IGNATIAN
INTERNATIONAL JOURNAL FOR MULTIDISCIPLINARY RESEARCH
www.icceph.com
ISSN 2984-9942

PREDICTORS OF SUCCESS IN THE LICENSURE EXAMINATION FOR TEACHERS

James P. Montemayor, Rohaina B. Dimaronsing, Sofia S. Pleras, Julius Y. Antonio, Shena Rose M. Cabrera, Cristina F. Solomon

College of Teacher Education, Urdaneta City University, Pangasinan, Philippines

ABSTRACT

This study examined the predictors of success in the Licensure Examination for Teachers (LET) among 358 graduates of the College of Teacher Education at Urdaneta City University (UCU) from 2022 to 2024. Using a quantitative research design and descriptive documentary analysis, the study examined demographic factors (age and sex) and academic factors, particularly General Weighted Average (GWA) and Educational Competency Assessment Program (ECAP) grades, in relation to LET performance. The findings showed that most examinees were female, aged 23–29, and English majors. Most had a GWA of 86–90 and ECAP scores of 82–88, indicating satisfactory academic preparation. Correlation analysis revealed that GWA and ECAP had significant positive relationships with LET performance, particularly in English, Social Studies, Filipino, and Physical Education. In contrast, age and sex showed no significant relationship with LET outcomes. Logistic regression further indicated that GWA was the more consistent and stronger predictor of passing the LET. The study concludes that academic preparedness is a more reliable predictor of LET success than demographic characteristics. It recommends strengthening the curriculum to align with LET competencies, conducting regular and intensive mock board examinations, and providing targeted interventions for students with lower GWA and ECAP scores. These measures may help address learning gaps and improve the institution's LET passing rate.

Keywords: *Licensure Examination for Teachers, academic performance, general weighted average, pre-licensure assessment, logistic regression*

INTRODUCTION

"Education is the most powerful weapon which you can use to change the world" is a statement that continues to appear in modern discussions on learning, as highlighted by the World Economic Forum (2023). The foundation of any thriving society rests on the quality of its education, and at its core is the competent teacher. The regulation and professionalization of teaching through mandatory, standardized examinations is a globally recognized practice aimed at ensuring educational quality and teacher competency. Internationally, high-stakes teacher certification exams serve as critical gatekeepers, assessing a candidate's readiness across pedagogical knowledge, content mastery, and professional ethics before they are granted the authority to teach (Darling-Hammond, 2017; European Commission, 2023). This practice is widespread, with notable examples including the competitive examinations for public school teachers in France, the requirement of Qualified Teacher Status (QTS) in England and Wales, and mandatory licensing examinations in countries like the United States, Japan, Korea, and Hong Kong (Wang et al., 2003). These examinations act as a fundamental benchmark for the quality of pre-service teacher education programs worldwide, driving curriculum reform and instructional improvements (OECD, 2024).

Across Asia, teacher licensure success is increasingly recognized as attributable to academic and non-academic factors. In Malaysia, teachers with higher self-efficacy demonstrated greater teaching competence, underscoring that self-efficacy and professional preparation contribute to licensure preparedness (Handrianto et al., 2024). Likewise, in Indonesia, architectural professional development aimed at improving teachers' pedagogical and professional competencies led to significantly greater competencies, demonstrating that continuous training enhances qualification success (Rachmadtullah et al., 2025). In the Philippines, academic performance in school, admission test scores, and practicum experiences were all strong predictors of passing the Licensure Examination for Teachers (Dionio et al., 2025). In India, the quality of pre-service teacher education and institutional support were influential factors in the outcomes of the Teacher Eligibility Test (Kumar & Raj, 2024). Taken together, these findings present a convincing Asian viewpoint that teacher licensure success is optimally predicted through a combination of academic achievement, self-efficacy, and competence development through continuous training.

Based on the United Nations Sustainable Development Goal 4 (SDG 4), anchored with this study, through which the UN pledges to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Target 4.c highlights the need to substantially increase the supply of qualified teachers through enhanced education, training, and professional development systems. According to the UNESCO Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession (UNESCO & International Task Force on Teachers for Education 2030, 2024), the world will need an estimated 44 million additional qualified teachers to achieve universal primary and secondary education by 2030. The report emphasizes that many teachers still lack sufficient training and certification to meet the demands of the profession, thereby affecting the quality of learning outcomes. In this context, the

Licensure Examination for Teachers (LET) in the Philippines is an important mechanism for ensuring that only qualified, professionally prepared individuals can enter the teaching profession. As such, this study furthers the aims of SDG 4 by identifying who is likely to succeed within the LET framework. In doing so, this will have contributed to promoting teacher quality, strengthening teacher education programs, and supporting evidence-based approaches that ensure a qualified, licensed educator teaches every learner.

Furthermore, the study directly supports Sustainable Development Goal 8, which aims to "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all" (United Nations, 2015). This connection stems from the goal's commitment to achieving full and productive employment and decent work for all (Target 8.5). Passing the Licensure Examination for Teachers (LET) is the mandated gateway to professional employment as an educator (Orlanda-Ventayen, 2020), defining the standards for "decent work" within the education sector.

By identifying the factors that predict success on the LET, the research provides crucial data for teacher education institutions to improve their programs, thereby increasing the pass rate and ensuring a greater supply of qualified, licensed professionals ready for the workforce. This directly supports Target 8.5 (full employment and decent work) by formalizing the teaching profession and upholding professional standards, thereby enhancing the overall quality of the labor force. In addition, recent studies confirm that the LET acts as the gatekeeper to decent work in the profession, with performance directly reflecting the quality of teacher preparation and, consequently, the supply of competent educators (Abao et al., 2023).

Moreover, an increase in competent, licensed teachers is vital to achieving SDG 4 (Quality Education), which, in turn, is a primary driver of sustainable economic growth (Target 8.1) and enhanced productivity across all sectors (UNESCO, 2015). Thus, the research serves to strengthen the education sector's human capital pipeline, fulfilling a core requirement for broad-based economic and social development envisioned by SDG 8.

In the Philippines, the Licensure Examination for Teachers (LET) is the cornerstone of teacher professionalization, as mandated by Republic Act (RA) 7836, also known as the "Philippine Teachers Professionalization Act of 1994" (Lawphil, 1994). This legislation was enacted to strengthen the regulation and supervision of the teaching profession and to ensure that only qualified and competent individuals are granted a teaching license (PRC, 2024). The LET, administered by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT), is a critical, multi-component assessment evaluating knowledge in General Education, Professional Education, and a Specialization (for secondary teachers) (BPT Resolution No. 01, Series of 2023). Passing the LET requires a minimum weighted average of 75% and no rating lower than 50% in any subject, a stringent dual requirement designed to ensure balanced and comprehensive competency (PRC, 2024). Despite continuous efforts, the recent May 2025 results, with passing rates of 46.77% for elementary and 62.27% for secondary teachers, highlight the persistent national challenge in producing licensed professional teachers and underscore

the need for continuous improvement in Teacher Education Institutions (TEIs) (Professional Regulation Commission, 2025).

In Luzon, specifically in the Northern and Central parts of the island, there are many observable differences among Teacher Education Institutions (TEIs) in the Licensure Examination for Teachers (LET), highlighting inequalities in access to instructional capacity and institutional resources. While the urban, larger Higher Education Institutions (HEIs) in Metro Manila and some state universities tend to have higher institutional passing rates due in part to previously-established review programs, highly experienced faculty, broader and deeper networks of practicum partner schools, and more excellent learning environments, many TEIs in the provinces carry persistent problems such as fewer instructional materials, limited faculty development and mentorship opportunities, and stragglers in updating curriculum in alignment with the licensure competencies. Structural and capacity-related inequalities in teacher preparation programs can be attributed to many of the established and regional differences among the Centers of Excellence and the Centers of Development, and research evidence suggests that smaller or non-Centers of Excellence programs usually perform less well in their overall LET results, compared to Centre of Excellence TEIs. This calls for more localized, regionally contextualized studies to identify contextual indicators of LET success in Luzon and new programmatic responses to support equitable access to teacher preparation across urban and provincial, or non-Centers of Excellence, TEIs (Aquino et al., 2025; Sinsay-Villanueva, 2025; CHED, 2024; PRC, 2025).

According to EDCOM 2 “Teacher education institutions (TEIs) that are consistently found to be non-performing in the Licensure Examination for Teachers (LET) and non-compliant with the minimum standards prescribed by the Commission on Higher Education (CHED) will now be issued a notice of immediate closure of the program, among the other interventions in the proposed quality assurance (QA) mechanism for pre-service teacher education degree programs” (Section 25 of CMO Nos. 74 to 80 and 82, series of 2017). Adopting a Quality Assurance Mechanism for Pre-service Teacher Education Degree Programs, designed to ensure the quality of pre-service teacher education in the country.

The challenge of LET performance is similarly critical at the regional and local levels. In the Ilocos Region and specifically in Pangasinan, TEIs play a vital role in supplying the national pool of educators (DepEd Region I Report, 2024). As a prominent local institution, Urdaneta City University (UCU) continuously strives to enhance its educational programs to meet the national standards set by the LET (UCU, 2023). Understanding the performance of its own graduates is essential, as local institutional results contribute significantly to the overall regional and national passing rates (Gonzales, 2024). Therefore, research focusing on the internal academic and institutional factors in this specific context is crucial for targeted program interventions and improvements at the city and provincial levels (Reyes & Dela Cruz, 2023).

Teaching is a profession that requires not only knowledge and skills but also formal recognition of competency through licensure. In the Philippines, the Licensure

Examination for Teachers (LET) serves as a gateway to the profession, allowing only those who demonstrate they have met the required standards of competence to teach in institutions that deliver basic education. As a result, many teacher education institutions (TEIs) and education policymakers are trying to identify which factors predict passing the LET.

The report on predictors of LET performance included mother's educational level, college course, GPA, and admission exam score; however, father's educational level and civil status were not identified as predictors (Balinario et al., 2024). General Weighted Average (GWA) is a critical predictor of LET performance across multiple areas (Dionio et al., 2025). Similarly, Bansiong and Balagtey (2020) found that high school GPA, admission test scores, and standardized test scores predicted both academic performance and licensure examination results for graduates of a teacher education program. Respondents with older age, married civil status, non-BSED course, and lower Grade point average are more likely to perform poorly in the Licensure Examination for teachers. Likewise, younger, single, BSED graduates with higher grade point averages are more likely to perform better in the Teachers Licensure Examination (Balinario et al., 2023).

Furthermore, academic performance, particularly the student's general weighted average grades and course-specific scores in the student's specialization, was correlated with licensure performance. However, the strength of this correlation was only moderate (Pachejo and Allaga 2019). Additionally, Bermudo et al. (2022) noted the importance of pre-licensure or mock examinations. They found that students' performance on these preparatory tests was statistically predictive of their actual licensure examination (LET) scores. In addition, high-quality instructional and curricular delivery has been recognized as an important factor (Dela Cruz and Valdez, 2021), indicating that the achievement of course objectives, the relevance of course requirements, and the delivery of instruction were significantly related to licensure results. These findings suggest that both academic preparation and instructional quality contribute to LET success. The Licensure Examination for Teachers (LET) is the non-negotiable legal gateway ensuring professional competency. However, persistent, often suboptimal national passing rates highlight a systemic need for improvement in Teacher Education Institutions (TEIs). While existing studies confirm that academic and instructional factors predict LET success, their inconsistent findings highlight a crucial research gap: the need for localized, context-specific data to identify the most potent indicators across varied educational settings accurately.

This study, "Predictors of Success in Licensure Examination for Teachers," conducted to directly address a critical, persistent national challenge in the Philippines, the inconsistent quality and inadequate supply of licensed teachers needed to fulfill the mandate of UN Sustainable Development Goal 4 (SDG 4). Therefore, this study is undertaken to provide actionable, result-based data specific to the local context of Urdaneta City University (UCU). The importance of this research lies in its capacity to transform a national problem into targeted institutional solutions. Lastly, by improving the passing rates of its graduates, the study contributes to equitable access to quality teacher

preparation, ensures the steady supply of qualified professional educators, and directly supports the nation's core commitment to securing a high-quality education for every Filipino learner.

Research Question

This study, entitled “Predictors of Success in the Licensure Examination for Teachers,” conducted at Urdaneta City University. Specifically, this study answers the following questions:

1. What is the profile of UCU LET examinees in terms of:
    a. Age,
    b. Sex, and
    c. Majorship.
2. What is the academic performance of the respondents in General Weighted Average (GWA) upon graduation?
3. What is the performance of the respondents in their ECAP (Educational Competency Assessment Program) grade?
4. Is there a significant relationship between the profile, academic performance, performance in pre-board, and passing in LET?
5. Which variable predicts success in the licensure examination for teachers?

Null Hypotheses:

This study employed a 0.05 level of significance to determine whether to accept or reject the null hypothesis.

H_0: There is no significant relationship between the profile, academic performance, and ECAP grades in passing the Licensure Examination for Teachers.

H_1: There is a significant relationship between the profile, academic performance, and ECAP grades in passing the Licensure Examination for Teachers.

METHODOLOGY

Research Design

The study employed Documentary Analysis as its primary research design, a systematic and essential method for collecting the empirical data needed to answer the specific research questions. This approach involved the methodical collection and evaluation of existing, recorded information from various institutional sources. Specifically, the documentary analysis focused on extracting the basic profile of the respondents (Age and Sex) and GWA, and ECAP grade directly from official student academic transcripts and university records. Furthermore, the method required reviewing official performance documents (such as PRC or university reports) to quantify UCU

graduates' performance on the LET accurately. By systematically scrutinizing and organizing this existing, quantifiable data, the documentary analysis produced a robust dataset for subsequent statistical analyses that identified the most significant predictors of success.

Locale of the Study

The subjects of this study were the entire population of graduates who fulfilled specific criteria established for data collection, as defined by Palanichamy & Shibu (2023). Specifically, the subjects were graduates from the College of Teacher Education (CTE) at Urdaneta City University (UCU). The inclusion criteria further limit the population to those who graduated during the academic years 2022 to 2024 and who took the Licensure Examination for Teachers (LET) in March. The study was designed strictly to retrieve and analyze quantifiable, institutional data on these subjects, including a limited basic profile of the respondents (Age and Sex), the General Weighted Average (GWA), and the ECAP grade.

Respondents and Sampling Method

The population of this study was highly specific: UCU College of Teacher Education (CTE) graduates who have taken the Licensure Examination for Teachers (LET) within the defined period of Academic Year 2022-2024.

The goal of the study was to secure a comprehensive, localized dataset; thus, the revised sample size included the entire eligible population that fit the specific criteria.

The sample size was based on the total number of UCU graduates who satisfied all of the following inclusion criteria:

1. Graduated from the College of Teacher Education (CTE) at UCU.

2. Graduated during the Academic Years 2022 to 2024.

3. Took the March LET immediately after the year of their respective graduation.

4. Have an official, recorded result from the Licensure Examination for Teachers (LET) during the period covered by the study.

5. Have all quantifiable academic records available (GWA and ECAP grade).

This ensures that the final sample, purposefully selected to meet the study's unique data requirements, was sufficiently comprehensive to identify localized predictors of success.

Research Instruments

For this study, the researchers employed descriptive documentary analysis as the primary method of data collection. This approach was chosen because it allowed

researchers to acquire data from existing records, written documents, and other pertinent documentation related to the subject matter. Using documented sources enabled the researchers to obtain data without direct involvement from respondents, thereby limiting personal bias and maintaining objectivity.

Using descriptive documentary analysis was both practical and cost-effective, as it relied on readily accessible materials rather than on conducting surveys or interviews. Furthermore, this method enabled the researchers to examine multiple documents, gather diverse information, and explore different perspectives relevant to the study. Overall, this approach yielded data that were consistent, reliable, and aligned with the research objectives. The table below outlines the specific variables, the corresponding documents that were analyzed, and how the data were used to answer the research questions.

The documentary analysis focused on identifying the key variables, their specific indicators, data sources, and the purposes for which they were used in the study. The independent variables included respondents' profiles, specifically their age and sex, which were obtained from official student records and transcripts. These variables were used to establish the profile of the UCU LET examinees in relation to the first statement of the problem.

Another independent variable considered was the General Weighted Average (GWA) upon graduation, sourced from official student records and transcripts. This variable was utilized to determine the academic profile of the examinees and to examine its relationship with their performance in the Licensure Examination for Teachers (LET).

In addition, the ECAP grade was included as an independent variable. This was gathered from official student records and was used to assess the examinees' pre-board or competency-based performance, providing further insight into their preparedness for the LET.

On the other hand, the study's dependent variable was performance in the Licensure Examination for Teachers, categorized as pass or fail. This data was obtained from official PRC and university LET performance reports. The LET outcome served as the basis for measuring graduates' overall performance, analyzing the relationships among the identified variables, and formulating recommendations for improvement.

Data Gathering Procedure

To carry out this research, permission was sought from the College of Teacher Education (CTE) Dean of UCU. The researchers wrote a formal request letter for permission to access school records that were the focus of the study. A formal letter of request was prepared for permission to access school records related to the research. Once permission was granted, the researchers contacted the CTE department or the respective office to collect the required documents and data from the office archives or the Office of the Registrar. The researchers collected data on graduates' General

Weighted Average (GWA) and ECAP grade. These documents comprised all the data used to determine the independent and dependent variables predicting success on the Licensure Examination for Teachers (LET). All collections of documents and data were completed under the supervision of appropriate staff, who were authorized to ensure accuracy, enhance reliability, and maintain confidentiality.

The researchers followed ethical research standards and institutional data privacy policies throughout the data collection process. All collected documents were handled confidentially and used solely for academic purposes. Identifying information was not included to protect anonymity.

Once data collection was completed, the researchers prepared, organized, tabulated, and encoded the data. Researchers analyzed the data for completeness and accuracy. Then, the data were analyzed using appropriate statistical procedures, including descriptive and correlational analysis, to determine the strength of the relationships and the predictive capacity of the identified variables on LET performance.

Finally, the analyzed data were interpreted and synthesized to provide results-based recommendations for improving academic programs, program reviews, and instruction at the College of Teacher Education. The findings from this study were expected to help inform ongoing improvement efforts in teacher preparation and to align the institution with the standards set by the Commission on Higher Education (CHED) and the Professional Regulation Commission (PRC).

Statistical Treatment of Data

The data retrieved from the College of Teacher Education were subjected to appropriate statistical tools to address the specific problems of the study.

In research question 1, the researchers used documentary analysis to identify the independent variables among the respondents, such as age and sex.

For research question 2, the researchers employed documentary analysis to determine graduates’ General Weighted Average (GWA) upon graduation.

For research question 3, the researchers employed documentary analysis to assess respondents' ECAP grades.

For research question 4, the researchers used Pearson's r to determine whether there is a significant relationship between the profile, academic performance, pre-board performance, and LET passing.

For research question 5, the researchers used logistic regression to identify the strongest predictor of success in the teachers' licensure examination.

Formula:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

n = number of respondents
x = independent variable
y = dependent variable

Logistic (sigmoid) function formula:

$$P(Y = 1 \mid X) = \frac{1}{1 + e^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_n X_{n)}}}$$

Where:

X_1 = actual GWA value
X_2 = ECAP grade (e.g., 80, 85, 90, etc.)
Y = coded outcome (1 or 0 only)
β_0 (constant)
β_1 (effect of GWA)
β_2 (effect of ECAP)

Scope and Limitations

The study was limited to the Graduated of College of teacher education academic year 2022-2024 in Urdaneta City University. The findings may not generalizable to other institution or colleges . the study seeks to analyze the some predictors in LET. Despite limitations, the study provides actionable, result-based data specific to the local context of Urdaneta City University (UCU) to improve the college of teacher education.

RESULTS

Table 1: Profile of the UCU LET examinees
n=358

	Mathematics		Science		English		Filipino		Social Studies		Physical Education	
	F	%	F	%	F	%	F	%	F	%	F	%
Age												
37-45	1	3.85	0	0	0	0	0	0	1	1.72	0	0

30-36	1	3.85	1	3.03	1	0.97	1	2.04	2	3.45	1	1.12
23-29	24	92.31	32	96.97	102	99.03	48	97.96	55	94.83	88	98.88
Sex												
Female	21	80.77	21	63.64	87	84.47	40	81.63	40	68.97	52	58.43
Male	5	19.23	12	36.36	16	15.53	9	18.37	18	31.03	37	41.57

Profile of UCU LET Examinees

The profile includes age and sex, with the corresponding frequency counts (f) and percentages (%) for each bracket. Through documentary analysis, the study included 358 respondents, with a frequency count of 358 for each variable.

Age. Table 1 shows that the distribution of UCU LET examinees by age consistently indicates that the majority belong to the 23–29-year-old age group. This suggests that most Licensure Examination for Teachers (LET) takers are relatively young graduates or early-career professionals. This finding is supported by recent studies that emphasize that LET examinees are predominantly beginning teachers or recent graduates in the early stages of their professional careers (Abao et al., 2023; Cadosales et al., 2023; Olvido et al., 2024). This trend aligns with Erik Erikson's Psychosocial Development Theory, which posits that individuals in early adulthood are in a stage characterized by the pursuit of meaningful social roles and the establishment of careers. During this period, individuals are motivated to develop a professional identity and achieve stability, including obtaining licensure aligned with their chosen field. Graduating education students and novice teachers are actively involved in career preparation and licensure examinations as they transition into the teaching profession (Daquioag & Ubina, 2024; Salendab & Cogo, 2023). As a result, the significant number of LET examinees in this age group demonstrates their readiness and motivation to pursue a career in teaching.

In Mathematics, the largest group of examinees is aged 23–29 years old with a frequency of 24 or 92.31%, while only a very small proportion belongs to the 30–36 years old age group with 1 or 3.85%, and similarly, only 1 or 3.85% fall under the 37–45 years old category, showing that older examinees are minimally represented. A similar pattern is observed in Science, where almost all examinees are concentrated in the 23–29 years old group with 32 or 96.97%, while only 1 or 3.03% belong to the 30–36 years old group, and none are recorded in the 37–45 years old group, indicating a very strong dominance of younger examinees. In English, the same trend is even more pronounced, as 102 or 99.03% of the examinees are aged 23–29 years old, with only 1 or 0.97% belonging to the 30–36 years old group and none in the 37–45 years old bracket, further emphasizing

that English examinees are overwhelmingly young adults. Likewise, in Filipino, most of the examinees are also within the 23–29 years old range with 48 or 97.96%, followed by only 1 or 2.04% in the 30–36 years old group and none in the 37–45 years old category, reinforcing the pattern of youth dominance. In Social Studies, while the 23–29 years old group still holds the majority with 55 or 94.83%, there is a slightly more varied distribution compared to other subjects, as 2 or 3.45% belong to the 30–36 years old group and 1 or 1.72% fall under the 37–45 years old category, indicating a minimal presence of older examinees in this subject area. In Physical Education, the trend remains consistent with other subjects, as 88 or 98.88% of examinees are aged 23–29 years old, while only 1 or 1.12% belongs to the 30–36 years old group and none are recorded in the 37–45 years old category, again showing the dominance of younger test takers. Studies on LET performance indicate that age is not a primary predictor of licensure examination success. Instead, performance is more strongly influenced by academic preparation, quality of teacher education, and institutional support systems (Baguio et al., 2024; Salendab & Cogo, 2023). This implies that age alone does not significantly predict whether an examinee will pass or fail the LET, reinforcing the idea that success in the licensure examination depends more on preparedness than on demographic characteristics.

Sex. Table 1 shows that female respondents dominate most subject areas. In Mathematics, females comprise 80.77% while males account for 19.23%. In Science, females represent 63.64% and males 36.36%. In English, females account for 84.47% and males for 15.53%. In the Filipino, females account for 81.63% and males 18.37%. In Social Studies, females comprise 68.97% and males comprise 31.03%. In Physical Education, females account for 58.43%, and males for 41.57%. It implies that teacher education has more female enrollees; the LET naturally reflects a higher percentage of female examinees (De Castro, 2026). According to Alice H. Eagly's Social Role Theory, societal expectations encourage women to pursue professions that involve care, communication, and interpersonal interaction—traits central to education. According to the Philippine Statistics Authority (PSA), women are increasingly dominating sectors such as education and public service. Female participation in professional fields continues to grow.

Table 2: General Weighted Average of UCU LET examinees

	Mathematics		Science		English		Filipino		Social Studies		Physical Education	
	F	%	F	%	F	%	F	%	F	%	F	%
GWA												
80-85 (Low)	3	11.54	3	9.09	5	4.85	8	16.33	1	1.72	9	10.11

86-90 (Average)	22	84.62	26	78.79	90	87.38	40	81.63	43	74.14	74	83.15
91-95 (High)	1	3.85	4	12.12	8	7.77	1	2.04	14	24.14	6	6.74

GWA. Table 2 presents the distribution of the General Weighted Average (GWA) of UCU LET examinees across six subject areas; Mathematics, Science, English, Filipino, Social Studies, and Physical Education, categorized into three performance levels: 80–85 (Low), 86–90 (Average), and 91–95 (High), with corresponding frequencies (F) and percentages (%). In Mathematics, the majority of examinees fall under the Average range (86–90) with a frequency of 22 or 84.62%, followed by the Low range (80–85) with 3 examinees or 11.54%, and only 1 examinee or 3.85% in the High range (91–95). Similarly, in Science, most examinees are in the Average category (26 or 78.79%), while 3 (9.09%) are in the Low range and 4 (12.12%) are in the High range. In English, a significantly large proportion of examinees are also in the Average range, with 90 or 87.38%, compared to 5 or 4.85% in the Low category and 8 or 7.77% in the High category. Among Filipinos, 40 examinees (81.63%) belong to the Average group, 8 (16.33%) to the Low range, and only 1 (2.04%) to the High range. In Social Studies, 43 examinees, or 74.14%, are categorized as Average; 1, or 1.72%, falls under Low; and a relatively higher 14, or 24.14%, are in the High range, compared to other subjects. Lastly, in Physical Education, the majority again fall within the Average range with 74 or 83.15%, followed by 9 or 10.11% in the Low category and 6 or 6.74% in the High category. Overall, the data indicate that across all subject areas, most examinees consistently fall within the Average performance range, with relatively smaller proportions in both the Low and High categories. Students who are academically above average and positively exposed to these factors are likely to perform better than those who are less exposed to them (Brew et al., 2021).

Research on Licensure Examination for Teachers (LET) performance consistently highlights that academic achievement, particularly General Weighted Average (GWA), is consistently identified as a significant factor associated with Licensure Examination for Teachers (LET) outcomes. Dionio et al. (2025) and Mendez (2023/2024) both highlight that GWA is a strong predictor of LET success, demonstrating that students with higher academic achievement are more likely to obtain higher examination scores. Similarly, the study on BEED graduates (2025) found a strong positive relationship between academic performance and LET results, confirming the predictive value of GWA. Ferrer (2024) emphasized that academic performance significantly influences licensure examination outcomes, reinforcing GWA's role as a key academic indicator. Likewise, another study on LET predictors (2024) reported that GWA accounts for a substantial portion of the variation in LET performance, further supporting its importance. While these studies consistently recognize GWA as a major factor, they also acknowledge that other variables may contribute to examination outcomes. However, academic performance remains one of the most stable and reliable indicators.

Table 3: ECAP grade of UCU LET examinees

UCU LET Examinees	Mathematics		Science		English		Filipino		Social Studies		Physical Education	
ECAP	F	%	F	%	F	%	F	%	F	%	F	%
75-81 (Low)	6	23.08	6	18.18	18	17.48	10	20.41	16	27.59	23	25.84
82-88 (Average)	18	69.23	24	72.73	73	70.87	32	65.31	36	62.07	39	43.82
89-95 (High)	2	7.69	3	9.09	12	11.65	7	14.29	6	10.34	27	30.34

ECAP. Table 3 presents the ECAP grade distribution of UCU LET examinees across six subject areas—Mathematics, Science, English, Filipino, Social Studies, and Physical Education—classified into three performance levels: 75–81 (Low), 82–88 (Average), and 89–95 (High), with corresponding frequencies (F) and percentages (%). In Mathematics, 6 examinees (23.08%) fall under the low category, the majority, 18 examinees (69.23%), are in the average range, and only 2 examinees (7.69%) are in the high category. In Science, 6 examinees (18.18%) are in the low group, a dominant 24 examinees (72.73%) are in the average category, and 3 examinees (9.09%) achieved high scores. For English, 18 examinees (17.48%) are classified as low, 73 examinees (70.87%) as average, and 12 examinees (11.65%) as high. In the Philippines, 10 examinees (20.41%) are in the low category, 32 (65.31%) are in the average range, and 7 (14.29%) are in the high category. In Social Studies, 16 examinees (27.59%) fall under low performance, 36 examinees (62.07%) are in the average category, and 6 examinees (10.34%) are in the high group. Lastly, in Physical Education, 23 examinees (25.84%) are in the low category, 39 (43.82%) in the average range, and 27 (30.34%) in the high category. According to the Organization for Economic Co-operation and Development's Education Indicators, students in the mid-performance range demonstrate a functional understanding of the subject matter. However, they may lack higher-order thinking skills such as critical analysis and synthesis. It shows that "average" grades indicate adequate mastery of competencies but not advanced or exceptional performance. Overall, the data show that most examinees across all subjects cluster at the average performance level. At the same time, relatively fewer students attain high scores, with Physical Education showing the largest proportion of high performers among the six subjects.

These findings are supported by the related literature, which emphasizes the predictive value of mock board examinations. Camacho et al. (2024) found that higher mock board scores significantly increase the likelihood of passing licensure examinations, reinforcing

mock assessments as strong indicators of future success. Camacho et al. (2024) found that performance in mock board examinations significantly predicts performance in the Licensure Examination for Certified Public Accountants (LECPA), with higher mock board scores associated with a greater likelihood of passing the licensure examination. The authors emphasized that mock board examinations are valuable tools for assessing students' readiness and identifying areas for further improvement before the actual licensure examination. Furthermore, Garcia and Orilla (2026) identified mock board examination performance as one of the top predictors of licensure success based on their study of 933 graduates. Overall, the predominance of average-level performance in Table 3 aligns with these findings, suggesting that while most examinees demonstrate functional competency, only a smaller proportion reach the level of mastery associated with higher success on licensure examinations.

Table 4: Relationship between the profile, academic performance, and performance in ECAP in passing the LET

		AGE	SEX	ECAP	GWA
Mathematics	R-value	0.062	-0.076	0.180	0.354
	Sig-value	0.764	0.712	0.378	0.076
Science	R-value	-0.005	-0.239	0.172	0.274
	Sig-value	0.979	0.180	0.339	0.123
English	R-value	-0.015	0.051	**0.345****	**0.292****
	Sig-value	0.877	0.610	0.000	0.003
Filipino	R-value	-0.190	-0.016	0.179	**0.298***
	Sig-value	0.190	0.911	0.219	0.037
Social Study	R-value	-0.093	-0.208	**0.440****	**0.391****
	Sig-value	0.489	0.118	0.001	0.002
Physical Education	R-value	-0.194	-0.051	-0.001	**0.355****
	Sig-value	0.069	0.633	0.991	0.001

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 presents the correlation between profile variables, academic performance, and ECAP outcomes in Mathematics, Science, English, Filipino, Social Studies, and Physical Education among UCU LET examinees. In English, there is a statistically significant positive correlation with ECAP (r = 0.345, p = 0.000) and GWA (r = 0.292, p = 0.003), indicating that higher ECAP ratings and better general academic performance are associated with higher English scores, while age (r = -0.015, p = 0.877) and sex (r =

0.051, p = 0.610) show no significant relationship. In Social Studies, both ECAP (r = 0.440, p = 0.001) and GWA (r = 0.391, p = 0.002) also demonstrate significant positive correlations, suggesting that these variables are strong predictors of performance, whereas age (r = -0.093, p = 0.489) Mock board examination performance has been identified as a significant predictor of licensure examination success, as it reflects students' level of preparedness and competency prior to taking the actual board exam (Garcia and Orilla, 2025) while sex (r = -0.208, p = 0.118) remain non-significant. In Filipino, only GWA (r = 0.298, p = 0.037) shows a significant positive relationship, while age (r = -0.190, p = 0.190), sex (r = -0.016, p = 0.911), and ECAP (r = 0.179, p = 0.219) do not exhibit significant associations. Similarly, in Physical Education, GWA (r = 0.355, p = 0.001) is significantly correlated with performance, whereas age (r = -0.194, p = 0.069), sex (r = -0.051, p = 0.633), and ECAP (r = -0.001, p = 0.991) show no significant relationships. On the other hand, Mathematics reveals no significant correlations across all variables, with age (r = 0.062, p = 0.764), sex (r = -0.076, p = 0.712), ECAP (r = 0.180, p = 0.378), and GWA (r = 0.354, p = 0.076) all failing to reach significance. Likewise, Science shows no significant relationships, as age (r = -0.005, p = 0.979), sex (r = -0.239, p = 0.180), ECAP (r = 0.172, p = 0.339), and GWA (r = 0.274, p = 0.123) are all non-significant. Overall, the results suggest that GWA and ECAP are the most consistent variables associated with performance in several subjects, suggesting that GWA was a significant predictor of LET success in general education, major subjects, and overall performance (Dionio et al., 2025), particularly English and Social Studies, while age and sex do not significantly influence outcomes in any of the subject areas. A review of recent studies shows that a correlational approach is commonly used to examine the relationship between academic and competency variables and LET performance. Balinario et al. (2023) and Tolete et al. (2024) both found that academic-related variables are significantly associated with licensure examination outcomes. Similarly, studies by Cadosales et al. (2023) and Abao et al. (2023) highlight that performance indicators are linked to outcomes in varying degrees, depending on the domain assessed. Moreover, Bacus et al. (2024) emphasize that not all variables consistently show significant relationships across all areas.

Table 5: Logistic Regression Analysis of ECAP and GWA

Variable	B	S.E.	Wald	f	Sig.	Exp(B)	95% C.I for EXP (B)	
							Lower	Upper
ECAP			0.609	1	**.005**			
ECAP (1)	-.909	.567	.572	2	**.109**	.403	.133	.224 1
ECAP (2)	.170	.539	.100	.	**.752**	.186	.412	.413 3

GWA			7.723		**.021**				
GWA(1)	**-2.643**	.150	1 .286	5	**.021**	**.071**	.007	.677	
GWA(2)	-1.603	.065	1 .263	2	**.133**	.201	.025	.625	1
constant	3.518	.033	1 1.595	1	**.001**	3.707			

B=Coefficient S.E=Standard Error Wald=Wald Chi-square

df=degrees of freedom (p-value) Exp(B)= odds ratio

Table 5 presents the logistic regression analysis, which shows that both ECAP and GWA were included as predictors of LET performance. Taken together, both variables were statistically significant, as shown in Table 4. Specifically, ECAP (Wald = 10.609, p = .005) and GWA (Wald = 7.723, p = .021) indicate that they collectively contribute to predicting whether an examinee passes or fails the LET. However, when examining the individual categories, different results emerge. For ECAP, neither of its categories showed a significant effect: ECAP (1) (Low vs High): p = .109 → Not significant; ECAP (2) (Average vs High): p = .752 → Not significant. Although ECAP is significant overall, the lack of significance in its individual categories suggests that its effect is inconsistent and insufficient to distinguish passing outcomes clearly. In contrast, GWA shows a clearer and stronger effect. GWA (1) (Low vs High) is statistically significant (B = -2.643, p = .021, Exp(B) = 0.071). This means that examinees with low GWA are significantly less likely to pass the LET compared to those with high GWA. Specifically, they are about 93% less likely to pass (since 1 − 0.071 = 0.929). GWA(2) (Average vs High) is not significant (p = .133), indicating that average performers are not significantly different from high performers in terms of passing probability. The constant (B = 3.518, p = .001, Exp(B) = 33.707) indicates a strong baseline likelihood of passing, meaning that even without predictors, the probability of passing is high. GWA is a significant predictor of LET performance, particularly in general education, major subjects, and overall scores. Across the reviewed studies, a consistent pattern emerges regarding the predictors of LET success. Dionio et al. (2025) and Mendez (2023) both emphasize that GWA is a strong, direct predictor, indicating that students with higher academic performance are more likely to pass the LET. In contrast, study by Garcia and Orilla (2025) highlight the role of competency-based assessments and mock board examinations (ECAP) as predictors, suggesting that these assessments measure students' readiness and mastery of competencies required in the licensure examination. GWA demonstrates a more consistent and statistically significant effect; ECAP-related variables show predictive value for readiness and preparation, though their effects may vary across contexts and measurement methods. Since ECAP was found to be a significant factor in passing the LET, it is recommended that the College of Teacher Education increase the passing rate in the Education Competency Assessment Program (ECAP) from 65% to 75%, aligning it with the passing rate in the Licensure Examination for Teachers (LET). ECAP should be

revised to strengthen its effectiveness in helping graduates pass the Licensure Examination for Teachers (LET). Although ECAP already provides review and preparation activities, there is still a need to improve its strategies, content delivery, and monitoring systems to better address examinees' weaknesses and needs. Studies show that structured review programs, intensive coaching, and enhancement activities significantly improve LET readiness and performance (Ubina, 2024).

Summary of the Findings

After an in-depth analysis of the gathered data, the following summarizes the salient findings on the predictors of success in the licensure examination for teachers among examinees of the College of Teacher Education at Urdaneta City University.

1. Most of the UCU LET examinees across all subject areas belong to the twenty-three to twenty-nine age group, representing an overwhelming majority of the population. In terms of field of specialization, the largest proportion of UCU LET examinees is in English, followed by Physical Education, Social Studies, Filipino, Science, and Mathematics. Consistent with this distribution, English majors comprise the largest number of examinees, followed by Physical Education, Social Studies, Filipino, Science, and Mathematics majors. About age distribution, the vast majority of examinees fall within the twenty-three to twenty-nine age range. At the same time, only a very small portion belongs to the thirty to thirty-six group, and an even smaller fraction falls within the thirty-seven to forty-five range. In terms of sex distribution, most of the examinees are female, whereas male examinees make up a considerably smaller portion of the group.

2. The results indicate that the majority of UCU LET examinees have a General Weighted Average within the eighty-six to ninety range, which consistently reflects the highest proportion across all subject areas. This suggests that most students maintain a good level of academic performance and are generally well-prepared for the examination. The eighty to eighty-five range, while lower, still represents a noticeable portion of the examinees, indicating that some students fall within an average level of academic achievement. In contrast, the ninety-one to ninety-five range is represented by only a small group, showing that relatively few examinees attain a very high level of academic performance. Overall, the findings imply that while most examinees demonstrate adequate academic readiness, only a limited number achieve the highest level of academic excellence.

3. The majority of UCU LET examinees obtained ECAP scores within the eighty-two to eighty-eight range, which consistently represents the largest proportion across all subject areas, indicating that most students demonstrate a moderate to high level of academic preparedness prior to taking the LET. The seventy-five to eighty-one range also comprises a considerable proportion of the examinees, suggesting that some students fall within the average range of performance. In contrast, the eighty-nine to ninety-five range is represented by a smaller group, indicating that only a limited number of students achieve an excellent level of academic performance. Overall, the findings suggest that

while most examinees are sufficiently prepared for the examination, only a few demonstrate outstanding pre-licensure academic achievement.

4. The results of the correlation analysis reveal that academic variables have meaningful relationships with performance across the different divisions of the LET examinees. This means that factors such as academic achievement and grades are associated with how well examinees perform in General Education, Professional Education, and their area of specialization. When academic variables improve, LET performance tends to improve as well. Therefore, academic performance may serve as an important predictor of success in the LET. ECAP demonstrates a significant positive correlation with English and Social Studies, indicating that higher ECAP scores are associated with better performance, particularly in language and social science-related subjects. Similarly, GWA shows significant positive relationships with English, Filipino, Social Studies, and Physical Education, suggesting that students with stronger overall academic performance tend to achieve better results in these areas. These findings highlight that academic preparedness, particularly ECAP and GWA, serves as a strong predictor of LET performance.

On the other hand, age and sex show no significant relationship with performance across all subject areas, as reflected by weak correlation coefficients and p-values greater than the acceptable level of significance. This indicates that demographic factors do not influence LET outcomes, and both younger and older examinees, as well as male and female students, tend to perform similarly. Additionally, ECAP and GWA do not exhibit significant relationships with Mathematics and Science, suggesting that other factors beyond general academic preparedness may influence performance in these subjects.

Overall, the findings suggest that academic preparedness, as reflected in ECAP and GWA, plays a crucial role in shaping LET performance across several subject areas. In contrast, demographic factors such as age and sex do not significantly affect examination outcomes. This indicates that students' academic background and level of preparation are more reliable indicators of success in the LET. However, performance in subjects such as Mathematics and Science may still be influenced by other factors.

5. Existing literature emphasizes that structured academic preparation plays a crucial role in licensure examination success. Studies have shown that participation in structured review programs, combined with guided drills and mock examinations, significantly enhances students’ readiness by identifying weaknesses and improving performance through continuous practice and feedback (Abao et al., 2023). Given that ECAP and GWA are strong predictors of success, universities can improve LET passing rates by implementing intensive mock board examinations and a well-aligned, rigorous curriculum. Regular mock exams that simulate actual LET conditions enable students to develop mastery, confidence, and effective test-taking strategies. At the same time, a strong curriculum ensures consistent academic development reflected in higher GWA. Additionally, review centers and performance enhancement programs further support students through organized study plans and simulated exams, ultimately contributing to improved licensure examination outcomes (Albina et al., 2022).

Conclusions

Given the findings, the following conclusions were drawn

1. The findings show that UCU LET examinees are mostly young female graduates aged 23–29, with English majors constituting the largest group, indicating a strong concentration in language-related programs and early participation in licensure after graduation.

2. Most examinees obtained a General Weighted Average (GWA) of 86-90, suggesting they generally have good academic standing and are reasonably prepared for the licensure examination.

3. The results indicate that most examinees have moderate to high ECAP scores, reflecting adequate preparedness, although only a few achieve outstanding academic performance.

4. Academic variables such as ECAP and GWA are significantly associated with LET performance across several subjects. At the same time, ECAP shows stronger predictive value than demographic factors, such as age and sex, which have no significant influence on outcomes.

5. Since ECAP and GWA are key predictors of LET performance, universities are encouraged to strengthen outcomes through regular mock board examinations and a well-aligned curriculum to improve mastery, confidence, and overall licensure success.

Recommendations

Based on the study's results and conclusions, the researchers proposed the following recommendations.

1. The College of Teacher Education (CTE) may strengthen its LET passing rate by focusing on enhancing students' academic preparedness and targeted examination support. The university should implement a rigorous, well-aligned curriculum that is consistently aligned with the competencies of the Licensure Examination for Teachers (LET), ensuring that students develop strong academic foundations reflected in their GWA.

2. The College of Teacher Education (CTE) may establish regular intensive mock board examinations that simulate actual LET conditions, allowing students to practice time management, identify weaknesses, and build confidence in answering board-type questions.

3. The university may provide structured review and intervention programs, particularly for students with lower ECAP and GWA scores, to address learning gaps through targeted remediation and guided instruction.

4. The College of Teacher Education (CTE) should implement structured academic support such as tutoring, mentoring, and remediation programs to help students maintain or improve their General Weighted Average (GWA), as studies consistently show that higher GWA significantly predicts better LET performance.

5. Universities are encouraged to regularly monitor students' academic performance and provide early interventions for those with low GWA. Early identification of at-risk students allows institutions to provide targeted support, increasing their chances of passing the LET.

6. Universities are encouraged to regularly monitor students' academic performance and provide early interventions for those with low GWA. Early identification of at-risk students allows institutions to provide targeted support, increasing their chances of passing the LET.

7. Based on the findings of the study, ECAP was found to be a significant factor in passing the LET. It is recommended that the College of Teacher Education increase the passing rate in the Education Competency Assessment Program (ECAP) from 65% to 75%, aligning it with the passing rate in the Licensure Examination for Teachers (LET). This policy may help improve pre-service teachers' competency, mastery, and readiness for the board examination.

Compliance with Ethical Standards

In compliance with the Data Privacy Act of 2012 (RA 10173), this research study collected personal/sensitive information with participant consent, maintained the secure storage of participant data, and used participant data only for the research study (e.g., participant data was removed from the study upon completion of the research). Participant data was protected from misuse through secure, password-protected files, limited access to printed documents, and the removal/replacement of identifiable items (e.g., names, student IDs) with participant codes. The investigator adhered to ethical standards throughout the research study by being trustworthy, respectful, and committed to protecting participants' rights and privacy, as well as the accuracy of the collected data.

To ensure transparency and uphold human accountability, this study explicitly disclosed all instances of AI assistance used throughout the research process. The researchers strictly observed ethical standards throughout the conduct of the study. To ensure objectivity and integrity, the interpretation of data and presentation of results were based solely on the actual findings obtained from the research. The researchers avoided personal biases, preconceived opinions, and any manipulation of data that could influence the results or conclusions. All information was analyzed and interpreted impartially, using appropriate statistical methods and established research procedures. Furthermore, the researchers ensured that the findings were reported honestly, accurately, and transparently, regardless of whether the results supported the initial expectations. Thus, the study upheld the principles of honesty, objectivity, and research

integrity, ensuring that the conclusions were grounded in evidence and not influenced by personal interests or subjective judgments.

REFERENCES

Abao, E. L., Petancio, J. A. M., Sanchez, J. M. P., & Sumalinog, G. G. (2023). Performance of beginning teachers in the licensure examination for teachers: A national study. Frontiers in Education, 8, 1240658. https://doi.org/10.3389/feduc.2023.1240658

Abao, E. R., et al. (2023). Performance of beginning teachers in the Licensure Examination for Teachers: A national study. Frontiers in Education. https://doi.org/10.3389/feduc.2023.1240658

Aquino, R. M., & Sinsay-Villanueva, R. T. (2025). Localized indicators of licensure examination success in teacher education. Journal of Educational Policy Studies, 10(1), 77–93.

Bacus, R. C., Picardal, M. T., Perez, N. B., & Balo, V. T. M. (2024). Predictors of beginning teachers' teaching performance. *Frontiers in Education, 9*, Article 1375726. https://doi.org/10.3389/feduc.2024.1375726

Baguio, A. J. P., Red, P. A., Ybanez, C. L., & Lumbab, S. J. C. (2024). Closing the gap: Improving performance on the Licensure Examination for Teachers over time. International Journal of Current Research. https://doi.org/10.24941/ijcr.47125.05.2024

Balinario, J. G., et al. (2023). Predictors of licensure examination for teachers' performance. ResearchGate. https://www.researchgate.net/publication/379669671

Balinario, V. R., Ofqueria, M. A., & Arca, J. E. (2024). Predicting Licensure Examination for Teachers (LET) performance: An institutional study.

Bansiong, N. T., & Balagtey, P. B. (2020). Predictors of academic and licensure examination performance of teacher education graduates. Asia Pacific Journal of Academic Research in Social Sciences, 5(1), 1–10.

Bermudo, T. V., et al. (2022). Mock examination performance as a predictor of the actual Licensure Examination for Teachers (LET) results. Philippine Journal of Education Research.

Brew, E. A., Nketiah, B., & Koranteng, R. (2021). A literature review of academic performance, an insight into factors and their influences on academic outcomes of students at senior high schools. *Open Access Library Journal, 8*, Article e7423. https://doi.org/10.4236/oalib.1107423

Cadosales, M. N. Q., Sanchez, J. M. P., Cordova, M. E., Merin, J. A., & Augusto, W. S. Jr. (2023). Exploring the predictive influence of licensure examination results for beginning teachers' performance. Frontiers in Education, 8, 1252368. https://doi.org/10.3389/feduc.2023.1252368

Camacho, Y. P., Oberes, M. P. B., Tina, D. M. R., Pepania, A. D., Alfanta, M. P., & Sumicad, E. H., Jr. (2024). Mock board examination results as predictors in the Licensure Examination for Certified Public Accountants. *Journal of Global Education and Research, 8*(2), 180–193. https://doi.org/10.5038/2577-509X.8.2.1349

Commission on Higher Education (CHED). (2017). EDOM 2; CMO Nos. 74–80 and 82, series of 2017: Adopting a quality assurance mechanism for pre-service teacher education degree programs. CHED.

Commission on Higher Education (CHED). (2024).

Commission on Higher Education. (n.d.). Statistics. https://ched.gov.ph/statistics

Daquioag, Q. M. C., & Ubina, J. (2024). Factors affecting the readiness of BSED and BPED IV students in the 2024 Licensure Examination for Teachers (LET): A basis for review enhancement program. *PLUMA, 1*(1). https://dawa.isap.edu.ph/index.php/bsed/article/view/47

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? European Journal of Teacher Education, 40(3), 291–309. https://doi.org/10.1080/02619768.2017.1315399

Dela Cruz, M. R., & Valdez, A. B. (2021). The impact of instructional quality and course relevance on teacher licensure examination outcomes.

Dionio, A., et al. (2025). Academic performance and practicum experience: Predictive factors of Licensure Examination for Teachers success in a Philippine university.

Dionio, B. B., Dagpin, A. R. R., Cabillas, A. J. Q. B., Edullantes, J. R. T., & Baluyos, G. R. (2025). Predictors of graduates' performance in the Licensure Examination for Teachers (LET). EduLine: Journal of Education and Learning Innovation, 5(1), 79–103. https://doi.org/10.35877/454RI.eduline3535

Dionio, M. A., et al. (2025). Academic achievement as a predictor of Licensure Examination for Teachers (LET) performance and employment status of BSED graduates. Academia.edu. https://share.google/dBqVWIokGhAWNuFjM

Dionio, M. A., et al. (2025). Academic performance as a predictor of LET success: A regression analysis among BEED graduates. ResearchGate. https://www.researchgate.net/publication/

Dionio, M. S., Dagpin, E. V., Cabillas, C. J., Edullantes, R. C., & Baluyos, G. M. (2025). Predictors of graduates' performance in the Licensure Examination for Teachers (LET). EduLine: Journal of Education and Learning Innovation, 4(1), 45–60. https://jurnal.ahmar.id/index.php/eduline/article/view/3535

European Commission. (2023). *Teachers, trainers and school leaders*. European Education Area. https://education.ec.europa.eu/focus-topics/teachers-trainers-and-school-leaders

Ferrer, R. L. (2024). Academic performance and predictors of Licensure Examination for Teachers of Bachelor of Elementary Education. ResearchGate. https://share.google/aLazQI4aLjGskh2A7

Garcia, R. F., & Orilla, L. T. (2026). Predicting success in professional licensure examinations through discriminant function analysis. *International Journal of Research and Innovation in Social Science, 9*(12), 3132–3149. https://doi.org/10.47772/IJRISS.2025.91200240

Gonzales, A. B. (2024). Institutional performance of Urdaneta City University graduates in the Licensure Examination for Teachers (Unpublished manuscript). Urdaneta City University.

Handrianto, C., Jusoh, A. J., Rashid, N. A., Wahab, S., Abdullah, A., Hasan, M. K., & Rahman, M. A. (2024). Teachers' self-efficacy (TSE) and teaching competency (TC) of Malaysian secondary school teachers in drug education. International Journal of Instruction, 17(2), 219–236. https://doi.org/10.29333/iji.2024.17213a

Handrianto, S., et al. (2024). Teacher self-efficacy and professional preparation: A correlation study.

Kumar, P., & Raj, A. (2024). Examining factors influencing Teacher Eligibility Test (TET) performance in India: Insights from pre-service teacher education quality. Asian Journal of Education and Social Studies, 48(3), 102–117. https://doi.org/10.9734/ajess/2024/v48i31234

Lumivero. (2025). What is documentary analysis in qualitative research? https://lumivero.com

March 2025 Licensure Examination for Professional Teachers results released in forty-one (41) working days. Republic of the Philippines, Professional Regulation Commission. https://www.prc.gov.ph/index.php/article/march-2025-licensure-examination-professional-teachers-results-released-forty-one-41 Professional Regulation Commission

Mendez, J. P. (2024). Academic performance as a predictor of Licensure Examination for Teachers success. ResearchGate. https://share.google/1FSKFnEoeVeIqSnVE

OECD. (2024). Education and skills development reports.

Office of the United States Trade Representative. (n.d.). OECD and multilateral affairs. https://ustr.gov/trade-agreements/wto-multilateral-affairs/oecd

Olvido, M. M. J., Dayagbil, F. T., Alda, R. C., Uytico, B. J., & Rodriguez, K. F. R. (2024). An exploration of the quality of graduates of Philippine teacher education institutions. Frontiers in Education, 9, 1235261. https://doi.org/10.3389/feduc.2024.1235261

Orlanda-Ventayen, C. C. (2020). Academic predictors of the licensure examination for teachers: A thematic review of studies investigating students' performance. Asian Journal of Multidisciplinary Studies, 3(1), 35–40. https://asianjournals.org/online/index.php/ajms/article/view/209

Pachejo, S. J., & Allaga, W. A. (2014). Academic predictors of the Licensure Examination for Teachers' performance of Rizal Technological University teacher education graduates. International Journal of Educational Research and Technology, 4(4), 31–40. https://soeagra.com/ijert/ijertdecember2013/7.pdf

Palanichamy, P., & Shibu, S. (2023). Sampling techniques and subject selection in educational research. International Journal of Research Methodology, 6(2), 101–115.

Professional Regulation Commission. (2025, May 23). March 2025 Licensure Examination for Professional Teachers results released in forty-one (41) working days.

https://www.prc.gov.ph/article/march-2025-licensure-examination-professional-teachers-results-released-forty-one

Rachmadtullah, R., et al. (2025). Professional development for Indonesian elementary school teachers: Increased competency and sustainable teacher development programs. F1000Research (eCollection 2024/2025). https://pmc.ncbi.nlm.nih.gov/articles/PMC12419144/

Republic Act No. 7836, Philippine Teachers Professionalization Act of 1994 (1994). https://lawphil.net/statutes/repacts/ra1994/ra_7836_1994.html

Reyes, C. D., & Dela Cruz, E. F. (2023). Contextual academic and institutional factors influencing LET outcomes at Urdaneta City University (Unpublished undergraduate thesis). Urdaneta City University.

Salendab, F. A., & Cogo, D. A. (2023). Examining the success rates in licensure examination for teachers: A quantitative focus on BEEd graduates. International Journal of Multidisciplinary: Applied Business and Education Research. https://doi.org/10.11594/ijmaber.05.09.21

Tolete, H. E., Malelang, J. R., & Nanad, H. S. (2024). Influencing variables on teacher education graduates' performance in the licensure examination for teachers. *International Journal of Research Studies in Education, 13*(2), 109–122. https://doi.org/10.5861/ijrse.2024.24810

UNESCO & International Task Force on Teachers for Education 2030. (2024). Global report on teachers: Addressing teacher shortages and transforming the profession. UNESCO. https://teachertaskforce.org/sites/default/files/2024-03/2349-23_GlobalReportonTeacher_rev%20130324.pdf

United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. https://sdgs.un.org/2030agenda

Wang, A. H., Coleman, A. B., Coley, R. J., & Phelps, R. P. (2003). *Preparing teachers around the world*. Educational Testing Service. https://www.ets.org/research/policy_research_reports/publications/report/2003/idwd.html

World Economic Forum. (2023, July 18). *11 top Nelson Mandela quotes to mark Mandela Day 2023*. https://www.weforum.org/stories/civil-society/nelson-mandela-south-africa-quotes-madiba-inspiration/

APA Citation:

Montemayor, J. P., Dimaronsing, R. B., Pleras, S. S., Antonio, J. Y., Cabrera, S. R. M., & Solomon, C. F. (2026). PREDICTORS OF SUCCESS IN THE LICENSURE EXAMINATION FOR TEACHERS. Ignatian International Journal for Multidisciplinary Research, 4(11), 321–344. https://doi.org/10.5281/zenodo.23973157

jamesmontemayor132@gmail.com
rohainadimaronsing7@gmail.com
shenarosecabrera7@gmail.com
plerassofia@gmail.com
juliusantonio472@gmail.com
cristinasolomon@ucu.edu.ph