

College Admission Test, General Weighted Average and Licensure Examination for Teachers Performance of One State University in the Philippines

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ABSTRACT

This study aimed to evaluate the academic and licensure performance of graduates from West Visayas State University-Himamaylan City Campus (WVSU-HCC) from 2014 to 2023. Specifically, it sought to: (1) assess the graduates' performance in the College Admission Test (CAT) and their General Weighted Average (GWA); (2) compare their performance in the Licensure Examination for Teachers (LET) with the national passing rate; (3) determine the significant relationships between CAT and LET, and GWA and LET; and (4) identify predictors of LET performance. Anchored in the positivist paradigm, the study employed a descriptive-correlational research design using quantitative methods. The respondents were BEEd and BSEd graduates with complete data on CAT, GWA, and LET. Data were retrieved from institutional and government records. Findings revealed that CAT performance was generally in the "low" to "average" range, with a downward trend in recent years. Conversely, the students' GWAs showed a positive trajectory, improving to a "very good" level in the later years. LET performance of both BEEd and BSEd graduates consistently surpassed the national passing rate from 2018 to 2023. A significant positive correlation between CAT and LET in 2019, and a consistent, strong negative correlation between GWA and LET across all examined years were found—indicating that higher academic performance predicted better LET results. The findings affirm GWA as a strong predictor of LET performance, while the predictive value of CAT may vary. The study underscores the value of academic achievement in licensure success and suggests enhancements in student admission and academic support.

Keywords: * College Admission Test, General Weighted Average, and Licensure Examination for Teachers

INTRODUCTION

* The Licensure Examination for Teachers (LET) serves as an evidence of educational quality and institutional effectiveness for Teacher Education Institutions (TEIs) in the Philippines. Previous studies have attributed LET performance to various factors, such as System Admission Tests (SAT), academic achievement, and study habits of the students (Cahapay, 2021). Furthermore, the comparative study of Cahapay (2021) revealed that SAT scores are highly predictive of LET outcomes, with students who passed the SAT achieving significantly higher LET scores than those with conditional SAT results. These findings underscore the importance of admission assessments as a tool for predicting and enhancing graduate success in licensure examinations.

Consequently, TEIs play a pivotal role in shaping the competencies of future teachers, and their efforts to align instruction with LET competencies are instrumental in improving graduate outcomes. Amanonce and Maramag (2020) found a strong correlation between academic performance, including grade-weighted averages and pre-board examination results, and LET performance. They emphasized the need for rigorous review programs and validated pre-board examinations to enhance graduates' readiness for the LET. Similarly, Fiscal and Roman (2022) demonstrated that pre-LET scores are significant predictors of LET outcomes, particularly in the general education and professional education components, highlighting the importance of preparatory measures in boosting licensure success.

In addition to academic and preparatory factors, institutional characteristics also influence LET performance. Maramag, Temporal, and Amanonce (2020) reported that TEIs with higher accreditation statuses and faculty members with advanced degrees produce graduates with better LET outcomes. This finding underscores the value of continuous program accreditation and faculty development in improving institutional performance. Furthermore, Somosot, Duran, and Rodriguez (2022) identified admission test scores as a critical predictor of LET success, advocating for selective admission policies to ensure high-quality entrants into teacher education programs.

Given the pivotal role of LET in the professional trajectory of education graduates, understanding its predictors is vital for improving outcomes. Cahapay and Toquero (2022) recommended integrating predictive assessments like admission scores into institutional strategies for enhancing LET performance. They demonstrated that admission scores are statistically significant predictors of licensure success, aligning with global research on the predictive validity of academic metrics (Galla et al., 2019). These insights highlight the necessity of evidence-based approaches in TEIs to ensure the success of their graduates in licensure examinations. Furthermore, identifying predictors of licensure exams will enable institution to refocus its programs to better prepare it graduates. This study therefore aimed to determine the predictors and the correlation among the factors associated with the licensure examination performance of one state university in the Philippines.

REVIEW OF RELATED LITERATURE

A vast number of Higher Education Institutions (HEIs) has a propensity to attribute the Licensure Examination (LET) performance of their graduates to factors such as system admission test, general weighted average, academic performance of students, and even study habits. Cahapay (2021) indicated that system admission test (SAT) performance of students as one collective variable that is highly correlated to the LET performance of education graduates. He found out in his comparative study of two cohort groups (passed and conditional) that the majority of the students with passed SAT scores obtained a good level of LET performance and those with conditional SAT scores attained a fair level of LET performance. It was further revealed that there is a statistically significant difference in the LET performance of the students with passed and conditional SAT scores. Based on these pieces of evidence, this current research presents three essential instructional accommodations that may be considered to improve the future LET trajectory of the students.

Specifically, Teacher Education Institutions (TEIs) in the Philippines establish their brand and name of educational quality through the LET performance of their graduates (Amanonce & Maramag, 2020). They suggested therefore that alignment of instructional delivery to the Let competencies is one aspect that these TEIs should take into consideration. They conducted a study to correlate academic achievement and licensure examination performance of teacher education graduates. Academic achievement is the graduates' grade weighted average in college and pre-board examination results. The study revealed a significant and strong correlation between the graduates' grade weighted average in college and LET performance. This is an indication of the effective evaluation procedure of the university since the teachers' assessment concurs with the graduates' performance in the LET. A significant relationship was also established between the graduates' performance in the pre-board examination and LET albeit with a weak correlation. They recommended the development of mechanisms in improving the conduct of pre-board examination review programs in the university. Further validation of the assessment tools used in the pre-board examination is likewise suggested.

Aside from establishing the TEIs brand of quality education, LET is also a major requirement for education graduates in practicing their profession in the field (Fiscal & Roman, 2022). That is why, it is necessary to assess parameters and contributing factors in increasing the passing percentage of education graduates in LET. In their study, they examined the relationship between performance in pre-LET and LET of 71 elementary education (BEE) and 127 secondary education (BSE) graduates in one university in the Philippines. The results showed that there is a notable relationship between the pre-LET and LET examination performances. Using linear regression analysis, ratings attained by the graduates in pre-LET can predict the performance in LET with higher level of confidence. The study confirmed that for general education (GenEd) and professional education components of licensure examination for BEE, the pre-LET scores of education graduates are significant predictors. Aside from the factors above, there are still other predictors that could contribute to the

LET performance of graduates. Fuente (2021), found out that aside from teacher and review class factors, school faculties were also seen as having moderately extent factor in the LET performance. His study' findings suggest that intensive review classes should be strengthened with a strong focus on the specialization and professional education subject areas as they contribute 40% each of the total result in the LET.

Cahapay and Toquero (2022) strongly suggested that universities need to have an assessment that will enable their system to predict the success of their graduates on state examinations. They conducted a study to determine the predictive validity of selected measures of teacher education for first-time performance on the licensure examination for teachers in the Philippines. A retrospective research design was employed in the study. The results revealed that the linear combination of selected measures is significantly predictive of the success for the first time licensure performance of graduates. However, only the SASE (System Admission and

Scholarship Examination) scores were significant when taking into account the individual measures. The findings provide evidence for the valid use of the admission scores to predict the success of the graduates on the licensure examination.

As one of the most important roles of Higher Education Institutions is to produce competent graduates, it is as well noteworthy to focus on improving the LET performances of graduates (Somosot, Duran, & Rodriguez, 2022). That is why predictors of LET should also be significantly determined in order to perform better in this particular feat before becoming a fullfledged professional teachers. In their study, admission test scores, academic performance, and LET results were utilized as variables. The study confirmed that there was a weak, positive monotonic correlation between entrance test scores and LET results, and academic performance and LET results. It is concluded that of the two variables, statistically, only the admission test score has the likelihood to influence the LET results. It is suggested that schools offering Teacher Education Programs consider accepting students with high admission test scores since the study confirmed that for every 1-point increase of the admission test score, the likelihood that the LET average score increase by approximately 2. Further investigation may consider and explore using other research designs and variables which is not included in the variables under investigation. While in the study conducted by Delos Angeles (2020), she identified variables that best predict the performance of the Teacher Education graduates of a university in Cagayan Valley, Philippines. It aimed to assess the quality of the process variables namely: curriculum and instruction. She found out that the results of the study revealed that variables clustered along the quality of curriculum and qualities of instruction are the variables most significantly related to LET performance. Attainment of course objectives, the relevance of course requirements and mastery of the subject matter were the curriculum variables significantly related to LET performance. On instructional quality, the relevance of written requirements and performance of instructors are highly significant to LET performance. The strongest predictors of LET performance identified in this study are professors' mastery of the subject matter and the quality of the content of the general education courses.

As passing the Licensure Examination for Teachers (LET) has been the ultimate focus of tertiary education institutions in the Philippines to meet the present demand of local and global parties and communities, various strategies are conducted to increase the likelihood that the prospect will happen. Dagdag, Sarmiento, and Ibale (2017) emphasized that low LET performance is influenced by low performances in academics and admission test, and limited course audit units taken. They further found out in their study that Admission test performance does not predict LET performance in Major. On the other hand, course audit performance can only forecast licensure exam scores in Major. Hence, to increase LET performance, the program should consider benchmarking from LET performing institutions, choose the right faculty to teach a course, secure the validity and/or reliability of instructional materials and assessment tools with LET competencies, strictly implement the admission and retention policy, and assess regularly the efficacy of the course audit in all areas.

In general, Teacher Education Institutions (TEIs) in the Philippines are making efforts to improve their performance in Licensure Examination for Teachers (Maramag, Temporal, & Amanonce (2020). Curricular programs are subjected to accreditation and teachers unceasingly participate in professional development endeavors. They found out that relative to school profile, graduates of TEI with higher accreditation status have significantly better LET performance than those enrolled in TEI with lower accreditation status. Thus, subjecting curricular programs to accreditations implies better passing rate in LET. Moreover, graduates of

TEI where majority of faculty members are doctorate degree holders have significantly higher LET rating compared to those graduates of TEI with teachers dominated by master's degree holders. This finding implies that teachers' educational attainment contributes to the success of graduates in LET. With these findings, it is recommended for TEIs to continue subjecting curricular programs to accreditations and investing on teachers' professional development.

The success in college education requires not only cognitive powers but also self-regulatory competencies that are indexed by high school grades and admission tests. Galla, Shulman, and Duckworth (2019) had revealed in their study that the incremental predictive validity of high school grades for college graduation was explained by composite measures of self-regulation, whereas the incremental predictive validity of test scores was explained by composite measures of cognitive ability. In fact other countries like China, is governed by a single exam (Jia & Li, 2021). They have college entrance exam wherein the government sets the cut-off scores for elite colleges. When they examined the impact of students' scoring above the elite cut-off scores. They found out that these students had better opportunities for best college schools and had higher wage outcomes after graduation. Some researchers however found out that various entrance requirements may actually and latently promote racial and economic discriminations. Rosinger, Sarita Ford, and Choi (2021) the efforts of schools in having rigorous academic requirements before admitting students had been hailed as best strategy for selecting best students that may favor or unfavor students from marginalized groups (racial and economic). However, their findings indicate ambiguous criteria that often comprise a more comprehensive approach to admissions may do little to ameliorate—and in some cases, may exacerbate—existing enrolment inequities. They also found out that moving away from test scores and focusing on academic rigor represent potentially promising strategies for expanding access at some institutions. In fact, in some countries such as the United States of America, some of the universities adopted test-optional policies in college admissions (Zwick, 2019). At these institutions, test score requirements are seen as a barrier to campus diversity because of the large performance gaps among ethnic and socioeconomic groups. Fortunately, the decentralized higher education system in the United States can accommodate a wide range of admissions policies. It is essential, however, that the impact of admissions policy changes be studied and that the resource implications of these changes be thoroughly considered.

Objectives of the Study

1. To determine the level of performance of West Visayas State University-Himamaylan City Campus graduates in College Admission Test and General Weighted Average;
2. To determine the Licensure Examination for Teachers performance of the same university as compared to the national passing rate.
3. To determine the significant relationship between:
 - a. CAT and LET, and
 - b. GWA and LET.
4. To identify the predictors of the graduates' Licensure Examination for Teachers' performance.

RESEARCH METHODOLOGY

Research Design

This study is grounded on the objectivist epistemology which holds that meaning, and therefore meaningful reality, exists as such apart from the operation of any consciousness (Crotty, 1998) and that careful research can attain the objective truth and meaning (Esterberg, 2002). This epistemology underpins positivism--the theoretical perspective which informs the present study. The paradigm of positivism assumes that the social world is inherently knowable and that people can all agree on the nature of social reality (Esterberg, 2003). Esterberg further advanced that in the tradition of positivism, the goal of social research is to discover a set of

causal laws that can be used to predict general patterns of human behavior and so research done in this theoretical perspective, according to Crotty (1998), might select to engage in survey research and employ quantitative method of statistical analysis. This survey research was conducted among the students of one state university who graduated during the year 2014 to 2023.

Respondents

The respondents of the study are the BEEd and BSEd students of the university who were enrolled during the Academic Year 2014-2023. Due to the unavailability of data of some students, only those with both CAT and LET were included in the correlation statements. All necessary permits and consent were carried out before the data were retrieved from various sources.

Data Description/Collection

The data were gathered from various reliable resources. Upon the permit and consent of the respondents for the utilization of their data, the retrieval and gathering were carried out. The respondents' CAT and GWA were retrieved from the Office of the Campus Registrar. The respondents' data on LET were retrieved from the PRC.

CAT— The College Admission Test or CAT is administered to determine the academic readiness of student applicants seeking entry to the university. Colleges and campuses have the discretion to set their cut off scores depending on the quota and relative scores of the applicants. The data for CAT were requested from the Office of the Campus Registrar.

GWA – The Grade Weighted Average or GWA is the mean of the grades of each student in eight semesters in college. To compute the GWA, the summation of all grades from first year to fourth year is divided by the total number of units. The respondents' GWA were also retrieved from the Office of the Campus Registrar.

LET – The Licensure Examination for Teachers or LET is a professional examination given to education graduates and conducted by the Professional Regulation Commission or PRC. This examination is stipulated in the Philippines Republic Act 7836 otherwise known as the “Philippine Teachers Professional Act of 1994” on December 16, 1994.” This law aims to improve teachers to enhance the educational system of the country.

Data Analysis

The data gathered in this research were subjected to appropriate descriptive and inferential statistics using the Statistical Package for the Social Sciences (SPSS) software version 26. The following statistical tools were utilized in interpreting the results of the study. The Means were used to determine the GWA, WVSU-CAT and LET performance of the respondents. Standard deviations were employed to determine the participants' homogeneity and heterogeneity in the various areas of the investigation. Percentages were utilized in the LET rating of the students. The Pearson product-moment correlation coefficient (Pearson's correlation) was employed to determine the measure of the strength and direction of association that exists between each pair of variables.

RESULTS

Students' Performance in College Admission Test

Incoming college students in the Philippines who wish to enter a public school are required to take a College Admission Test or CAT. This assessment covers lessons in basic education, specifically in Junior and Senior High School. Those college aspirants who will pass the CAT can proceed to the next step of admission in a public university. Furthermore, the CAT aims to determine the readiness of the student applicants in the particular course that they wish to enroll.

The first screening examination to be hurdled by students seeking entrance at WVSU is the WVSU-College Admission Test which covers lessons in secondary school, specifically in Senior High School. Students who

reach or exceed the cut off score set by the colleges and campuses are qualified to proceed to the next phase of the admission process. The WVSU-CAT determines the readiness of the student applicants in the particular course they choose.

Table 1 Students' Performance in College Admission Test based on the Year when the Test was Taken

Year	BEED				BSED				TOTAL			
	n	Mean	Description	SD	n	Mean	Description	SD	n	Mean	Description	SD
2015	50	110.90	Ave	14.06	128	117.87	Ave	18.22	178	115.92	Ave	17.40
2018	36	33.36	Low	5.31	148	30.61	Low	5.53	184	31.15	Low	5.59
2019	41	77.34	Ave	13.20	192	79.77	Ave	13.06	233	79.34	Ave	13.09
2022	20	45.95	Low	6.08	136	52.52	Low	10.44	156	51.68	Low	10.22
2023	35	49.17	Low	7.03	186	52.10	Low	8.78	221	51.64	Low	8.58

Scale for AY 2015: 200.01-250.00 – Very High; 150.01-200.00 – High; 100.01-150.00 -Average; 50.01-100.00 – Low; 0-50.00 – Very Low

Scale for AY 2018-2023: 120.01-150.00 – Very High; 90.01-120.00 – High; 60.01-90.00 -Average; 30.01-60.00 – Low; 0-30.00 – Very Low

Note: WVSU-CAT was not administered in AY 2016 and 2017 as there were no incoming first year students due to the implementation of the Basic Education K-to-12 Curriculum. In AY 2020 and 2021, the CAT was not administered due to the pandemic.

Table 1 presents the performance of students in the College Admission Test (CAT) across different years, categorized by program (BEED and BSED). The data reveal a notable fluctuation in test scores over time. In 2015 and 2019, both BEED and BSED students achieved average performance levels, with mean scores ranging from 77.34 to 117.87. However, there was a significant decline in scores in 2018, 2022, and 2023, with all groups falling into the "Low" performance category, particularly in 2018, where BEED students had a strikingly low mean score of 33.36. While BSED students consistently outperformed BEED students across all years, the overall trend indicates a decline in admission test performance in more recent years. This drop may suggest a need to review preparatory programs or external factors affecting student readiness.

Students' General Weighted Average

The students' GWA are reflected in Table 2. The description is based on the Table of Equivalence provided in the prescribed grading system of the university stipulated in the Students' Handbook and were discussed among the students since they had entered the university.

Table 2. Students' General Weighted Average

	BEED				BSED				TOTAL			
	n	GWA	Description	SD	n	GWA	Description	SD	n	GWA	Description	SD
2018	82	2.02	Good	.17	104	2.02	Good	.22	186	2.02	Good	.20

2019	86	2.01	Good	.20	157	1.93	Good	.17	243	1.96	Good	.18
2022	36	1.78	Very Good	.17	148	1.69	Very Good	.15	184	1.71	Very Good	.16
2023	41	1.87	Very Good	.19	192	1.75	Very Good	.14	233	1.77	Very Good	.16

Note: 1.000-1.125 Excellent; 1.126-1.375 Highly Outstanding; 1.376-1.625 Outstanding; 1.626-1.875 Very Good; 1.876-2.125 Good; 2.126-2.375 Very Satisfactory; 2.376-2.625 Satisfactory; 2.626-2.875 Fair; 2.876-3.125 Passing; 3.126-5.000 Failure

Table 2 presents the General Weighted Average (GWA) of students from the BEED and BSED programs across selected years. The data indicate an overall improvement in academic performance over time. In 2018 and 2019, the average GWA for both programs fell under the "Good" category, with identical means of 2.02 in 2018 and a slight improvement in 2019, particularly for BSED students who attained a GWA of 1.93. By 2022 and 2023, both BEED and BSED students showed improved academic performance, achieving a "Very Good" rating, with BSED students consistently posting slightly higher GWA than their BEED counterparts. This upward trend suggests enhanced academic performance in recent years, possibly due to improved teaching strategies, learning support systems, or student motivation.

Licensure Examination for Teachers Passing Rate for First-Time Takers of the university from 2018 to 2023 vis-à-vis the National Passing Rate

Table 3 Bachelor of Elementary Education

	<u>WVSU-HCC</u>			<u>NATIONAL</u>		
YEA R	TOTA L	PASSE D	%	TOTAL	PASSED	%
2018	78	30	38.46%	149 073	32 183	21.49%
2019	81	53	65.43%	164 494	48 632	29.56%
2021	10	6	60.00%	8 726	4 883	55.96%
2022	10	10	100.00%	144,880	77, 226	53.30 %
2023	24	23	95.83%	60 896	24 819	40.76%

Table 3 shows the Licensure Examination for Teachers (LET) passing rates for first-time takers in the Bachelor of Elementary Education (BEED) program at WVSU-HCC from 2018 to 2023, compared with national passing rates. The data reveal that WVSU-HCC consistently outperformed the national average throughout the period. Notably, in 2018 and 2019, the university's passing rates were significantly higher than the national rates by 16.97% and 35.87%, respectively. The most remarkable performance occurred in 2022 and 2023, where WVSU-HCC achieved a near-perfect (95.83%) and perfect (100%) passing rate, greatly surpassing the national averages of 53.30% and 40.76%. This consistent above-average performance highlights the effectiveness of the university's teacher education program in preparing its graduates for professional licensure.

Table 4 Bachelor of Secondary Education (English, Mathematics, Social Studies, Filipino& BPED)

	<u>WVSU-HCC</u>			<u>NATIONAL</u>		
YEAR	TOTAL	PASSED	%	TOTAL	PASSED	%

2018	127	108	85.03%	203 255	83 739	41.19%
2019	171	118	69.00%	222 346	76450	34.38%
2021	7	7	100.00%	17 863	10 318	57.76%
2022	8	7	87.50 %	200,894	101,156	50.35 %
2023	93	74	83.04%	102 272	48 005	46.94%

Table 4 presents the Licensure Examination for Teachers (LET) passing rates of first-time takers from the Bachelor of Secondary Education (BSED) program at WVSU-HCC from 2018 to 2023, compared to national passing rates. The university consistently outperformed the national average each year, often by a substantial margin. In 2018, WVSU-HCC achieved an impressive 85.03% passing rate, more than double the national rate of 41.19%. Similarly, in 2021, the university posted a perfect 100% passing rate, significantly higher than the 57.76% national rate. Even in years with lower institutional performance, such as 2019, WVSU-HCC still maintained a 69% passing rate, which was nearly double the national rate of 34.38%. These results indicate that WVSU-HCC's BSED program demonstrates a strong and consistent ability to prepare its students for professional licensure, reflecting the quality of instruction and academic support provided by the institution.

Significant relationship Between CAT and LET, and GWA and LET

Table 5 Relationships between CAT and LET in the Years 2019 and 2022

	2019	2022
df	164	35
r	.353	.281
p	.000	.092

Table 5 presents the correlation between the College Admission Test (CAT) scores and Licensure Examination for Teachers (LET) results for the years 2019 and 2022. In 2019, a moderate positive correlation was found ($r = .353$) and was statistically significant ($p = .000$), indicating that higher CAT scores were associated with higher LET performance that year. However, in 2022, although a positive correlation ($r = .281$) was also observed, it was not statistically significant ($p = .092$), suggesting that the relationship between CAT and LET scores in that year may have occurred by chance. These findings imply that while CAT performance may be a useful predictor of LET success in some years, its predictive power may vary depending on other influencing factors present in different of students.

Table 6 Relationships Between GWA and LET in the Years 2018, 2019, and 2022

	2018	2019	2022
Df	66	212	35
R	-.527	-.573	-.590
P	.000	.000	.000

Table 6 shows the correlation between students' General Weighted Average (GWA) and their performance in the Licensure Examination for Teachers (LET) for the years 2018, 2019, and 2022. Across all three years, a strong negative correlation was consistently observed—ranging from $r = -.527$ in 2018 to $r = -.590$ in 2022—with all correlations being statistically significant ($p = .000$). This indicates that students with higher academic performance (reflected by lower GWA values) tended to achieve higher

scores or passing rates in the LET. The consistent and significant negative correlations suggest that GWA is a strong and reliable predictor of success in the licensure examination.

DISCUSSION AND/OR CONCLUSION

The College Admission Test of the students in the university, specifically at West Visayas State University-Himamaylan City Campus (WVSU-HCC) was either low or average for both BEEd and BSEd. While entrance examination were usually implemented for student entrants, some schools in the Philippines prefer to base their entrance requirements from the High School

Entrance Test and high school academic performance through the students' grades (Laus, 2021). In the study conducted by Laus (2021), he established the relationship between the admission criteria used in the selection of candidates for admission and the academic performance of students during their first year in high school. The predictive ability of the HSAT and pre-entry grades to the academic performance of 164 students were examined. The result showed a statistically significant positive relationship between the following: pre-entry grades; admission test scores in Math, English, and APFil; and the final grades of the students in Grade 7. Among the variables considered in the study, the pre-entry grade was the greatest predictor of academic performance, while the admission test score in APFil was the least. Moreover, admission test scores in Science and OLSAT have no substantial impact on the student's academic performance. Hence, the suggested model recommends that the pre-entry grades of the applicants are to be included in evaluating and ranking the candidates for admission and ascribing numerical weights must also be ascribed to the test scores in some major subjects. This will help improve the school's admission process and overall academic outcomes. This is therefore safe to say, that aside from the College Entrance Test, other factors must be considered in admitting students to ensure better performance in LET.

The General Weighted Average of students were at the good level, but basically higher during the years of the onset of the pandemic. As COVID-19 pandemic becomes global issue that gives global impact in all sectors especially in educational one. In the study of Mandasari (2020), He found out that online and modular learning has positive impact on students' academic performance in term of learning motivation, learning achievement and learning engagement. Participants also showed that conducting online learning is relevant during pandemic. Furthermore, flexibility, accessibility, learning autonomy, and boosting students' achievement become the strengths of conducting online and modular learning.

The LET performance of Both BEEd and BSEd from 2018 to 2023 revealed a significantly higher percentage vis a vis the national passing percentage. Generalao, Ducanes, Yee, and David (2022) clearly emphasized that the Philippines' dismal performance in recent international assessments evince that a learning crisis persists and remains a formidable challenge for the country. This is despite the many educational reforms undertaken in recent years, such as resolving the decades-long backlog in school infrastructure, expanding access to early childhood education, upgrading teacher salaries, and enhancing the basic education curriculum. Although there is a myriad of factors that contribute to poor learner outcomes, there is a consensus in literature regarding the central role played by the teacher in these dynamics. When the licensure examination for teachers in Philippine schools offering teacher education, Generalao, Ducanes, Yee, and David (2022) found out that SUC's like WVSU-HCC are seen to perform better in LET.

Furthermore, the CAT and GWA was found to be consistently correlated with the Let performance of teacher education graduates. This result is consistent with some studies conducted. Bansiong (2019) analyzed the entry-to-exit academic profiles and licensure ratings of teacher education graduates in a state university in the Cordillera Administrative Region in three academic years from 2014 to 2016. These profiles included school grade point average (HSGPA), Intelligence Quotient (IQ), and general scholastic aptitude (GSA) for entry performance. College performance included overall and subject GPAs, while exit performance was the scores in the competency appraisal summative test (CAST). The results showed that the teacher education graduates entry-to-exit profiles range from satisfactory to very satisfactory. Their licensure ratings were within average. As to the relationship among the variables and BLEPT ratings, the exit variable (CAST scores) and entry variable GSA entered as significant predictors of ratings of the graduates from both degrees. Professional education (Prof.Ed.) and general education (Gen. Ed.) GPAs emerged separately as significant BLEPT rating

predictors of the elementary education graduates. Meanwhile, the BLEPT ratings of secondary education graduates were predicted by either their Prof.Ed. GPAs, or their college GPAs, with the addition of their IQ scores.

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The author acknowledges the use of chatGPT, Elicit.com, and Quillbot.com. The prompts used include:

Make review of Related Literature to support the...

Rephrase/paraphrase the statements on...

The output from these prompts was used to support the results of the study. While the authors acknowledge the usage of AI, they maintain that they are the sole authors of this article and take full responsibility for the content therein, as outlined in COPE recommendations.

Informed Consent

The author had obtained informed consent from all respondents.

Conflict of Interest

The author declares that there is no conflict of interest.

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