental activities can change how confident students may feel about themselves. It proposes that one's belief in his or her abilities affects how one can deal with challenges (Bandura, 1977). It supports the idea that when pre-service teachers face difficult situations and keep going despite feeling scared, they become even more confident through mastering those challenges. This boost in confidence leads to being less defensive and more open to facing similar situations in the future (Bandura, 1977). This theory is often likened to task-specific confidence and plays a crucial role in motivation and learning theories across different situations (Artino, 2012).

Various situations can emerge during pre-service teachers' On-the-Job training. Thus, understanding self-regulation and motivation helps students make the most of their college experiences and enables universities to create more effective support programs for students who are facing challenges in completing their studies (Kitsantas et al., 2008). Bandura's theory on self-efficacy suggests that a pre-service teacher's belief in their ability to effectively plan and carry out actions is necessary to achieve specific goals. That is why having high self-efficacy motivates pre-service teachers to persist in the face of challenges and setbacks,

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encouraging pre-service teachers to dedicate sufficient time and effort to exam preparation. It emphasizes that with a strong sense of self-efficacy, pre-service teachers are more likely to utilize effective problem-solving strategies and seek help when needed, facilitating their ability to navigate difficult exam questions that they may encounter. By cultivating a high sense of self-efficacy, pre-service teachers can effectively ace their performance in terms of On-the-Job Training, their general weighted average, and pre-board examination scores. It strengthens the idea that without confidence in their ability to achieve desired outcomes through their actions, individuals lack the motivation to act. Thus, efficacy beliefs serve as a significant driver of behavior, guiding individuals in their life decisions and actions (Bandura, 1999).

1.2. Conceptual Framework

The Licensure Examination for Teachers (LET) serves as an assessment of the caliber and proficiency of Teacher Education Institutions (TEIs) within the nation. Success in the licensure examination not only elevates the status of aspiring physical science educators but also enhances the reputation of the academic institution. It conveys to the public the perception of generating high-quality graduates, thereby bringing prestige to both the individuals and the educational institution (Fuente, 2021). The components of the profile of Teacher Education Graduates include (a) age, (b) sex, (c) program graduated, (d) date in taking the LET, (e) place of origin, and (f) review center attended.

These components specify the demographic profile and the year graduates obtained their Degree or certification after finishing their teacher education program, providing background on their study completion timeframe. Age is frequently associated with maturity, life experience, and study habits. An older student's performance on a test may be enhanced by their greater life experience and more refined study techniques. Gender differences in academic performance and professional exams have identified several influencing factors. Variables such as motivation, study habits, and social expectations significantly impact the performance of male and female students. According to research, age can affect academic achievement (Navarro et al., 2015; Cáceres-Delpiano et al., 2019). While females' academic performance increases in tertiary education, male students often outperform female pupils in senior high school. High school achievement is influenced by gender stereotypes, teaching methods, parental support, and initiatives for women's emancipation. Because of socioeconomic factors, male participation in extracurricular activities and business inhibits academic progress (Wrigley-Asante, 2023).

Furthermore, it describes the graduate's particular teacher education program or Degree. The topic, length, and certification levels of teacher education programs can differ greatly. The curriculum, requirements, and outcomes of each program may vary, influencing how well-prepared graduates are to enter the teaching field. The date of the Licensure Examination for Teachers (LET) marks when graduates take the mandatory test for teaching in their area. It distinguishes those with the necessary knowledge and skills to teach effectively. Although there are existing studies on the Licensure Examination for Teachers (LET), a comprehensive synthesis utilizing scoping reviews has not been undertaken thus far (Bellen et al., 2022).

The review center is where the teacher education graduates enrolled in review courses or programs are meant to get them ready for licensing exams, like the Licensure Examination for Teachers (LET), which is referred to in this component. Exam preparation resources like as review centers provide organized study sessions, practice exams, study guides, and support to help prospective teachers improve their knowledge and abilities. It is important to determine the teacher graduates' attended review centers to identify the predictors that can impact the passing of the Licensure Examination for Teachers (LET).

The evaluation of teaching performance in public universities is a constant concern due to the need to increase the quality levels of teaching and, in general, of all activities carried out in the university environment (Chamorro-Atalaya et al., 2021). The components of the

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students' performance include (a) teaching competencies, (b) special demonstration, (c) teaching internship performance, and (d) General Weighted Average (GWA).

A pre-service teacher's practices and beliefs evolve throughout time as a result of complex interactions with classroom experiences (Mohamed, 2024). The teaching practicum offers this kind of interaction for pre-service teachers. It gives them the opportunity to experience teaching in a genuine classroom situation. In a teaching practicum, pre-service teachers can develop their knowledge repertoire and skills of teaching, as well as question and reflect on their firmly held beliefs and views. It can facilitate their learning and cognitive development (Cheng et al., 2010).

The General Weighted Average (GWA) in the general education and comprehensive examination is positive and significant and had a medium effect on the GWA of the licensure examination (Gabasa & Raqueño, 2021). The study of Puertos (2015) revealed that the general weighted average (GWA) and pre-board LET review performance of the BSEd and BEEd graduates have significant correlations to LET performance and the two variables can significantly predict the outcome of licensure examination for teachers (Valle & Brobo, 2022).

The academic performances of both the BSEd and BEEd graduates, defined in their general education, professional education, and major courses, are very significantly related to their comprehensive and licensure examination performances (Gabasa & Raqueño, 2021). The components of graduate performance include (a) General, (b) Professional, and (c) field of specialization examinations.

The general examination assesses the fundamental knowledge and skills of graduates in subjects not directly related to their area of specialization but pertinent to teaching practice. The course may encompass subjects including educational psychology, classroom administration, assessment and evaluation, educational theories, and educational laws and regulations. The general exam is designed to make sure that graduates have a thorough understanding of the ideas and methods of education that are necessary for good instruction in a variety of contexts and with a range of student demographics. Furthermore, examinations, in general, have been designed to serve different purposes. They can be used for selection, evaluating students' performance in class, or assessing the effectiveness of a teaching program (Asriadi & Hadi, 2021).

The professional examination evaluates graduates' knowledge of the duties, ethics, and professional standards related to the teaching profession. It assesses how well they can use instructional strategies, pedagogical approaches, and assessment tools to support the growth and learning of students. Inquiries about reflective practice, cooperation with stakeholders and colleagues, educational leadership, and continuous professional growth may also be included in the professional exam. The professional exam's objective is to determine if graduates are prepared to take on the responsibilities of a capable and moral teacher in educational settings. Along with that, professional training programs, whether before or after licensure, aim to equip graduates with more than just knowledge, skills, and attitudes; they also strive to instill the values and professional identity associated with their field (Dow, 2021).

This section aims to evaluate the graduates' subject-specific knowledge, abilities, and competencies in the content area or teaching specialization of their choice. Graduates may be examined on subject-specific material knowledge, instructional methodologies, curriculum building, and assessment procedures pertinent to their field, depending on their area of expertise. A graduate with a focus on mathematics education, for instance, might be judged on how well they grasp mathematical ideas, how they approach teaching the topic, and how they handle typical problems. The field of specialty test is designed to make sure graduates have the necessary knowledge and skills to meet the unique learning requirements of students in that discipline and to effectively teach the subject they have chosen.

2. Research Method and Materials

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2.1. *Research Design*

This study used teacher education graduates' performance in a descriptive-correlational design. Descriptive-correlational design portrays current conditions through systematic data collection without altering variables, while correlational design quantifies connections between variables without manipulation (Jansen, 2023). It is useful for investigating if changes in one factor correspond with changes in another. The descriptive-correlational design was appropriate for this study, as it described the profile of Education graduates, students' performance during their on-the-job training, general weighted average (GWA), pre-board scores, and graduate performance in the General, Professional, and field of specialization and how these related to their performance in the Licensure Examination for Teachers.

2.2. *Research Setting*

The research was conducted in the College of Education of a selected tertiary school institution in Ozamiz City. This university holds the distinction of being the first in Northwestern Mindanao to attain "Autonomous Status" from the Commission on Higher Education (CHED). Its 12 colleges offer a total of 29 programs, encompassing graduate studies and complete Basic Education offerings. Notably, the university has been awarded an outstanding rating by DNV for its ISO 9001:2008 certification. Recognized for its academic excellence, it has been honored by PACUCOA (The Philippine Association of Colleges and Universities Commission on Accreditation) for two consecutive years as the institution with the most accredited programs in Region X.

Moreover, the university has successfully undergone the Institutional Sustainability Assessment (ISA). Additionally, CHED has acknowledged its information technology, criminology, and teacher education programs as Centers of Development (COD). The Education program at Misamis Institute was established in 1946 post-war. It gained government recognition for BSE in 1949, BSEd, and a Two-Year Home Economics Course in 1953. The program received Level I Accreditation in 1988 and Level II in 1990. It produced regional LET topnotchers in various years, including 1997, 1998, 2004 (8th Place), 2006 (6th Place), 2010 (8th Place), and 2023 (4th Place, Elementary Level). In 2011, it earned Level III Reaccredited Status from PACUCOA, which was valid until November 2014. Dr. Karen Belina Feliciano De Leon, the University President, accepted this honor in 2012 at PACUCOA's 23rd Annual General Assembly, marking it as the first in Region 10 to achieve this for a Bachelor of Secondary Education. The College of Education at Misamis University is recognized for its LET achievers and as a hub for educational leadership in the region.

2.3. *Respondents of the Study*

The respondents of the study were 37 college graduates in 2021-2022 in a selected tertiary school in Ozamiz City. Determined using the Raosoft calculator and chosen through purposive sampling. The following criteria were used to choose the respondents: (1) College graduate students who are enrolled in the second semester of S.Y. 2021-2022, who are taking Bachelor of Secondary Education and Bachelor of Elementary Education; (2) first-time takers of the Licensure Examination for Teachers. Before starting the data analysis, the researchers ensured that all criteria were followed.

2.4. *Instruments*

In this study, documentary analysis was used to conduct an in-depth systematic procedure for evaluating and interpreting data. Records such as graduates' profiles, On-the-Job Training ratings, General Weighted Average (GWA), and ratings of graduates from the Licensure Examination for Teachers (LET) in general, professional, and field of specialization obtained from the college were examined and calculated statistically using the Minitab software.

2.5. *Data Collection*

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Before gathering data, the researchers submitted a letter of permission to the college dean, obtaining consent to conduct the study. The researchers obtained approval from the college to use the data of graduates from the Licensure Examination for Teachers (LET). After the approval, the researchers explained the purpose of the study and discussed the ethical considerations. Subsequently, the researchers documented and recorded the data given by the college. After the data were documented and recorded, they were tallied using the Microsoft Excel application and subjected to statistical computations using the Minitab software. The results were presented in tabular form for analysis and subsequent interpretation of the data.

2.6. Ethical Considerations

Adherence to ethical standards in the study was ensured by following the ethical considerations outlined in Republic Act No. 10173, also known as the Data Privacy Act of 2021. This legislation underscores the significance of safeguarding individuals' personal information and upholding their rights to privacy and data protection. Researchers will implement measures to protect the identities and sensitive data of participants, such as assigning unique identifiers or codes instead of using their names or other identifiable information in research documents. Data will be securely stored, with access restricted to authorized personnel with a legitimate need for it. Dissemination of results will be conducted in a manner that prevents individual participants from being identifiable.

Moreover, researchers will be responsible for accurately documenting and recording data without bias or manipulation, maintaining detailed records of data collection methods, procedures, and any modifications made during the study. Transparent documentation ensures that the research process can be replicated and verified by others. All communication pertaining to this research was characterized by honesty and transparency.

2.7. Data Analysis

The study used the following tools in analyzing the data gathered with the use of Minitab Software:

Mean and Standard Deviation were used to determine graduates' profiles and Licensure Examination for Teachers (LET) results.

Frequency and Percentage were used to determine the graduates' performance during the LET.

The Pearson Product Moment Correlation Coefficient was utilized to explore the significant relationship between the teacher education graduate student's performance and their performance in the LET.

Stepwise Multiple Regression Analysis was used to identify the predictors of graduates' LET performance.

3. Results and Discussion

3.1. College of Education Graduates' Profile

Table 1 provides a profile of the graduates, detailing their age, sex, program, review center, review center address, and the date they took the Licensure Examination for Teachers (LET). The counts and percentages for each category are presented.

The overall finding indicates that the majority of graduates are aged 24 (n = 17, 45.95%) and 25 (n = 13, 35.14%), suggesting that most graduates fall within this typical age bracket for

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completing education degrees and taking licensure exams. The highest frequency is observed in graduates aged 24, with 17 participants (45.95%), followed by graduates aged 25, with 13 participants (35.14%). These two age groups encompass the majority of the sample, with fewer participants falling outside this range.

The data suggests that the typical age for graduates completing their education degrees and taking licensure exams is predominantly 24 and 25 years old. This trend is evidenced by the high concentration of graduates within these age brackets, as reflected in the frequencies and percentages. The minimal variation among the ages implies that the process of completing education degrees and preparing for licensure exams is generally consistent in terms of age across the participants. These findings have significant implications for educational institutions and policymakers. Understanding that the majority of graduates fall within the 24 to 25 age range can help in designing targeted support systems and resources tailored to this demographic.

Implications were suggested to enhance the educational experience and address any gaps, and several suggestions and activities could be implemented. Age-specific support programs could be developed, providing additional support tailored to the needs of graduates aged 24 and 25, such as career counseling, licensure exam preparation courses, and stress management workshops. Curriculum and schedule flexibility should be ensured to accommodate the unique needs of this age group, including offering flexible class timings and online learning options to help them balance their studies with other responsibilities. Additionally, creating opportunities for professional development that align with the career aspirations of graduates in this age bracket, such as internships, mentorship programs, and networking events, would be beneficial. Establishing regular feedback mechanisms to gather insights from graduates about their experiences and challenges and using this feedback to continuously improve support systems and resources is also crucial. By addressing these areas, educational institutions can better support graduates in the 24 to 25 age range, ensuring they are well-prepared for their licensure exams and future careers.

Moreover, the overall finding indicates a significant predominance of female graduates (n = 35, 94.59%) compared to male graduates (n = 2, 5.41%), reflecting a trend in the teaching profession with higher female representation. The data suggests a notable gender disparity among graduates, with females overwhelmingly outnumbering males. This trend is consistent with broader patterns observed in the teaching profession, where women typically represent a larger proportion of the workforce. The minimal number of male graduates underscores this disparity, highlighting the ongoing trend of higher female representation in education-related fields.

Enhancing gender diversity and addressing gaps have several actions that are recommended to develop gender diversity initiatives to encourage more males to pursue education careers, such as outreach programs and scholarships; provide support programs for male graduates, including mentorship and professional development; ensure the curriculum and policies are inclusive and promote gender diversity; and establish feedback mechanisms to continuously improve support systems. By implementing these measures, educational institutions can achieve greater gender diversity and inclusivity, benefiting the educational environment and the broader community.

The data on the distribution of graduates between the Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) programs indicates a larger proportion of graduates are from the BSEd program (n = 23, 62.16%) compared to the BEEd program (n = 14, 37.84%), suggesting a higher enrollment or completion rate in secondary education programs. The data suggests that the Bachelor of Secondary Education program has a higher enrollment or completion rate compared to the Bachelor of Elementary Education program. This trend could be due to a variety of factors, such as perceived career opportunities, program availability, or student interest. The significant difference in the

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number of graduates between the two programs indicates a stronger preference or demand for secondary education degrees among students.

These findings carry important implications for educational institutions and policymakers. Understanding the distribution of graduates between BSEd and BEEd programs can help design strategies to balance enrollment and address gaps. To enhance the educational experience and address this disparity, several actions could be implemented: promote the BEEd program to prospective students through marketing campaigns and outreach activities; provide additional support for BEEd students, such as academic advising, mentorship, and career counseling; review and update the curriculum for both programs to meet current educational standards and student needs; establish regular feedback mechanisms to gather insights from students and continuously improve the programs; and strengthen partnerships with elementary and secondary schools to offer practical training and internships. By focusing on these areas, educational institutions can better support and balance enrollment and completion rates between the BSEd and BEEd programs, ensuring a diverse pool of future educators.

The overall finding on the review centers attended by graduates indicates that the majority of graduates attended the St. Louis Review Center (SLRC) (n = 18, 50.00%), followed by Falculan Twin's Review Center (FTRC) (n = 10, 27.78%), and Gurong Pinoy Online Review Center (n = 5, 13.89%). It suggests that SLRC is the most popular choice for review among the graduates. FTRC is the second most attended of the graduates, and Gurong Pinoy Online Review Center is the least attended.

The data indicates a clear preference among graduates for the SLRC, with half of the graduates choosing this center. This preference might be due to factors such as perceived quality of instruction, reputation, accessibility, or success rates associated with SLRC. The lower attendance at FTRC and Gurong Pinoy Online Review Center suggests that these centers are less popular or perhaps less well-known among the graduates.

These findings have important implications for educational institutions and review center administrators. To enhance the review experience and address disparities, several actions could be implemented: promote lesser-known review centers like FTR and Gurong Pinoy Online Review Center through marketing campaigns and outreach activities; provide additional support and resources to these centers, such as updated materials, experienced instructors, and interactive review sessions; establish regular feedback mechanisms to gather insights from graduates about their experiences and continuously improve review services; strengthen partnerships between educational institutions and review centers to ensure alignment of review content with the curriculum; and implement quality assurance programs to regularly assess and ensure the effectiveness of all review centers. By addressing these areas, educational institutions and review center administrators can better support graduates in their preparation for licensure exams, ensuring a more balanced distribution and utilization of review centers.

The data on the distribution of graduates taking the LET in March 2023 and September 2023 indicates that a larger proportion of graduates took the LET in March 2023 (n = 26, 72.22%) compared to September 2023 (n = 10, 27.78%), reflecting a preference or trend towards taking the exam earlier in the year. The data suggests that a significant majority of graduates opted to take the LET in March 2023 rather than September 2023. This preference could be influenced by factors such as readiness to enter the job market, alignment with graduation schedules, or strategic planning for career advancement. The lower number of graduates taking the exam in September 2023 indicates a less popular timing choice among the sample.

These findings have implications for educational institutions and policymakers involved in scheduling and preparing graduates for licensure exams. Understanding graduates' timing preferences can inform strategies to enhance exam preparation and accommodate their needs. To optimize scheduling and support: Offer flexible exam scheduling options for the LET to cater to varying preferences among graduates, ensuring they can select an exam date

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aligned with their readiness and career plans. Second, provide targeted support and resources, such as review sessions and mock exams, leading up to both March and September LET exams to ensure graduates are well-prepared. Next, increase awareness among graduates about the benefits of both March and September LET exams through information sessions and counseling to help them make informed decisions aligned with their career goals. Finally, mechanisms should be established to collect feedback from graduates about their scheduling preferences and experiences with LET preparation, using this input to improve support services continuously.

By addressing these areas, educational institutions and policymakers can better support graduates in their licensure exam preparation and ensure a balanced distribution of exam takers across different periods, enhancing overall success and satisfaction in entering the teaching profession.

Table 1. Profile of Graduates

Profile		Count	Percent
Age	23	3	8.11
	24	17	45.95
	25	13	35.14
	26	1	2.70
	28	2	5.41
	31	1	2.70
Sex	Male	2	5.41
	Female	35	94.59
Program	BEEd	14	37.84
	BSEd	23	62.16
Review Center	Gurong Pinoy Online Review Center	5	13.89
	Carl Balita Review Center	2	5.56
	Falculan Twin's Review Center	10	27.78
	Peak Review Center	1	2.78
	St. Louis Review Center	18	50.00
Time in Taking the LET	March 2023	26	72.22
	September 2023	10	27.78

3.2. College of Education Graduates' Academic Performance

Table 2 presents College of Education graduates' performance metrics of graduates across various constructs. The Education graduates' school performance was measured in terms of teaching competencies, special demonstration, and teaching internship performance. The data revealed that the school's performance was very good (M = 93.743; SD = 2.141). It showed that the graduates excelled in the different teaching competencies, performed very well in special demonstrations, and efficiently achieved good performance in their teaching internship performance, which positively affected graduates' LET performance.

The teaching competencies score reflects an overall mean of 96.378, with a standard deviation (1.934), indicating a level categorized as "Good." This finding suggests that, on average, individuals assessed in this study demonstrate solid teaching competencies, with slight variability among scores. The data indicates that the participants, on average, exhibit teaching competencies classified as "Good," reflecting a consistent level of proficiency in their teaching abilities. The standard deviation suggests minor variation among individuals, implying that while most demonstrate strong competencies, there may be some areas where further improvement or focus could enhance overall performance.

Teaching competencies have been expanding in relation to educational reform studies, advancements in teacher education, and scientific findings from educational science and other related fields (Selvi, 2010). Competencies are described as "a combination of knowledge, skills, and experience required for the future, which is demonstrated through

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actions" (Katane et al., p. 44). Graduates must master the different teaching competencies to serve as the foundation for taking the LET.

Implications suggest focusing on enhancing teaching competencies and reassessing the relationship between academic metrics and practical teaching preparedness. Recommendations include curriculum revisions to strengthen practical skills, refining evaluation criteria, and implementing support programs to bridge theoretical knowledge with classroom application, thereby enhancing graduates' readiness for diverse teaching environments. By focusing on these areas, educational institutions can cultivate a culture of continuous improvement among educators, ensuring teaching competencies meet evolving educational standards and effectively support student learning outcomes.

The special demonstration score reveals a mean (M = 95.351) with a standard deviation (SD = 2.336), denoting an overall assessment of "Good." This finding suggests that participants generally performed well in special demonstration tasks, with moderate variability in their scores. The data indicates that participants achieved a mean score reflecting "Good" performance in special demonstration tasks. This assessment suggests effective execution and presentation of specialized skills or knowledge relevant to their field. The standard deviation suggests moderate variability among participants' performances, indicating areas where further refinement or enhancement may be beneficial.

Optimizing special demonstration performance gives institutions opportunities to implement targeted skill enhancement through workshops and training sessions focused on specific task-related skills, ensuring consistent high-level performance. Encouraging peer learning and collaboration among participants fosters the exchange of best practices and innovative approaches, promoting a culture of continuous improvement. Integrating structured feedback mechanisms into the assessment process provides participants with constructive insights for refinement. Additionally, aligning the curriculum with industry standards and emerging trends ensures content and methodologies meet evolving demands, enhancing the effectiveness of special demonstration tasks and preparing participants comprehensively for their professional roles, thereby contributing to overall program excellence.

The teaching internship performance is characterized by a mean (M = 93.622), with a standard deviation (SD = 1.920), reflecting an overall assessment of "Good." This finding suggests that participants generally demonstrated effective performance during their teaching internships, with minor variability in their scores. The data reveals that participants achieved a mean score indicative of "Good" performance during their teaching internships. This assessment suggests that, on average, individuals performed effectively in various aspects of teaching, such as lesson planning, classroom management, and student engagement. The standard deviation indicates relatively consistent performance among participants, although some variability exists, potentially highlighting areas for targeted improvement or refinement in internship practices.

An internship is an essential part of vocational-oriented degree programs because it enhances the employability of graduates and prepares them for career development (To & Lung, 2020). Effective execution of the demonstration, graduates have outlined several essential steps that they must follow to achieve an organized flow of the demonstration. The demonstration is an activity that shows the course of a process, reaction, or how a tool works by a demonstrator in front of an audience. The key to a successful demonstration is for the students to take what the teacher has told them at home and recall it (Jumfatriani, 2024). Teaching demonstration encourages students to speak up, gain practical experience through experiments, ask questions, and actively participate in discussions. Therefore, educators should employ teaching models that promote student activity, as passive learning can lead to boredom and disengagement (Nihayatuzzahra, 2020). Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent (Hora, Parrott, & Her, 2020).

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Implications suggest implementing enhanced mentorship programs to provide interns with support and guidance, ensuring they receive constructive feedback and opportunities for skill development. Encouraging reflective practices, such as journaling and peer discussions, can further enhance interns' self-awareness and continuous improvement in teaching strategies. Offering professional development workshops tailored to areas identified through internship assessments aims to strengthen specific teaching competencies. Establishing structured evaluation frameworks and regular feedback mechanisms will help monitor internship performance closely and provide timely support for interns. By adopting these strategies, educational institutions can effectively prepare interns for future teaching roles by fostering higher levels of performance during their teaching internships.

Table 2. College of Education Graduates' School Performance

Constructs	M	SD	Remarks
Teaching Competencies	96.378	1.934	Good
Special Demonstration	95.351	2.336	Good
Teaching Internship Performance	93.622	1.920	Good
Overall Pre-service Performance	71.72	1.60	Good

Note: 3.25-4.0 (Very Good); 2.50-3.24 (Good); 1.76-2.49 (Fair), 1.0-1.75 (Poor)

3.3. College of Education Graduates' Performance in GWA

Table 3 presents College of Education graduates' performance metrics of graduates General Weighted Average (GWA). The data revealed that the school's performance was very good (M = 1.564; SD = 0.2038).

The finding of a "very good" GWA has significant implications for the concerned personnel, particularly educators and administrators. This result highlights the effectiveness of current educational strategies and practices and suggests that performance in this area exceeds the expected standard. The minimal variation in GWA scores, as indicated by the standard deviation, implies a consistent trend of very good performance among the participants.

General weighted averages (GWA) are commonly used in various fields and applications. For instance, in education, weighted averages are used to calculate final grades, where different assignments or exams are assigned with different weights based on their significance (Borinaga et al., 2023). GWA in the general education and comprehensive examination are positive and significant and had a medium effect on the GWA of the licensure examination (Gabasa & Raqueño, 2021). Inversely to that, achieving a high GWA and a strong grade in mechanics on the LET does not necessarily ensure passing the licensure examination (Brobo & Valle, 2022). It is a matter of continuing the drive to welcome new learning and striving to accept knowledge in order to pass the LET. On the other hand, the study of Rabanal (2016), Bellen, J., Abela R., and Truya, R. (2017), and Antiojo L. (2017) contradicted the finding that LET performance is significantly related to the academic achievement of respondents. Those who obtained a higher academic performance tend to perform better in the licensure examination.

Implications suggest maintaining and further enhancing these positive outcomes; several suggestions and activities could be implemented. First, continued academic excellence should be supported by expanding academic programs that contribute to high performance, such as advanced placement courses, honors classes, and enrichment programs. Second, curriculum sustainability should be ensured by keeping the curriculum challenging and relevant, in line with the latest educational standards and practices, to maintain high levels of student engagement and achievement. Third, recognizing and motivating students for their academic achievements through awards, scholarships, and public acknowledgments can help sustain their high performance. Fourth, professional development for teachers should continue to be a priority, ensuring they are equipped with the latest teaching techniques and strategies that promote high academic standards. Finally, establishing a system of regular assessments and feedback can help monitor and sustain the high levels of student performance, while

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identifying any emerging areas for improvement. By focusing on these areas, educational institutions can sustain the very good GWA and continue to foster an environment of academic excellence.

Table 3. College of Education Graduates' Performance

Constructs	M	SD	Remarks
Performance	1.564	0.2038	Good

Note: 1.00-1.75 (Excellent); 1.76-2.49 (Good); 2.50-3.24 (Satisfactory); 3.25-4.00 (Needs Improvement)

3.4. College of Education Graduates' LET Performance

Table 4 presents descriptive statistics for various academic constructs and their overall LET performance, assessed through the overall mean (M = 82.591) and standard deviation (SD = 6.06).

The general education score indicates a mean (M = 84.833) with a standard deviation (SD = 5.023), reflecting an overall assessment of "Very Good." This finding suggests that participants generally performed well in areas encompassing foundational knowledge and skills within the general education curriculum, with moderate variability in their scores. This assessment signifies strong proficiency in fundamental educational areas such as mathematics, language arts, social sciences, and natural sciences. The standard deviation indicates moderate variability among participants' performances, highlighting areas where further enhancement or focus could be beneficial.

General education, within teacher education programs, is defined as targeting students' knowledge, critical thinking abilities, effective communication skills, and preparation for a responsible and enriched life in a democratic society (Aquino, 2003). Knowledge, skills, and attributes have been crucial in maintaining the competency levels of teachers. Among these factors, the knowledge possessed by teachers emerged as the most significant element in defining the competency of Technical and Vocational Education and Training (TVET) teachers (Omar et al., 2020)

Implication suggests that to further optimize general education, institutions should focus on enhanced curriculum development by refining frameworks to align with educational standards and promote deeper learning. Implementing personalized learning strategies tailored to diverse learning styles can maximize student engagement and retention of foundational knowledge. Providing ongoing professional development opportunities for educators in general education subjects enhances instructional strategies and content delivery. Implementing comprehensive assessment strategies, including formative and summative assessments, will monitor student progress and provide timely feedback for improvement. By addressing these areas, educational institutions can enhance general education outcomes, ensuring students develop strong foundational knowledge and skills crucial for academic success and lifelong learning.

The Professional Education score indicates a mean (M = 84.278) with a standard deviation (SD = 5.001). This finding suggests that participants performed well overall in areas related to professional education, with moderate variability in their scores. The data reveals that participants achieved a mean score in Professional Education, indicating a solid level of proficiency in educational practices and methodologies relevant to their profession. The standard deviation suggests some variability in individual scores, reflecting areas where participants may have strengths or areas for improvement within the domain of professional education.

The purpose of professional education is to develop skilled practitioners, a statement that is widely accepted as obvious. Professional knowledge refers to the deep understanding of the academic disciplines that form the foundation of professional practice. As this body of knowledge grows and diversifies, the profession will evolve to include specialized branches. It is unrealistic to expect recruits to be prepared for all these areas or to demonstrate competence in any specialization from the beginning (Jarvis, 2018).

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Professional development is more effective in altering teachers' practices as self-reported when it spans a longer duration (Porter et al., 2000; Supovitz & Turner, 2000). Extended professional development allows more time for teachers to understand their practices, particularly if it includes follow-up sessions (Joyce & Showers, 1995; Stein et al., 1999). Knowledge, skills, and attitudes collectively constitute the core elements of professional practice. Typically, the development of suitable attitudes during professional education and training has been left to the socialization process, which, although it results in some level of conformity, is often inconsistent and unstructured. Consequently, professional knowledge can be understood as a subset of the overall body of knowledge chosen by certain members of a profession as the foundation for its practice (Jarvis, 2018).

Implication suggests enhancing Professional Education wherein institutions should focus on curriculum enhancement by continuously updating and refining curricula to align with current best practices and emerging trends. Increasing opportunities for practical application of teaching methodologies through internships, simulations, and real-world experiences is crucial. Offering specialized training and workshops targeting specific aspects of Professional Education identified through assessments can strengthen competencies and skills. Establishing robust feedback mechanisms to gather input from educators and students on program effectiveness will inform continuous improvements. By addressing these areas, educational institutions can ensure that Professional Education programs effectively prepare educators for the challenges of their profession, fostering continuous growth and excellence in teaching practices.

The General Average score indicates a mean (M = 82.800) with a standard deviation (SD = 5.316). This finding suggests that participants achieved a solid overall average in their academic performance, with moderate variability in their scores. The data reveals that participants attained a generally strong level of academic performance across various subjects or assessments. The standard deviation suggests some variability in individual scores, highlighting areas where participants may excel or require additional support.

In addressing potential gaps and further enhancing the General Average, institutions should focus on providing individualized support through targeted academic tutoring and assistance in specific subjects. Reviewing and adjusting the curriculum to align with educational standards and addressing variability in student performance are essential. Offering study skills workshops can help students improve their academic performance and manage coursework effectively. Implementing regular feedback mechanisms and comprehensive assessment strategies will monitor student progress and identify areas needing improvement. By prioritizing these areas, educational institutions can effectively support students in achieving higher academic performance, ensuring they receive the necessary resources and guidance to succeed in their studies.

The Major construct achieved a mean (M = 78.68) with a standard deviation (SD = 8.90), reflecting a generally high level of performance across the assessed criteria. The data indicates that participants scored very well in the Major construct, with a mean score of 78.68. The standard deviation of 8.90 suggests some variability in scores among participants, indicating areas where improvements or further support may be beneficial. To maintain and enhance performance in the Major construct, institutions should focus on curriculum enrichment to align with current educational standards and industry demands. Providing individualized support through tutoring, mentorship, and specialized coursework can help students excel in their majors. Establishing effective feedback mechanisms to gather insights from students and educators on curriculum effectiveness is crucial. Additionally, offering professional development opportunities for faculty to enhance teaching methods and content delivery specific to the Major ensures alignment with evolving educational practices. By prioritizing these areas, educational institutions can sustain and improve the "Very Good" performance in the Major construct, ensuring that students receive a robust education that meets both academic and professional expectations.

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Overall LET Performance (M = 82.591, SD = 6.06), all rated as "Very Good." These findings indicate strong performance in foundational knowledge, pedagogical skills, overall academic proficiency, and readiness for professional teaching roles. It is recommended to focus on major subjects by enhancing curriculum and support systems, strengthening review processes with educational technology and supportive materials, encouraging faculty development through training and further studies, and conducting regular follow-up studies on pre-board examinations to better predict and improve licensure examination performance. By addressing these recommendations, the institution can further bolster the academic and professional readiness of its graduates, ensuring sustained high performance in licensure examinations and effective teaching careers.

Table 4. College of Education Graduates' LET Performance

Constructs	M	SD	Remarks
General Education	84.833	5.023	Very Good
Professional Education	84.278	5.001	Very Good
Major	78.68	8.90	Very Good
General Average	82.800	5.316	Very Good

Note: 3.25-4.0 (Very Good); 2.50-3.24 (Good); 1.76-2.49 (Fair), 1.0-1.75 (Poor)

3.5. Significant Relationship between the Graduates' School Performance and LET Performance

Table 5 presents the significant relationships between graduates' school performance and their LET (Licensure Examination for Teachers) performance. Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between the graduates' school performance and LET performance. The table includes variables such as teaching competencies, special demonstration, teaching internship performance, and GWA (General Weighted Average) across different areas: General Education, Professional Education, Major, and General Average.

Significant variables with p-values less than 0.05 for General Education are Special Demonstration ($t = 0.432$, $p = 0.008$), Teaching Internship Performance ($t = 0.611$, $p = 0.000$), and GWA ($t = 0.652$, $p = 0.000$), indicating these factors strongly predict LET performance. The findings suggest that students' overall academic performance, as reflected in their GWA, significantly impacts their LET scores. Similarly, practical teaching experiences gained during internships and performance in special demonstrations also play crucial roles in predicting LET success. These results highlight the importance of both theoretical knowledge and practical teaching experience in preparing for the LET.

Special demonstration shows a highly significant positive relationship with LET performance. It suggests that graduates who excel in special demonstration activities during their education achieve higher scores in the LET. Special demonstrations likely enhance practical teaching skills and preparedness for real-world classroom scenarios. Teaching internship performance exhibits a highly significant positive association with LET scores. This finding underscores the importance of practical teaching experience gained during internships in predicting success on the LET. Effective internship programs likely contribute to better teaching readiness and competence among graduates.

Pre-service teachers' experiences can enhance teacher education programs, benefiting Teacher Education Institutions (TEIs) and cooperating schools from various viewpoints, including school principals, cooperating teachers, student supervisors, and pre-service teachers themselves. This multidimensional approach provides diverse insights and recommendations beneficial to all stakeholders in teacher education programs. Through field-based observations, pre-service teachers across different majors become aware of the initial transitions from on-campus learning to off-campus experiences (Abas, 2016).

The General Weighted Average (GWA) demonstrates a highly significant negative correlation with LET performance. A lower GWA is associated with higher LET scores, indicating that academic achievement in specific courses or subjects may not directly translate to better LET

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performance. This finding suggests the need for a balanced approach between academic excellence and practical teaching skills development.

These findings have several implications for educational institutions and stakeholders involved in teacher preparation programs. To address potential gaps and further enhance LET performance, institutions should focus on improving the quality of teaching internships and providing meaningful opportunities for hands-on teaching experiences and mentorship. Additionally, integrating theoretical knowledge with practical teaching skills through targeted professional development programs can help bridge the gap between academic performance and practical teaching competencies. Regular assessments and evaluations should be implemented to monitor progress and identify areas for improvement. By focusing on these areas, educational institutions can better prepare future educators for the LET, ensuring they possess the necessary skills and knowledge to succeed in their teaching careers.

Significant variables with p-values less than 0.05 for Professional Education are Special Demonstration ($t = 0.433$, $p = 0.008$), Teaching Internship Performance ($t = 0.559$, $p = 0.000$), and GWA ($t = 0.556$, $p = 0.000$), showing similar strong predictive value. The findings suggest that the practical teaching experiences gained during internships have the most substantial impact on LET scores for Professional Education. Academic achievement, as reflected in the GWA, and performance in special demonstration activities also significantly influence LET performance. These results underscore the importance of hands-on teaching practice and solid academic preparation in achieving success in the LET.

The implications suggest enhancing LET performance. Institutions should focus on improving the quality and depth of teaching internships, ensuring they provide meaningful opportunities for hands-on teaching experience and mentorship. Additionally, it is essential to integrate theoretical knowledge with practical teaching skills through targeted professional development programs. Regular assessments and evaluations should be implemented to monitor progress and identify areas needing improvement. By addressing these areas, educational institutions can better prepare future educators for the LET, ensuring they possess the necessary skills and knowledge to succeed in their teaching careers.

Significant variables with p-values less than 0.05 for Major are Teaching Competencies ($t = 0.510$, $p = 0.015$), Special Demonstration ($t = 0.576$, $p = 0.005$), Teaching Internship Performance ($t = 0.775$, $p = 0.000$), GWA ($t = 0.511$, $p = 0.015$), all indicating strong predictions. These findings suggest that practical teaching experiences gained during internships have the most substantial impact on LET scores for majors. Performance in special demonstration activities, overall academic achievement as reflected in the GWA, and teaching competencies also significantly influence LET performance. These results emphasize the critical role of hands-on teaching practice, specialized activities, and solid academic preparation in achieving success in the LET.

The results of this study carry significant implications for educational institutions and stakeholders in teacher preparation programs. To improve LET performance in majors, institutions should prioritize enhancing the quality and comprehensiveness of teaching internships, offering substantial opportunities for practical teaching experience and mentorship. Moreover, it is crucial to combine theoretical knowledge with practical teaching skills through focused professional development programs. Establishing effective feedback systems to monitor progress and pinpoint areas for improvement is also essential. By implementing these strategies, educational institutions can better equip future educators for the LET, ensuring they have the requisite skills and knowledge for successful teaching careers.

Significant variables with p-values less than 0.05 for the General Average are Teaching Competencies ($t = 0.359$, $p = 0.032$), Special Demonstration ($t = 0.515$, $p = 0.001$), Teaching Internship Performance ($t = 0.578$, $p = 0.000$), and GWA ($t = 0.606$, $p = 0.000$), all strongly predicting LET performance. The findings suggest that practical teaching experiences gained during internships have the most substantial impact on LET scores. Performance in special

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demonstration activities, overall academic achievement (GWA), and teaching competencies also significantly influence LET performance. These results highlight the critical role of hands-on teaching practice and comprehensive academic preparation in achieving success in the LET.

To further improve LET performance, institutions should enhance the quality and comprehensiveness of teaching internships, offering substantial opportunities for hands-on teaching experience and mentorship. Additionally, bridging the gap between academic performance and practical teaching competencies can be achieved by integrating theoretical knowledge with practical teaching skills through targeted professional development programs. Regular assessments and evaluations should be conducted to monitor progress and identify areas for improvement. By concentrating on these areas, educational institutions can better equip future educators for the LET, ensuring they have the necessary skills and knowledge to succeed in their teaching careers.

Non-significant findings with p-values greater than 0.05 were observed for Teaching Competencies in General Education ($t = 0.378$, $p = 0.023$) and Professional Education ($t = 0.275$, $p = 0.104$), indicating these competencies do not strongly predict LET performance in these areas. The findings imply the critical importance of practical training components and overall academic achievement for success in licensure exams. These results suggest that there is no strong predictive relationship between Teaching Competencies in these areas and LET performance. The findings underscore the importance of practical training components and overall academic achievement as more influential factors for success in licensure exams like the LET.

The lack of significant correlation between Teaching Competencies in General Education and Professional Education and LET performance indicates that while these competencies are important, they may not directly translate to higher scores on the licensure exam. Practical training, hands-on experience, and candidates' overall academic performance seem to play a more critical role in preparing graduates for licensure exams. It highlights the need for teacher preparation programs to ensure a balanced curriculum that not only focuses on theoretical teaching competencies but also emphasizes practical application and real-world teaching scenarios.

These findings have several implications for educational institutions and stakeholders involved in teacher training programs. Firstly, there is a need to enhance practical training components within the curriculum, providing more opportunities for hands-on teaching experience and mentorship. Additionally, institutions should continue to support and monitor the academic performance of students, ensuring they have a strong foundation of knowledge and skills across various subject areas relevant to teaching. Regular assessment and evaluation of teaching competencies should be integrated into program structures to identify areas needing improvement and to tailor support accordingly. By addressing these aspects, institutions can better prepare aspiring educators for the challenges of licensure exams and the demands of the teaching profession, ultimately improving overall program effectiveness and graduate success rates.

Institutions should enhance practical training components, such as special demonstrations and teaching internships, and provide continuous academic support to help students achieve higher GWAs. Additionally, while some teaching competencies were not significant, it remains essential to review and strengthen these programs to ensure comprehensive preparation for students, thereby improving their LET performance and future teaching careers.

Table 5. Significant Relationship Between the Graduates' School and LET Performance

Variables	r value	p value	Decision
General Education			
Teaching Competencies	0.378	0.023	Not Significant
Special Demonstration	0.432	0.008	Highly Significant

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Teaching Internship Performance	0.611	0.000	Highly Significant
GWA	-0.721	0.000	Highly Significant
Professional Education			
Teaching Competencies	0.275	0.104	Not Significant
Special Demonstration	0.433	0.008	Highly Significant
Teaching Internship Performance	0.559	0.000	Highly Significant
GWA	-0.642	0.000	Highly Significant
Major			
Teaching Competencies	0.510	0.015	Significant
Special Demonstration	0.576	0.005	Highly Significant
Teaching Internship Performance	0.775	0.000	Highly Significant
GWA	-0.567	0.006	Significant
General Average			
Teaching Competencies	0.359	0.032	Significant
Special Demonstration	0.515	0.001	Highly Significant
Teaching Internship Performance	0.578	0.000	Highly Significant
GWA	-0.678	0.000	Highly Significant

*Note: Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)*

3.6. *Predictors of Graduates' LET Performance in General Education*

Table 6 presents the predictors of LET General Education performance. The predictors of Teacher Education Graduates' performance in the Licensure Examination for Teachers were examined through regression analyses of several variables: Teaching Competencies, Special Demonstration, Teaching Internship Performance, and General Weighted Average (GWA). The stepwise selection method was used to identify significant predictors with an alpha level of 0.05 for both entry and removal.

The GWA ($\beta = 1.367$, S.E. = 0.273, $t = 5.01$, $p = 0.000$) is a highly significant predictor, indicating that as GWA increases, the LET General Education score also increases. Specifically, for every one-unit increase in GWA, the LET General Education score increases by 1.367 points.

The constant term in the regression model ($\beta = 37.7$, S.E. = 24.4, $t = 1.54$, $p = 0.133$) is not significant, suggesting it does not significantly contribute to the model when GWA is zero. The findings indicate that GWA explains 40.82% of the variance in LET General Education scores (Adjusted $R^2 = 40.82\%$), with the model's overall significance confirmed by an F-value of 25.14 and a p-value of less than 0.000. This implies that GWA is a crucial predictor of LET General Education's performance. The graduates' grade weighted average in college and their performance on the LET are significantly and positively correlated. The fact that the graduates' success on the LET aligns with the teachers' judgment is evidence of the university's efficacious evaluation process (Amanonce et al., 2020).

General Education subjects are crucial in the licensure examination as they form the foundation of a well-rounded education. These subjects typically cover basic competencies and knowledge areas that every teacher should possess, such as mathematics, science, language, and social studies. Proficiency in General Education ensures that teacher candidates have a solid grasp of essential content that they will need to teach their future students. This present finding correlates positively with the ratings of LET and coincides with the findings that the strong predictive power of GWA for General Education performance highlights the importance of maintaining high academic standards across all subjects to ensure comprehensive knowledge and preparedness for teaching (Balinario et al., 2023). Thus, high academic ratings and successful admission scores correlate with better performance in the Licensure Examination (Balinario et al., 2023; Ibarrientos, 2022).

This strong relationship between GWA and General Education performance can be understood through the lens of several motivational theories. According to Bernard Weiner's Attribution Theory of Motivation (1986), students who attribute their success in General Education subjects to internal factors like effort and ability are likely to feel more motivated and positive. For teacher education graduates, maintaining a high GWA could serve as a

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specific goal that directs their focus and efforts toward mastering General Education subjects, ultimately improving their performance. Graduates who have lower general weighted averages (GWA) during college are correlated with lower scores in the Licensure Examination for Teachers (LET). It underscores the significance of academic achievement in predicting success in the LET, highlighting the importance of educators monitoring and supporting students in achieving high academic standards (Dagdag et al., 2017).

It is recommended that academic programs emphasize achieving a higher GWA when improving LET general education performance. Implementing tutoring and mentorship programs, conducting regular assessments, enhancing the curriculum, and investing in faculty development can help students improve their academic performance and GWA, thereby better preparing them for success in the LET and enhancing their overall academic and professional outcomes.

Table 6. Predictors of Graduates' LET Performance in General Education

Predictors	Coef (β)	SE Coef	t- value	p- value
(Constant)	37.7	24.4	1.54	0.133
GWA	1.367	0.273	5.01	0.000
Adjusted R^2	40.82%			
F-value	25.14			
p-value	< 0.000			

GEN ED = 37.7 + 1.367 * GWA

3.7. Predictors of Graduates' LET Performance in Professional Education

Table 7 presents a comprehensive analysis of predictors influencing LET Professional Education performance, focusing on Teaching Competencies and Internship Performance as significant variables.

Teaching Competencies (β = 1.179, SE = 0.572, t = 2.06, p = 0.047) show a significant positive relationship with LET scores in Professional Education, indicating that higher competencies lead to better performance. Similarly, Teaching Internship Performance (β = 2.397, SE = 0.580, t = 4.13, p = 0.000) emerges as highly significant, suggesting that stronger performance during internships correlates strongly with higher LET scores. These findings collectively explain 35.41% of the variance in LET Professional Education scores (Adjusted R^2 = 35.41%), with the model's significance confirmed by an F-value of 10.59 and a p-value of less than 0.000. Results revealed that graduates' performance in the Licensure Examination for Teachers (LET) in their Professional Education (Prof. Ed.) subject has a significant relationship with the graduates' performance in their teaching competencies and internship performance.

In the analysis of Professional Education (Prof. Ed.), both Teaching Competencies (β= 1.179, t= 2.06, p= 0.047) and On-the-Job Training Performance (β= 2.397, t= 4.13, p= 0.000) emerged as significant predictors. The constant term (β = 26.5, SE = 35.0, t = 0.76, p = 0.455) is non-significant, indicating it does not contribute significantly to LET performance prediction when Teaching Competencies and Teaching Internship Performance are considered.

Professional Education courses are designed to equip teacher candidates with the pedagogical skills necessary for effective teaching. These courses cover areas such as educational psychology, curriculum development, instructional strategies, and classroom management. The importance of Teaching Competencies and Teaching Internship Performance as predictors of professional education performance highlights the necessity of practical teaching experience. Research consistently highlights teacher quality as the pivotal determinant of student success. This finding directs policymakers to govern teacher licensure practices, ensuring rigorous standards for entry into the profession. Such initiatives reflect collaborative endeavors among educational stakeholders aimed at bridging preparation with employability (Goldhaber, 2011). Engaging in real-world teaching situations allows candidates to apply theoretical knowledge, refine their teaching techniques, and develop

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classroom management skills. The greater the extent to which students grasp essential facts, concepts, best practices, and principles in teaching and learning, the greater their likelihood of passing licensure examinations (Esmeralda et al., 2015).

Excelling in their Teaching Competencies and Teaching Internship Performance during these experiences are critical for success in Professional Education and, ultimately, in the teaching profession. Similarly, teachers with substantial teaching experience in their subject area are more likely to significantly enhance student learning (Fallon, 2003). Being well-prepared through teacher training directly enhanced teachers' well-being. Additionally, this positive impact was further influenced by the amount of teaching tasks and the behavior of students (Hui-Ling et al., 2023). Thus, a well-prepared teacher will have better well-being, and this is even more noticeable when they have manageable teaching tasks and positive student interactions. Maintaining high performance in Professional Education also enhances students' employability because a deeper understanding of educational concepts is essential for educational institutions to effectively implement pedagogical skills in their classrooms (Subudi and Biswas, 2015).

Table 7. Predictors of Graduates' LET Performance in Professional Education

Predictors	Coef (β)	SE Coef	t- value	p- value
(Constant)	26.5	35.0	0.76	0.455
Teaching Competencies	1.179	0.572	2.06	0.047
Teaching Internship Performance	2.397	0.580	4.13	0.000
Adjusted R^2	35.41%			
F-value	10.59			
p-value	< 0.000			

PROF ED = 26.5 + 1.179 * Teaching Competencies + 2.397 * OJT Performance

Implication suggest enhancing LET Professional Education outcomes. Institutions should prioritize enhancing teaching competencies through targeted training and improving internship experiences with structured support and mentorship. Continuous evaluation and adjustment of these initiatives based on performance data can optimize educational preparation and readiness for future educators, thereby improving overall professional education outcomes.

3.8. Predictors of Graduates' LET Performance in Major

Table 8 presents a detailed analysis of predictors influencing LET Major Performance, with a primary focus on the General Weighted Average (GWA) as a significant predictor.

GWA (β = 1.524, SE = 0.480, t = 3.17, p = 0.003) demonstrates a significant positive relationship with LET Major scores, indicating that higher GWA correlates with better performance in Major subjects. Specifically, for every one-unit increase in GWA, there is a corresponding increase of 1.524 points in LET Major scores.

The constant term (β = 56.2, SE = 43.1, t = 1.31, p = 0.200) is non-significant, suggesting it does not contribute significantly to LET Major Performance prediction when GWA is considered. These findings explain 20.57% of the variance in LET Major scores (Adjusted R^2 = 20.57%), supported by an F-value of 10.07 and a p-value of 0.003.

The Major subject is particularly important because it represents the teacher candidates' area of specialization. Proficiency in their respective specialization subjects ensures that teachers have an in-depth understanding of the content they will be teaching. This deep knowledge is essential for creating engaging and informative lessons, answering students' questions accurately, and fostering a stimulating learning environment. Performance on the board test was significantly impacted by the respondents' cognitive accountability (Cabahug, 2023; Cortez, 2017). Therefore, the significance of GWA as a predictor for Major performance highlights the need for strong academic foundations and subject-specific expertise.

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Implication suggests enhancing LET Major Performance. Educational institutions should focus on strategies that elevate students' GWA throughout their academic journey. Implementing targeted academic support, workshops on study skills, and curriculum enhancements that emphasize critical areas can help students achieve higher GWA. Regular monitoring of GWA trends and timely interventions will further support student success in LET Major examinations, ensuring they are well-prepared and proficient in their chosen fields of study.

Table 8. Predictors of Graduates' LET Performance in Major

Predictors	Coef (β)	SE Coef	t- value	p- value
(Constant)	56.2	43.1	1.31	0.200
GWA	1.524	0.480	3.17	0.003
Adjusted R^2	20.57%			
F-value	10.07			
p-value	0.003			
MAJOR = 56.2 + 1.524 * GWA				

3.9. Predictors of Graduates' LET Performance in General Average

Table 9 provides an analysis of predictors influencing LET General Average Performance, focusing primarily on the General Weighted Average (GWA). The regression analysis identified General Weighted Average (GWA) as a significant predictor of General Average (G.A.) among graduates.

GWA (β = 1.346, SE = 0.303, t = 4.45, p = 0.000) demonstrates a significant positive relationship with LET General Average scores, indicating that higher GWA correlates with better overall performance. Specifically, for every one-unit increase in GWA, there is an average increase of 1.346 points in LET General Average scores. Knowledge, skills, and attributes have been crucial in maintaining the competency levels of teachers. Among these factors, the knowledge possessed by teachers emerged as the most significant element in defining the competency of Technical and Vocational Education and Training (TVET) teachers (Omar et al., 2020).

The constant term (β = 37.8, SE = 27.1, t = 1.39, p = 0.173) is non-significant, suggesting it does not contribute significantly to LET General Average Performance prediction when GWA is considered. These findings explain 34.90% of the variance in LET General Average scores (Adjusted R^2 = 34.90%), supported by an F-value of 19.76 and a highly significant p-value of 0.000.

The significance of GWA as a predictor is supported by Balinario, Ofqueria, and Arca (2023), who identified high scholastic ratings as strong predictors of LET success, and Bellen and Enrera (2021), who highlighted GPA as a significant predictor of LET performance. Thus, the importance of academic preparation and consistent effort in achieving high General Average and ultimately success in the Licensure Examination for Teachers (LET).

Enhance LET General Average Performance wherein institutions should focus on strategies that elevate students' GWA throughout their academic journey. Implementing targeted academic support, workshops on study skills, and curriculum enhancements that emphasize critical areas can help students achieve higher GWA. Regular monitoring of GWA trends and timely interventions will further support student success in LET examinations, ensuring they are well-prepared and proficient in their chosen fields of study.

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Table 9. Predictors of Graduates' LET Performance in General Average

Predictors	Coef (β)	SE Coef	t- value	p- value
(Constant)	37.8	27.1	1.39	0.173
GWA	1.346	0.303	4.45	0.000
Adjusted R^2	34.90%			
F-value	19.76			
p-value	0.000			

GEN_AVE = 37.8 + 1.346 * GWA

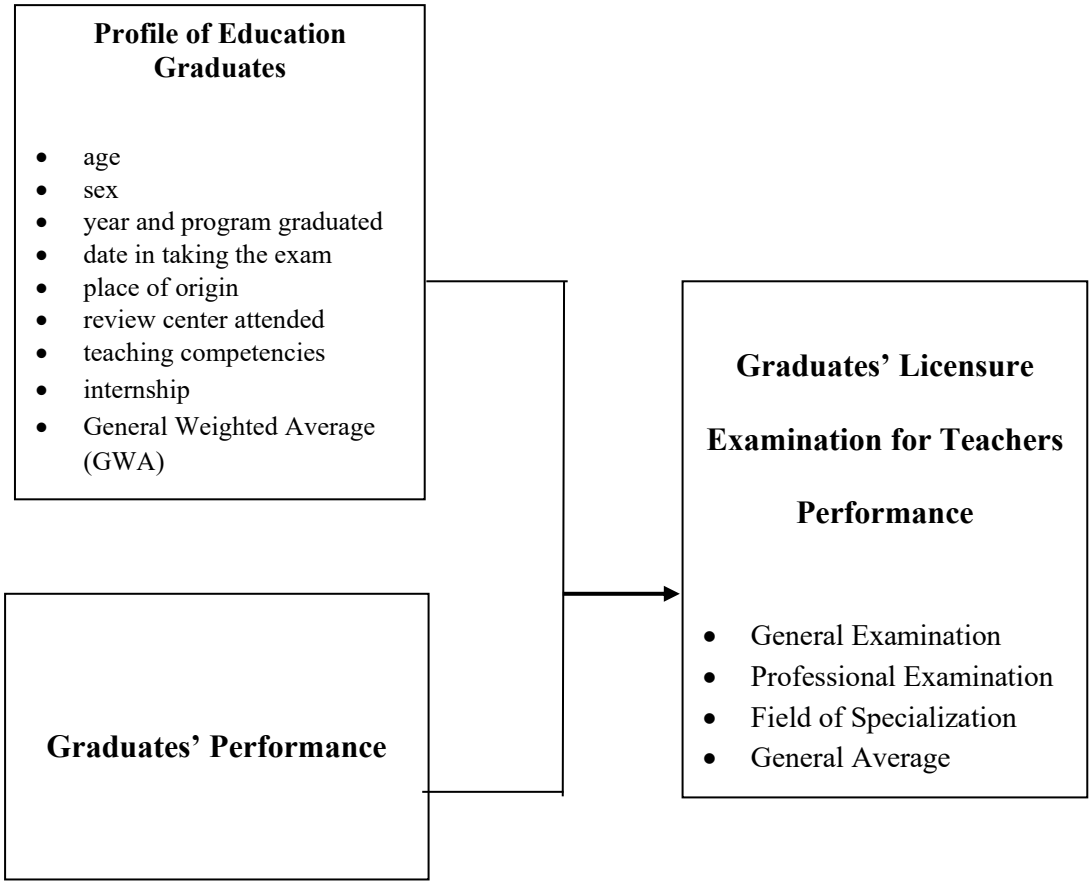


Figure 1. Schematic Diagram of the Study

4. Conclusion

The demographic trend of graduates indicates a need for recruitment efforts to achieve a more balanced gender representation and to further strengthen the Bachelor of Elementary Education (BEEd) program. Graduates show strong teaching competencies, which positively predict LET performance, particularly in Major subjects and General Average scores. Additionally, strong performance in special demonstrations correlates with higher LET scores across various areas, including General Education, Professional Education, and Major subjects. General Weighted Average (GWA) is a critical predictor of LET performance across multiple areas, reflecting solid foundational knowledge and pedagogical skills in General and Professional Education. However, variability in Major subjects suggests the need for targeted curriculum improvements. Pre-service academic performance, such as GWA and teaching competencies, plays a crucial role in LET outcomes. Significant differences were observed when graduates' LET performance was grouped by profile variables like program graduated and review center attended, indicating that tailored support and resources could further optimize outcomes. Lastly, the overall pre-service performance does not strongly correlate with specific construct measures, highlighting gaps in linking academic metrics with teaching readiness.

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