

Predictors of Performance in the Licensure Examination for Teachers in a Community College in Albay

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ABSTRACT

This study determined the predictors of performance in the Licensure Examination for Teachers (LET) among first-time LET takers of a community college in Albay. Specifically, it examined the profile of the LET takers, academic performance, study habits, review preparation practices, institutional support, and the significant predictors of overall and component LET performance. The study was anchored on Human Capital Theory, Self-Efficacy Theory, Cognitive Load Theory, Tinto's Student Integration Theory, the researcher's Readiness and Resilience Integration Theory, and Astin's Input-Environment-Outcome Model. A descriptive-correlational research design was employed. Respondents were 116 first-time LET takers from the 2025 graduates of teacher education programs of the community college, selected from 165 graduates through power

analysis and stratified random sampling with proportional allocation. Data were gathered using a validated researcher-constructed questionnaire and document review of official academic records and were analyzed using frequency, percentage, weighted mean, and regression analysis. Findings showed that the respondents were predominantly 23 years old, female, and graduates of Bachelor of Secondary Education, with Physical Education as the largest specialization group. Their academic performance was generally Very Satisfactory, with teaching internship rated Excellent, while the General Education average was the weakest academic component. Study habits, review preparation practices, and institutional support were all rated Often. Regression results revealed that academic performance was the strongest and most consistent predictor of LET performance across the overall LET rating and the General Education, Professional Education, and Major/Specialization components. Review preparation, profile variables, institutional support, and study habits also predicted selected components. Based on the findings, an intervention program was proposed to strengthen academic preparation, structured review, institutional support, and study habits for improved licensure readiness.

Keywords: *academic performance, institutional support, LET performance, licensure examination, review preparation, study habits*

INTRODUCTION

The quality of teachers remains one of the most important determinants of educational outcomes. In the Philippines, the Licensure Examination for Teachers (LET) serves as the official gatekeeping mechanism for entry into the teaching profession. The examination reflects not only the readiness of graduates but also the quality of preparation provided by teacher education institutions. Republic Act No. 7836, or the Philippine Teachers Professionalization Act of 1994, emphasizes that teacher licensure is a legal and professional requirement for public elementary and secondary teaching.

Recent quality assurance policies have further increased the importance of LET performance. CHED Memorandum Order No. 10, series of 2024, treats board performance as a key quality indicator for teacher education institutions. Under this framework, the performance of first-time LET takers becomes connected to

institutional compliance, technical assistance, and possible program intervention. Thus, understanding the predictors of LET performance is necessary for evidence-based improvement in teacher education programs.

Community colleges play a significant role in expanding access to teacher education, particularly for students in local communities who may not have access to large universities. However, these institutions may also face resource limitations that affect licensure preparation. In a community college in Albay, there was a need to identify which factors significantly predict LET outcomes among teacher education graduates. This evidence is important because institutional interventions become more effective when they are based on the actual predictors of examination performance.

Previous studies have identified academic achievement, study habits, review preparation practices, and institutional support as possible determinants of licensure success. Academic performance reflects cumulative preparation across the program; study habits reflect learner discipline and self-regulation; review preparation practices represent focused examination readiness; and institutional support represents the programs, resources, mentoring, and services provided by the institution. However, the combined predictive value of these variables needed to be tested in the specific context of a community college in Albay.

This study therefore determined the predictors of performance in the Licensure Examination for Teachers among first-time LET takers of a community college in Albay. The results served as basis for a proposed intervention program designed to strengthen licensure readiness, support education graduates, and improve institutional board performance in future examination cycles.

Literature Review

Licensure Performance and Teacher Education Quality

Licensure examinations function as quality assurance mechanisms in teacher education because they assess whether graduates possess the necessary knowledge and competence for professional practice. In the Philippine context, LET results are also used as public indicators of program effectiveness, institutional accountability, and graduate readiness. Strong board performance may indicate curriculum alignment and adequate preparation, while weak performance may signal gaps in academic support, review systems, and institutional monitoring.

The LET has three major components: General Education, Professional Education, and Major or Specialization. Performance across these components may vary depending on the academic strengths of examinees and the emphasis given by the institution to different content areas. Because LET performance is multidimensional, examining only overall performance may hide important strengths and weaknesses. For this reason, the present study examined both the overall LET rating and the component ratings.

Academic Performance as a Predictor of LET Outcomes

Academic performance is one of the most frequently cited predictors of licensure examination results. It reflects the cumulative knowledge, skills, and competencies developed during the teacher education program. General weighted average, General Education average, Professional Education average, Major or Specialization average, and teaching internship grade provide measurable indicators of academic readiness for LET performance.

Human Capital Theory explains that investments in education and training accumulate as productive knowledge and skills. Applied to LET preparation, students who consistently perform well in their coursework are expected to have stronger foundations for the licensure examination. In this study, academic performance was treated as a central input variable because it represents the formal academic preparation that graduates bring into the LET.

Study Habits, Review Preparation, and Institutional Support

Study habits refer to the regular patterns of behavior that students use to organize, review, and retain academic knowledge. Effective study habits include maintaining a schedule, allocating sufficient time for review, prioritizing weak areas, answering practice tests, monitoring progress, and managing distractions. Self-Efficacy

Theory supports this variable because examinees who believe they can succeed are more likely to sustain disciplined and purposeful study behaviors.

Review preparation practices refer to intentional activities undertaken to prepare for the LET, such as attending review sessions, using online and printed review materials, answering mock examinations, analyzing performance, and reviewing the Table of Specifications and competency domains. Cognitive Load Theory supports this variable because structured review experiences can reduce unnecessary cognitive burden and help examinees focus on mastering the relevant competencies.

Institutional support refers to the programs, resources, services, and mentoring systems provided by the college to help students prepare for the LET. It includes curriculum-integrated review, faculty mentoring, mock examinations, counseling services, access to review materials, and orientations. Tinto's Student Integration Theory explains that students who are academically and socially integrated into institutional support systems are more likely to sustain engagement and succeed.

METHODS

Research Design

The study employed a descriptive-correlational research design. The descriptive component was used to describe the profile, academic performance, study habits, review preparation practices, and institutional support received by the LET takers. The correlational-predictive component was used to determine which among the profile variables, academic performance, study habits, review preparation practices, and institutional support significantly predicted LET performance.

Research Locale

The study was conducted in a community college in Albay that offers teacher education programs. The locale was appropriate because the institution serves local education students and has a direct interest in improving licensure outcomes as part of teacher education quality assurance.

Respondents and Sampling Technique

The respondents were 116 first-time LET takers from the 2025 graduates of the teacher education programs of the community college. They were drawn from a population of 165 graduates through power analysis using R*Power and selected through stratified random sampling with proportional allocation by program or specialization.

Table 1. *Population and Proportional Sample Size by Program*

Program / Specialization	Population	Sample size
Bachelor of Physical Education	56	39
English	47	33
Filipino	21	15
Social Studies	21	15
Bachelor of Technology and Livelihood Education	20	14
Total	165	116

Research Instrument and Data Sources

Data were gathered using a validated researcher-constructed questionnaire and document review of official academic and LET records. The questionnaire measured study habits, review preparation practices, and institutional support using a five-point scale. Document review was used to obtain academic performance indicators and LET results. The research instrument was prepared, validated, administered, retrieved, and analyzed following the procedures described in the original dissertation.

Data Analysis

Frequency and percentage were used to describe the respondents' profile and LET rating distributions. Weighted mean was used to interpret academic performance, study habits, review preparation practices, and

institutional support. Multiple and simple linear regression analyses were used to determine the predictors of overall LET rating and the General Education, Professional Education, and Major or Specialization component ratings.

Ethical Consideration

The study observed responsible data handling, institutional permission, confidentiality, and the use of official records only for research purposes. The final journal submission should include the confirmed institutional ethics-review or approval reference number, if required by the journal.

RESULTS AND DISCUSSION

Profile and LET Performance of the Respondents

The respondents were mostly young graduates, with 23 years old as the largest age group. Females comprised 73% of the respondents. In terms of degree, most were Bachelor of Secondary Education graduates, while Physical Education was the largest specialization group. The overall LET rating distribution showed that the greatest proportion of respondents obtained ratings between 85.00 and 89.99, while a smaller group obtained ratings below 75.00.

Table 2. *Summary of Respondent Profile and LET Rating Distribution*

Variable	Leading category / rating interval	Frequency	Percentage
Age	23 years old	58	50%
Sex	Female	85	73%
Degree	Bachelor of Secondary Education	64	55%
Major/Specialization	Physical Education	39	34%
Overall LET rating	85.00-89.99	43	37%
General Education rating	85.00-89.99	33	28%
Professional Education rating	80.00-84.99	34	29%
Major/Specialization rating	80.00-84.99 and 85.00-89.99	34 each	29% each

Academic Performance of the LET Takers

The academic performance of the LET takers was generally strong. The mean GWA was 1.88, interpreted as Very Satisfactory. The Professional Education average was also 1.88, while the Major or Specialization average was 1.84, both interpreted as Very Satisfactory. The Teaching Internship grade was 1.37, interpreted as Excellent. However, the General Education average was 2.02, interpreted as Satisfactory, making it the weakest academic component.

Table 3. *Academic Performance of LET Takers*

Academic area	Mean / Grade	Interpretation	Key implication
General Weighted Average	1.88	Very Satisfactory	Overall academic preparation was strong.
General Education average	2.02	Satisfactory	This was the weakest academic component and needs reinforcement.
Professional Education average	1.88	Very Satisfactory	Pedagogical preparation was generally strong.
Major/Specialization average	1.84	Very Satisfactory	Content specialization preparation was strong.
Teaching Internship grade	1.37	Excellent	Field-based performance was the strongest area.

Study Habits, Review Preparation Practices, and Institutional Support

The LET takers reported favorable preparation conditions. Study habits obtained a general weighted mean of 3.75, review preparation practices obtained 3.71, and institutional support obtained 3.57; all were interpreted as Often. The highest study habit item was taking down notes and summarizing key concepts. The highest review preparation item was using online review materials, video lectures, and digital resources. The highest institutional support item was the overall contribution of institutional support to LET preparation.

Table 4. *Summary of Preparation Factors*

Preparation factor	General weighted mean	Interpretation	Highest-rated indicator
Study habits	3.75	Often	Taking down notes and summarizing key concepts while studying for the LET (WM = 4.16)
Review preparation practices	3.71	Often	Using online review materials, video lectures, and digital resources (WM = 4.38)
Institutional support	3.57	Often	Overall institutional support significantly contributed to LET preparation (WM = 3.76)

Predictors of Overall LET Rating

The regression analysis showed that four predictor groups significantly predicted the overall LET rating: profile variables, academic performance, review preparation practices, and institutional support. Study habits did not significantly predict the overall LET rating. Academic performance was the strongest predictor, explaining 23.7% of the variance in overall LET performance.

Table 5. *Regression Analysis Predicting Overall LET Rating*

Predictor	R	R ²	F	p	Result
Profile variables	0.338	0.114	2.343	0.036	Significant
Academic performance	0.486	0.237	6.815	0.000014	Significant
Study habits	0.170	0.029	3.393	0.068	Not significant
Review preparation practices	0.325	0.105	13.440	0.000376	Significant
Institutional support	0.199	0.040	4.692	0.032	Significant

Predictors of LET Component Ratings

The component-level regression analyses refined the interpretation of LET performance. For General Education, academic performance, profile variables, study habits, and review preparation practices were significant predictors, while institutional support was not significant. For Professional Education, all five predictor groups were significant. For Major/Specialization, academic performance and profile variables were significant predictors, while study habits, review preparation practices, and institutional support were not significant.

Table 6. *Summary of Significant Predictors by LET Component*

LET component	Significant predictors	Strongest predictor	Interpretation
General Education	Profile variables, academic performance, study habits, review preparation practices	Academic performance (R ² = 0.362)	General Education performance was influenced by academic preparation and individual study/review behavior.
Professional Education	Profile variables, academic performance, study habits, review preparation practices, institutional support	Academic performance (R ² = 0.374)	Pedagogical performance was shaped by both academic and environmental preparation factors.
Major/Specialization	Profile variables and academic performance	Academic performance (R ² = 0.240)	Specialization performance was mainly tied to content preparation reflected in academic records.

Across the regression models, academic performance was the most stable and powerful predictor of LET success. This indicates that licensure readiness is built cumulatively through the teacher education program rather

than only during short-term review. Review preparation practices were also important in the overall, General Education, and Professional Education models, showing the value of structured, format-specific preparation. Study habits mattered particularly in General Education and Professional Education, while institutional support was more influential in the overall and Professional Education models.

Proposed Intervention Program

Based on the findings, the proposed intervention program focuses on five areas: strengthening academic performance, strengthening review preparation practices, enhancing institutional support, reinforcing study habits, and establishing program monitoring and continuous improvement. The program is aligned with the Input-Environment-Outcome framework, where academic performance serves as a key input, review and support practices serve as environmental conditions, and improved LET performance serves as the desired outcome.

Table 7. *Proposed Intervention Program to Enhance LET Performance*

Program area	Basis from findings	Suggested strategies	Expected outcome
Strengthening academic performance	Academic performance was the strongest predictor across models; General Education average was weakest.	Conduct curriculum audit, integrate LET-aligned formative assessments, monitor GWA and component averages, and provide early remediation.	Improved academic averages and reduced below-passing component scores.
Strengthening review preparation	Review preparation predicted overall, General Education, and Professional Education ratings.	Institutionalize a pre-LET review course, conduct mock examinations, analyze mock-test performance, and use LET TOS/competencies.	More systematic and targeted review preparation.
Enhancing institutional support	Institutional support predicted overall and Professional Education ratings.	Strengthen mentoring, counseling, test-anxiety management, LET resource corners, and updated review materials.	Improved student support and reduced examination-related stress.
Reinforcing study habits	Study habits predicted General Education and Professional Education ratings.	Provide study-skills workshops, LET study planners, peer-led review circles, and LET-type classroom assessments.	More disciplined study routines and improved readiness.
Monitoring and evaluation	Continuous feedback is needed to sustain program improvement.	Track LET performance per cycle, administer pre/post preparation surveys, and hold annual evaluation meetings.	Evidence-based adjustments and sustained improvement in passing rates.

CONCLUSION

The study concludes that LET performance among the first-time LET takers of the community college in Albay was influenced most strongly by academic performance. The graduates generally demonstrated commendable academic preparation, with the teaching internship as the strongest area and General Education as the area needing the greatest reinforcement. This means that classroom-based, content-based, and field-based preparation across the teacher education program remains the most important foundation for licensure success.

The respondents also demonstrated favorable study habits, review preparation practices, and institutional support, all interpreted as Often. These results show that behavioral and institutional conditions surrounding LET preparation were generally present, although they can still be strengthened through more systematic and sustained programs.

Regression findings confirmed that academic performance was the most decisive determinant of LET performance across the overall rating and all component ratings. Review preparation practices, profile variables, institutional support, and study habits also predicted selected LET outcomes. Thus, effective licensure preparation should not rely on a single factor but should integrate academic monitoring, structured review, learner study behavior, and institutional support.

Recommendation

The community college may prioritize cumulative academic preparation as the central focus of its licensure readiness efforts. General Education courses should be strengthened through curriculum audit, LET-aligned formative assessment, tutorial support, and continuous academic monitoring. Since General Education emerged as the weakest academic component, targeted interventions in this area should be implemented early in the program.

The institution may standardize its LET review and support mechanisms by embedding structured review activities within the academic program, conducting mock examinations under timed conditions, analyzing mock-test results, and providing evidence-based remediation. Faculty members may integrate LET-type questions and competency-based tasks in regular coursework to help students develop familiarity with the format and cognitive demands of the examination.

Institutional support may be strengthened through mentoring, academic advising, counseling for test anxiety, updated LET review materials, a dedicated LET resource corner, and partnerships with alumni or local government units. Education students may also be guided to develop disciplined study habits through study planners, peer review groups, and regular progress monitoring. Future researchers may replicate the study in other community colleges, include qualitative data from LET takers, or evaluate the effectiveness of the proposed intervention program after implementation.

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