Factors Affecting the Performance of a Higher Education Institution in the Licensure Examination for Teachers

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Abstract

Licensure Examination for Teachers (LET) is of utmost importance since it not only enhances and develops the professional aspects of teacher education students but also serves as a key metric for gauging the overall quality of education and the system as a whole. It has been the ultimate focus of tertiary education institutions in the Philippines to meet the present demand of local and global parties and communities. As a result, a variety of tactics are used to raise the prospect's chance of happening. This study aims to determine the factors affecting the performance of Cebu Roosevelt Memorial Colleges in the Licensure Examination for Teachers for the past two LET years 2019-2021. This study utilized the descriptive - predictive method of research with the aid of binary logistic regression analysis and the use of secondary data and an adopted questionnaire to determine the respondents' profile, personal accountability factors, and graduates' outcome indicator in the Licensure Examination for Teachers. Results show that majority of the respondents were females, 22 to 26 years old with BSED as their field of specification. It was found out that majority of the respondents passed the Licensure examination. Moreover, the study showed that the respondents' gender has no significant relationship to the personal accountability factors in terms of cognitive, emotional, and physical. It also revealed a no significant relationship to the fields of specialization among the respondents in terms of cognitive, emotional, and physical. This study concluded that the profile of the respondents and their personal accountability in terms of cognitive (GPA), emotional (Test anxiety), and physical (BMI) factors were statistically insignificant in predicting the probability of passing the LET. Consequently, the disparity and diversity of the personal accountability factors present an opportunity to improve the passing rate of the graduates since more and varied factors were surfaced and seen in a new light. This aspired administrators, deans, and teachers to take into account the other potential factors that may affect the board examination performance and enables the institution to predict and act upon the aspects that need to be improved in order to ensure a one hundred percent passing rate in the board examination.

Keywords: Licensure Examination for Teachers (LET), Binary Logistic Regression Analysis, Average Grade, Test Anxiety, Body Mass Index

Chapter 1
THE PROBLEM

Introduction

The licensure exam symbolizes professionalism that the government and the general public acknowledge as leading the bar of excellence, conduct standards, and selection criteria (Cortez et al., 2017). All applicants for registration as professional teachers must pass the Teachers' Licensure Examination (LET), which is required by Republic Act 7836, also referred to as the "Philippine Teachers Professionalization Act of 1994." Examinees must pass the exam that comprises general education (40%) and professional education (60%) at the elementary level. The test covers general education (20%), professional education (40%), and specialization (40%) at the secondary level. It verifies a person's abilities and allows graduates to practice teaching. The Board of Professional Teachers determines the locations and dates for it once a year (Attorneys of the Philippines, 2017). Passing the LET does describe the graduate's preparation. Passing the exam with a 75% passing rate could indicate that the graduate has the bare minimum of skills or that they are intellectually capable and well-motivated.

Are the best Teacher Education Schools suffering from a lack of educational quality? According to the Commission on Higher Education, teacher education ranks last in terms of passing licensure exams. From 2019 through 2021, it has regularly shown a highly alarming passing rate below the national standard. In September 2019, it only passed 31.34 percent of elementary teachers and 39.68 percent of secondary teachers. The passing percentage for elementary teachers was 27.28 percent in March 2019 and for secondary teachers was 25.95 percent. The passing rate for elementary teachers was 55.96 percent and for secondary teachers was 57.76 percent in the recently completed September 2021 examination.

Similarly, Baylan discovered that many TEIs struggled to achieve a 60% national passing level from 2008 to 2017 after studying the trajectory of LET performance of prominent TEIs throughout different areas in the Philippines. Nool and Ladia also revealed that 110 TEIs in Central Luzon had poor LET performance from 2009 to 2016. These figures show that TEI graduates lack the essential pedagogical conceptions and skills to pass the BLEPT. The poor passing percentage of teacher education provides a grim picture of the Philippines' quality of teacher education programs. A much-needed posture toward TEIs is required to ensure that the national government's investment is not wasted.

While instructors and universities play an essential role in consolidating potential teachers' pedagogic theories and skills, the importance of quality assurance procedures cannot be overstated. This is why governmental regulatory bodies such as the Commission on Higher Education (CHED) and the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) keep a close eye on state-run tertiary schools. Apart from regulating and supervising, these government bodies encourage HEIs to apply for voluntary accreditation, which has several advantages for the institution. However, there is a lack of research on TEI performance in licensure exams that involves longitudinal investigation. Similarly, Cortez et al. (2017) discovered that as students, graduates received an average of 87.33 percent but fared poorly in the LET.

Moreover, according to Faltado (2014), the type of school one attends has no bearing on their ability to pass the Teachers' Licensure Examination. Another consideration for graduates is their test anxiety, which negatively influences exam results (Cortez et al., 2017). Furthermore, BMI has been shown to influence

academic achievement. Tabriz et al. (2015) study revealed that having a higher BMI is linked to a lower IQ score. Nonetheless, no more research constructs a model for forecasting the likelihood of passing the LET using the previously indicated parameters, namely average grade, test anxiety, and BMI.

A demonstrable inability to produce graduates with a good education who can pass the LET exists (Cortez et al., 2017). The fact that graduates had excellent grades in school but low scores on the LET is disturbing. The fundamental cause for this is variances in the graduates' ability to absorb and acquire knowledge, which significantly impacts their ability to pass the licensure exam (Aquino & Balilla, 2015). This type of test necessitates proper cognitive, emotional, and physical preparedness. As a result, this study considered the LET-takers' mental, emotional, and physical states while forecasting their odds of passing the exam. Several factors that influence licensing exam performance have already been investigated. However, this study's researcher would want to research the application of binary logistic regression in examining aspects such as education graduates' cognitive, emotional, and physical states that might best predict Cebu Roosevelt Memorial Colleges graduates' success in the Teachers' Licensure Examination.

Theoretical Framework

This study employs Wiener's Attribution Theory (Weiner, 1974) and Cronbach and Snow's Aptitude Treatment Interaction Theory (Cronbach & Snow, 1989).

The attribution theory describes people's perceptions of their or others' efforts' success or failure (Thoron & Bunch 2018). It is regarded as one of the most significant contemporary theories with academic motivation implications. Because it stresses that students are primarily driven by the satisfying result of feeling well about themselves, this concept integrates behavior modification. Self-efficacy and cognitive theories are also included, highlighting the importance of learners' present self-perceptions in determining how they view the achievement or failure of their current activities. As a result, they are likely to repeat the same actions in the future.

Learners usually assess their success or failure in three ways: 1) internal or external, 2) stable or unstable, and 3) controllable or uncontrollable.

When assessing attributions of a person, one must consider the individual's effect on the outcome, if the locus of control is internal or external. The person's locus of control, as defined by Rotter (1966) and mentioned by Thoron & Bunch (2018), is the impact of a person on the attainment of a goal. A person's locus of control, according to Rotter, may be influenced from both the outside and the inside. An external locus of control describes an unrelated outcome to the learner's actions. An internal locus of control occurs when a result is strongly linked to the learner's actions. Internal locus of control learners believes they have control over their future. A learner who relates success and failure to external events has an external locus of control. Thoron and Bunch (2018) stated that competence, task difficulty, effort, and chance are the most prevalent causal elements that lead to a learner's success or failure, in addition to an individual's internal or external locus of control. The causal aspects of competence, task difficulty, effort, and chance may have various effects on the result of an individual's conduct depending on the instructional environment. People with an internal locus of control attribute their achievement and failure more frequently to their competence and effort. In contrast, those with an external locus of control attribute their achievement and failure to task difficulty and

chance more regularly. Consequently, a person's locus of control (external or internal) plays an essential role in determining success in the classroom.

The stability of the cause of an outcome is examined in this study (Thoron & Bunch, 2018). According to Heider and Rotter, each contributing element exhibits consistent stability throughout time. Resilience refers to the consistency of the link between the causative factor and behavior outcome. The long-term relationship between the causal part and the behavior is regarded as necessary for competence, and task difficulty is dependent on it. The two causative elements differ in that competence is believed to be regulated inside, whereas task difficulty is managed outside. Further, it is assumed that effort and chance are more unsteady, which means that the intensity of the causal factor-behavior relationship varies depending on the actual action. A possibility is considered to be controlled outside, whereas effort is contained inside.

The ability of an individual to influence the result of behavior is referred to as controllable or uncontrollable behaviors (Thoron & Bunch 2018). Weiner claimed that an individual's behavior could be controlled or uncontrolled. When a behavior is controlled, the individual influences the task or behavior's result. Still, when behavior is rampant, the individual has little to no control over the task or behavior's end. The locus of power and the stability of an individual's behavior affect the behavior's controllability.

According to attribution theory, the justifications that individuals manage to construct in explaining success or failure can be studied in terms of three different types of features (Ong & Palompon, 2012):
1. Success or failure might be caused by internal or external factors. That is, professionals may be successful or unsuccessful due to the circumstances that emanate inside themselves or within their environment.
2. Success or failure might be due to a stable or unstable reason. There is a common cause; the result will undoubtedly be identical if the same action is observed again. There is a dangerous cause if the impact is almost certainly disparate in another instance.
3. Success or failure has its source on the controllable or uncontrollable.

The controllable elements are those that can be changed if necessary. Uncontrollable factors are those that are difficult to change. The primary assumption of attribution theory is that people's interpretation of their environment is a means of retaining a favorable self-concept. This means that the credit for their achievements and failures is attributed to the things that make them feel as pleasant as feasible about themselves. Generally, this implies that when students achieve academic success in an activity, they will want to credit their achievement to their skills or endeavors; yet, when they fall short, they'll be looking to some variables beyond their control to blame for their failures, such as poor teaching or bad luck. As it relates to motivation, the core tenet of attribution theory is that the own judgment of a person and the attributions for success or failure impact the level of endeavor that the individual puts forth in the future on that activity. Students' examination results can be attributable to a variety of things.

The theory lays out a way for examining and comprehending motivation and achievement in academia, which is relevant to the current research. The proponent of the concept detailed the procedures by which learners form causal beliefs (Weiner, 2012). The model's primary premise is that learners are influenced by both environmental (features of the student's home or educational setting) and personal elements (prior knowledge and experience). The criteria, as mentioned earlier, influence the several kinds of ideas or attributions that students might establish.

Similarly, (Ellis, 2015) claims that students' interpretations of their previous failures affect how they view their forthcoming performances. If students feel their learning failure is attributable to internal difficulties rather than external elements beyond their control, they will be more driven to change their practices. Individuals can analyze life's occurrences logically and systematically investigate their social domains, demonstrating that they can grasp and identify significant life events (Miñoza, 2016), such as board exam preparation.

However, some instructional approaches (treatments) are approximately efficient for specific persons or groups depending simply on their unique talents, according to the theory Aptitude-Treatment Interaction (ATI). According to ATI, best learning occurs when teaching instructions align precisely with the student's ability. Weiner's Attribution Theory explains how to identify the factors influencing board test results. Furthermore, after these causal components have been discovered and a causative model has been developed, Cronbach and Snow's Aptitude Treatment Interaction (ATI) theory will help create a review program that will guarantee accomplishment and the most significant possible board test outcomes.

The study's concept is based on the idea that a student's success or failure on exams, specifically on boards or licensing exams, is heavily influenced by numerous variables as recognized by the examiners, reviewers, and the successful passers of the exam.

The study examined the possibility of employing the related status of the LET takers, such as cognitive as measured by their Grade Point Average (X_1), emotional as measured by test anxiety (X_2), and physical status as measured by BMI (X_3), as factors in predicting LET passing rates. The study's theoretical considerations were based on the following: the students' preservice education knowledge was closely connected to their board performance, and test anxiety can disrupt study patterns, making it harder for students to learn and recall what they need to know for the exam (Ong et al., 2012), and the belief that people of average weight would perform better academically than those who were overweight (Atare & Nkangude, 2014).
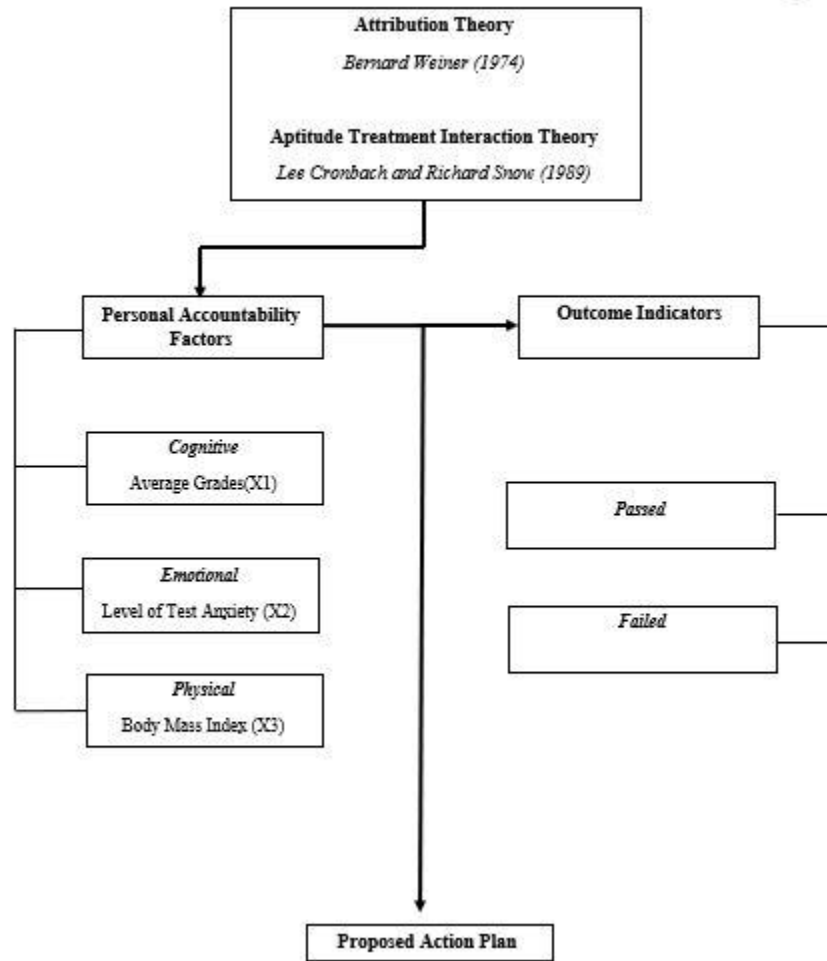
Figure 1. Schematic Diagram of the Theoretical Framework of the study.

The study's schematic diagram is shown in Figure 1. The student's cognitive, emotional, and physical status are the explanatory factors. The LET result, whether passed or failed, is the response variable.

Statement of Problem

This study aimed to determine what factors influenced Cebu Roosevelt Memorial Colleges' performance in the Licensure Examination for Teachers in the years 2019-2021. The findings were used to develop a recommended action plan.

Specifically, it sought to answer the following research questions:

1. What is the profile of the respondents in terms of:

    1.1 age;

    1.2 gender; and

    1.3 field of specialization?

2. What is the level of personal accountability factors of the respondents in taking the Licensure Examination for teachers in terms of:

2.1 cognitive;

2.2 emotional; and

2.3 physical?

3. What is the frequency of passers and flunkers in the Licensure Examination for Teachers?

4. Is there a significant difference between the profile of the respondents and their accountability factors?

5. Do personal accountability factors significantly predict respondents' performance in the Licensure Examination for Teachers?

6. Based on the result, what action plan can be proposed?

Statement of Null Hypotheses

Ho1: There is no significant difference between the respondents' profile and personal accountability factors.

Ho2: Personal accountability factors significantly predict respondents' performance in the Licensure Examination for Teachers.

Significance of the Study

The study on the factors affecting a Higher Education Institution's performance in the Licensure Examination for Teachers would benefit the following group or individuals:

Administrators. Understanding the factors that influence teacher performance on the Licensure Examination can help administrators address critical areas of concern in the education program. As the institution's primary individual, they are responsible for designing and updating policies and procedures that are governed by the standards set by the accrediting organization to which it belongs.

School. The efficacy of a school is frequently linked to the level of education it gives its students. The passing score on the board examination is one of the indicators of an institution's excellence. The school should consider more comprehensive training and upgrading that focuses on the indicated preparations and contributory traits to create a common foundation for future graduates' effective performance on the board test.

Teachers. Teachers have an essential part in an institution's overall performance. This will make them aware of their roles and responsibilities to the College and their students as primary implementers of programs that promote student learning outcomes that are responsive to community needs. It will motivate them to enhance their skills to fulfill the school's high standards for an excellent education.

Students. Because students are the direct beneficiaries of the educational system, they will profit the most. Having a "quality institution" with a range of programs will equip students to pass the board test, contribute actively to national growth, and compete worldwide in education.

Researcher. The researcher in this study will be able to investigate how personal accountability, such as cognitive, emotional, and physical status, impacts the LET takers' possibility of passing the exam. The researcher's goal as a teacher is to contribute to the institution's overall effectiveness. This might be regarded

as a satisfying assignment for the researcher because the real work of teaching will extend to delivering various programs that will assist the LET takers in enhancing their attributes.

Future researchers. This research can be a springboard for future research by other academics interested in the same topic. It might also aid future researchers in answering issues about personal responsibility variables and educational outcome indicators and how they impact higher education institution performance.

Definition of Terms

According to Cresswell (2013), terms are operationally defined to comprehend their meaning entirely. The concepts described operationally concerning understanding the theoretical framework and the importance of the study are as follows.

Outcome Indicators refer to the distinct, observable, and measurable trait or change that will indicate program completion. These contain results from the Teacher Licensure Examination, whether passed or failed.

Personal Accountability Factors refers to the cognitive, emotional, and physical state of education graduates that can best predict their success on the Licensure Examination for Teachers. It is used to forecast critical life outcomes like schooling.

Profile of the Respondents is described as creating a shape of a person. This study relates to age, gender, educational attainment, and professional training. This is done to identify the demographic data points of respondents and to see if they meet all of the research's requirements, confirming their eligibility.

Proposed Intervention refers to a systematic set of actions to solve recognized issues, concerns, and obstacles while achieving specific objectives. A problem is summarized, and a remedy is recommended in an organizational development intervention proposal. It is required to develop essential components of school intervention and adapt to the study's setting.

Chapter 2
REVIEW OF RELATED LITERATURE AND STUDIES

Introduction

This study aimed to determine the factors affecting the performance of Cebu Roosevelt Memorial Colleges in the Licensure Examination for Teachers. All associated international and local ideas, concepts, and principles that assist the inquiry were reflected in the primary topics provided in this book. The conclusions of this study help school administrators, supervisors, instructors, students, and researchers. This chapter aids in gaining a clearer perspective on the issue under inquiry and familiarizing facts pertinent to the current study, allowing for a systematic and collective picture of education students' learning environments.

The literature review begins with a discussion of the history of the Licensure Examination for Teachers, followed by the importance of the Licensure Examination. Presented also are the literature reviews of factors affecting the performance of Licensure Examination for Teachers, namely, cognitive, emotional, physical, and educational. The study concludes with a discussion of the preparations of LET Topnotchers.

The ability of an institution to develop great professionals is the cornerstone of providing quality education. The primary goal of teacher education is to prepare internationally competitive teachers who are both competent and capable of permeating Philippine principles, ambitions, and traditions while also being

adequately prepared with pedagogical knowledge and abilities. One of the most significant successes in one's career is passing the Professional Regulation Commission (PRC) license exams. After passing the exam, Teacher Education Institutions (TEI) graduates can pursue a teaching profession and enjoy the benefits of becoming a teacher in schools. This test demonstrates the graduates' development, knowledge, qualifications, and abilities in a particular field.

History of Licensure Examination for Teachers

It is a reality that all those who wish to pursue teaching as a vocation must get through the Licensure Examination for Teachers, or LET. Yet, few people genuinely understand the LET, its aim, and its relevance in the educational reform of the Philippines. On December 16, 1994, Republic Act 7836, also known as the "Philippine Teachers Professionalization Act of 1994," was passed in the Philippines, putting LET into effect. The law's passage did not imply that Filipino instructors were "unprofessional." It is a way of strengthening and improving not only instructors but also quality education and its educational system. If teachers improved, students would automatically come after the development of those who guide them (Velasco, 2013).

Before the Republic Act 7836, the National Board for Teachers (NBT) governed and controlled education in the Philippines. Despite all attempts in 1994, it took almost two years after R.A. 7836 was approved before the first LET test was given. In August 1996, the Board for Professional Teachers (BPT) and the Professional Regulation Commission (PRC) jointly administered the inaugural LET test, totaling 97,560 participants. The examination for secondary teachers has three parts: general education, professional education, and field of specialty, whereas, for elementary teachers, it has only two elements: general education and professional education. English, Math, Filipino, Science, and Social Studies are examples of fundamental subjects in general education. Curriculum Development, Early Childhood and Adolescent Development and Education, Facilitating Learning, Teaching Profession, Principles of Teaching, Methods, and Strategies are professional education subjects. Finally, the term "field of specialty" describes the subjects that secondary teachers are required to instruct, such as Filipino, Social Studies, English, Mathematics, Biology, Chemistry, Music, Art, Physical Education, and Health (MAPEH). Currently, there are 150 items in each of the three test sections—150 for general education, 150 for professional education, and 150 for the field of specialty—and each portion takes around three hours to complete (Velasco, 2013).

Importance of Licensure Examination

Licensure is necessary for any profession, such as law, medicine, or teaching, and it is the mark of a professional (Aquino and Balilla, 2015). Many works have licensing systems to select people for their fields and prohibit inept people from practicing. Licensure is a crucial component in ensuring the quality of the teaching workforce. It offers a baseline for determining who has the necessary degree of competency to begin practicing and who does not (Acosta and Acosta, 2016). It is one of the essential factors in the Philippines' economic and social development, as instructors are the ones in charge of the students' development (Visco, 2015). As a result, the government has a role in regulating the prominence of the teaching profession by requiring aspiring teachers to complete a licensing exam before entering the field (Pachejo & Allaga, 2013).

The Philippine Teachers Professionalization Act of 1994, commonly known as Republic Act 7836, requires all primary education school teachers to get a teaching license. It tests knowledge of fundamental

abilities, subject matter, and teaching methods (Acosta and Acosta, 2016). As a result, it is significantly more critical for credentialed teachers' teaching skills to be acknowledged across the country because they have met the profession's highest standards rather than simply obtaining a license to comply with its mandate (National Board for Professional Teaching Standards, 2015).

The Teacher Licensure Examination ensures college instructors' readiness to adopt the improved primary education curriculum and its projected impact (Acosta and Acosta, 2016). It is one of the variables influencing the country's teacher and teaching quality; consequently, the current curriculum and instruction standards result criterion is an average passing score in the LET. The purpose of the licensure exam results is to distinguish between those qualified to enter the teaching profession based on the abilities and competencies measured by the exam and those not. This is great since it restricts teachers' supply to only qualified ones. According to a study by Bagadion and Tullao (2018), licensure examinations ensure educational quality, encourage teacher professionalism, and improve student results.

Furthermore, teacher education students value it as part of their professional growth. It provides a competitive edge over non-LET passers in addition to recognition and distinction (Aquino and Balilla, 2015). As a result, a teacher-licensing scheme may and should provide the profession with a more significant identity than the sum of its parts (Cordingley, 2014).

Most countries require instructors to complete a mandatory license exam before being regarded as "highly qualified" and eligible for work as teachers, as well as being given the title of "professional teacher" (Aquino and Balilla, 2015). Employers, clients, governments, and the general public all appreciate it as a mark of dedication, skill, and quality (Kent, 2015). Similarly, the teacher licensing process in the United Kingdom requires evidence of more extensive reading and research-informed practice; it should value the holistic contribution that teachers make to the lives of children; it should provide an opportunity for teachers to begin shaping and monitoring their professional standards; and it should be a source of professional pride for teachers (Kidd, 2014). Furthermore, teachers are regarded as the most valuable resource in Australian schools. Although foreign teachers are permitted to teach, they must meet specific educational and professional standards. One is a teaching license in the country where teachers received their teaching credentials (Education Services Australia, 2012). Similarly, the Philippines is one country that needs teachers to pass a licensure exam. Republic Act 7836 increases the control and supervision of teaching in the Philippines and requires a teacher licensure examination, among other things (Aquino and Balilla, 2015).

It takes a lot of time and effort to pass the teacher licensing exam or the LET, students' strong performance, if not a 100% passing rate, is the ultimate goal of every Teacher Education Institution (TEI). As a result, it necessitates thorough preparations for what the school can supply and the examinees' "personal accountability" (Pachejo & Allaga, 2013).

Cognitive Factor in the Performance of Licensure Examination

Teachers have long sought out students' achievement performance once they attend college or university because failing students waste personal and social time and the educational institution's resources (Pregoner, 2020). Academic achievement, often known as academic success, refers to an individual's specific achievement or outcome during their educational journey. A person's actual performance in meeting a particular goal in their educational quest receives recognition and honor from the accomplished area (York,

Gibson, & Rankin, 2015). "Academic accomplishment is significant in developing the greatest quality graduates who will become excellent leaders and personnel for the country," according to an article referenced by Mushtaq & Khan (2012).

Academic achievement has posed a significant challenge to educators. Intellectual accomplishment becomes a means through which a country is known worldwide or becomes a stressor for educational institutions seeking to better their academic prestige (Geronimo, 2014). Academic achievement resulted in a greater probability of teacher licensure exam scores (Apare et al., 2018). As evidence, a study conducted by Filipino researchers discovered that student's achievement in academics such as General Education (English, Mathematics, Filipino, Science, and Social Studies), Professional Education (English, Mathematics, Filipino, Science, and Social Studies) and Specialization (English, Mathematics, Filipino, Science, Social Studies, and Computer Education) functions as a reliable indicator of performance on board examinations (Pachejo and Allaga, 2013).

The LET performance of teacher education graduates is strongly linked to their academic accomplishment. The outcome suggests that a student's academic achievement encapsulates his degree of board test preparedness. His five-year college experience, as quantified by his grade point average, is one of the best predictors of his board exam performance. This demonstrates that students who want to pass the board test should focus on their academic needs rather than extracurricular activities (Ong & Palompon, 2012). Overall, there was a good and robust link between the graduates' grade weighted average in college and their performance on the licensure examination (Maramag & Amanonce, 2020). The greater the grade point average (GPA), the better the predicted LET result (Faltado, 2014).

Emotional Factor in the Performance of Licensure Examination

Fear activates the amygdala, a brain area that keeps the body active and alive by shutting down higher-order cognitive abilities, long-term memory, and our ability to accomplish a job. Students in this circumstance learn the answers after the test, but not while taking it. Fearing an examination before or during it is natural and might sometimes improve a student's performance. A student is unlikely to put out sufficient effort in preparation or be sufficiently motivated when taking the exam if there is no encouragement or fear of failing. As a result, he may not be able to reach his full potential. Thus, their nervousness about the test may interrupt their preparation and produce enough anxiety during the trial to compromise performance (Pregoner, 2020).

Anxiety is a typical occurrence that contributes to poor academic performance among students worldwide. An average amount of anxiety is vital in keeping individuals diligent and accountable for what they have to achieve. It is an undeniable reality in human existence that influences an individual's accomplishment in different scenarios (Dawood, 2016).

In recent years, one of the most extensive research fields has been tested anxiety and its many manifestations. It is a type of anxiousness that shows out most dramatically during exams. Test anxiety has been recognized as a two-factor construct consisting of the cognitive (commonly referred to as "worry") and emotional (or affective) elements. The most prevalent explanation for the link between the two factors implies that the cognitive component directly affects the students' test performance. In contrast, although connected indirectly, the emotional element affects test performance (Dawood, 2016).

The person may feel depressed because their behaviors are closely watched to be judged. This might result in low self-esteem or poor academic achievement (Dawood, 2016). Introducing new information, responsibilities, concepts, and attitudes can lead to anxiety and discontent. University students face difficulties adapting to a unique setting that could alter daily routines and lifelong behaviors. To succeed at the best level academically, there is also a considerable challenge and desire for success, which can negatively impact student performance and cause tension, despair, and worry (Shamsuddin & Fadzil, 2013). Undergraduate students are more likely to experience anxiety during examinations. Anxiety problems are becoming more prevalent among students. Recent studies on stress and related subjects show that anxiety disorders are common in American society. One of these fields is test anxiety. This type of worry usually harms students' ability to take tests.

Additionally, their capacity to demonstrate mastery of the information in the course being evaluated reduces, resulting in poor test performance, impacting test scores and total grades. Test anxiety is an adverse reaction to being considered. It is a primary problem students worldwide face in their formal schooling. Students who suffer from test anxiety are psychologically distressed and anxious in test scenarios. Having a little worry throughout examinations can help pupils stay focused and learn. Anxiety will not aid a student's performance; on the contrary, it can harm academic success (Dawood, 2016). A few mental health issues students feel before a test include uneasiness, odd physical gestures, trouble focusing, sleeplessness, exhaustion, muscular contractions, stomach cramps, and trembles (Porto, 2013). Such indicators affect student life's experience and professional development (Ebrahimi, M. & Khoshsima, H., 2014). According to Dawood (2016), education students had approximately double the proportion of moderately high to high exam anxiety compared to the general populace and students at high schools. These stressors may cause persistent stress in students over time. A support and therapy method for managing and reducing anxiety is known as progressive muscle relaxation. Religious or spiritual pursuits might help alleviate anxiety (Stanley, 2012).

According to Afolayan and Donald (2013), anxiety displayed as physical, mental, and behavioral symptoms had a detrimental effect on the performance and exam outcomes of the students. According to (Cortez et al., 2017), test anxiety can interfere with study habits, and students may have difficulties studying and recalling the material they need for the exam. Extreme pressure might stifle performance. Therefore, pupils may struggle to demonstrate their knowledge throughout the test (Miller, 2016). Their amount of test anxiety has a negative influence on their exam performance. It impacts motivation, focus, and success since it increases exam mistakes, causes issues recalling previously taught content, and inhibits efficient study. When this component reaches a "very high" level, the LET taker has a lower chance of passing. As a result, trying to pass the LET is linked to having an average to minimal degree of test anxiety (Cortez et al., 2017).

According to Duley et al., fear of failure is an avoidance-oriented success drive that energizes performance behavior to avoid demonstrating insufficiency. However, fear and other unpleasant emotions might get more potent when a learner avoids a learning setting. Although failure avoidant techniques differ from one another, they always entail the fear of failure and the avoidance of strenuous effort in a learning activity. According to Thompson, they are driven by the same impulse to defend poor or sensitive self-esteem (Pregoner, 2020).

Physical Factor in the Performance of Licensure Examination

BMI often influences academic achievement. It has been discovered by Tabriz (2015) that low IQ scores are connected to having a significant BMI. An increase in neurotransmitters linked to exercise, such as serotonin, may be responsible for improved academic performance. Increased psychomotor improvement, enhanced cerebral blood circulation, high excitation, hormonal changes, physical changes, and increased self-confidence are all possible learning aids.

Physical activity was linked to particular benefits in cognitive function, including arithmetic, sharpness, and response time, according to a review of adult research (Franz and Feresu, 2013). Whatever the reason, regular physical exercise is beneficial and may be linked to improved academic achievement. On the other hand, in Nigeria, the association between BMI and academic performance, especially among college students studying Physical Education, is expected that students with an average weight will perform better academically than those who are overweight. It's feasible to believe that weight is endogenous to academic success (Atare & Nkangude, 2014).

Educational Factor in the Performance of Licensure Examination

The quality of an institution's education is frequently assessed by the graduates it generates. Similarly, the quality of graduates caused by a school is determined by their success on licensing exams (Ballado, 2014). The term "quality" is essential in education since it simply refers to an institution's most outstanding level of instruction. The ability of an institution to develop great professionals is the cornerstone of providing quality education (Pregoner, 2020).

Educational considerations have an impact on graduates. The effectiveness of the education respondents in the Licensure Examination for Teachers is influenced by the criteria such as entrance test, degree program, English competency, and the passing percentage of the institution. Similarly, institutions with a high passing rate influence the personality of examinees who pass the board test (Quiambao, 2015). The elements that significantly determine their board examination performance include teaching aspects and adopted in-house review policies undertaken by colleges and review centers (Duckor et al., 2014).

Mock Examinations are one of the predictors that affect Education Graduates' performance. The performance of University of the Cordilleras Bachelor of Science in Basic Education graduates was investigated through a mock test in the LET. Simulating the actual exam, the faculty of the College of Education arranged the comprehensive exam, revealing that the said examination positively impacted respondents' performance. It has been suggested that education graduates take extensive or simulated tests regularly before taking the Licensure Examination for Teachers to boost their chances of passing the board exam. Meanwhile, personal characteristics such as respondent's profile, motivation level, gender, ethnicity, and job aspirations are essential for Board Examination Performance. One of the main variables impacting the Licensure Test for Teachers is the intellectual and emotional improvement of the education graduates with high levels of desire, tenacity, persistence, and the institutions' influence in passing the board test. According to a survey done at State University, female respondents had a higher passing percentage on board examinations, and the bulk of them was from the MAPEH major, which stands for Music, Arts, Physical Education, and Health, with GPAs ranging from 2.00 to 2.25. Similarly, the institution's high passing percentage influences examinees' personality who pass the board test (Quiambao, 2015).

Preparations of LET Topnotchers

Participants discussed the standard variables they utilized or applied during their LET preparation. Goal-setting and knowing oneself were among these factors, as interested in reading and overlearning the material; being test-savvy and understanding the nature of the LET; early preparation while still a student of education; and attendance at a LET review program, final coaching, and commitment. While still in the LET preparation process, several participants stressed the importance of "understanding oneself," particularly one's skills and limitations, having a study preference, and having the correct mindset.

Goal setting. Self-motivated participants stated that defining and basing a goal on one's capabilities is critical. Taking the LET should be a 'one-shot' task for them. The participants were hopeful and pursued their objectives with tenacity and a high level of introspection. However, even though they were all self-motivated at the time, most set the aim of 'just passing' rather than 'topping' the board test. One participant verified this by saying he only cared about passing the exam. He thought the things were 'simple' in general, but he didn't think he could place them in the top ten. As this example shows, norm-referencing - or a performance measure regarding an individual's place in a recognized group - is exhibited on ranking.

Another participant described how she pushed herself throughout evaluations to achieve a specific percentage score. Knowing that 75 percent is the passing score on the LET, she explained how she established a goal to earn 85 percent above 100 on all drills, whether it was extensive self-review or review at the review center.

This conclusion supports Cortez, Alipante, and Lajato's 2017 study, which found that the emotional domain, not simply the cognitive, might be a significant predictor of passing the LET. It's also worth noting that just two of these seven pioneering top notchers were honor grads or cum laude in their respective cohorts. This conclusion contradicts previous research that stated that a college's grade point average (GPA) substantially impacted LET success (Hena & Ballado, 2014). However, according to the interviewed participants, good goal-setting, including a purposeful attempt to learn more, can help with LET's success. As a result, comprehensive preparation, particularly mindset, should be considered by education graduates as they prepare for the board test.

Interest in reading. The study participants rated reading as an essential technique for learning and relearning topics. Their determination prompted them to continue reading all the resources they had collected at college, including review materials obtained from friends who had previously passed the LET. They found it advantageous because reading those things was instructive, amusing, and relaxing when combined with their specified goals. They underline, however, that reading as part of LET preparation must be deliberate. They indicated they went beyond standard reading to overlearn the content by connecting concepts, synthesizing information with a visual organizer, using schema, and practicing self-monitoring and comprehending. These tactics are similar to those outlined by Hoyt in 1999: visualizing, identifying significance, inferring (prediction and summary), and employing fix-up strategies. One of the participants expressed her love of reading. She read the materials all day, believing that knowing the fundamental ideas and procedures and overlearning the information is essential. She set an 18/20 score in Biology exercises. If she couldn't get it, she reviewed the

content until she felt comfortable owning the information. In this case, Louis Pasteur correctly says that "chance favors only the prepared intellect."

The participants' knowledge of their metacognitive skills and how they optimized the quality of their reading time is seen in the example above. This desire for knowledge via reading aligns with the Philippine Professional Standards for Teachers (PPST), particularly in their capacity to identify the relevance of topic mastery and its connectivity within and beyond curricular areas (D.O. No. 42, 2017). Hence, reading must be an essential part of LET candidates' preparation.

They were being test-wise. When taking the LET, participants used deductive tactics such as eliminating possibilities and using content information from the stem or other information provided in the exam. (Deductive tactics are part of Millman and Paulk's 1969 taxonomy of test-taking methods.) The terms 'always,' 'all,' and other determiners that are most likely erroneous replies in an item had been made known to the participants. One participant claimed that the first step in answering multiple-choice questions was grasping the question and knowing what it requested. Following that, you will be able to eliminate the alternatives you believe are incorrect quickly. Of course, you must search the stem for crucial phrases and remember the topic you met them in.

The above statement demonstrates test-wiseness. She managed and planned each item and aided the examination participants. A thorough understanding of the underlying philosophy of test builders in crafting situational test items became another participant's advantage. What's actual differs from ideal, and LET is heavily influenced by the ideological viewpoint. She insisted on LET exam takers becoming 'idealistic' when answering LET test items. It must be the best, especially on situational things; this is how you should select the proper response.

As stated by the participant above, while answering classroom management-related test items, one should have a solid understanding of what is 'ideal' and what is 'real,' especially concerning theory-based situational things.

These graduates have also had the incredible pleasure of learning how LET-based exam questions, particularly in Professional Education courses, are integrated into their summative assessment during their pre-service training at the College. The practice has shown positive results. Knowing how to ace multiple-choice tests has helped alleviate test anxiety before and during the board examination. Such test-wiseness findings support Cortez, Alipante, and Lajato's (2017) assessment of teacher education graduates' cognitive, affective, and physical components.

Early preparation. Nothing beats a well-prepared person. That was the LET top notchers' collective epiphany; they realized that passing the LET was an achievement not just of the teacher education curriculum but also their fundamental elementary and secondary education. Thus, when asked for advice from prospective LET takers, they all agreed they should start studying early. Furthermore, the attendees recommended people interested in becoming teachers begin looking for the LET as soon as possible. When asked when they should start preparing for the LET, one participant stated that preparation should begin as soon as they decide to take it. It should take place while you are still enrolled in the program. Another claimed

that her practice began when she was still in elementary school, as though she was evaluating her learning from elementary, high school, and college.

Such remarks demonstrate the need to prepare, not just for the LET timetable but also for several years earlier. It's also worth noting that being prepared and taking the LET as a recent graduate can assist LET takers in gaining confidence. Figuerres (2013) discovered that new graduates do better on the LET than those who took the later schedule in a study she did on the University of Northern Philippines' teacher preparation programs. A previous study found that graduates' age is inversely connected to their LET performance. As a result, first-timers and recent graduates have a greater probability of passing the LET (Faltado, 2014).

Attending LET review program. The vast majority of research participants were registered through LET review centers. One was registered in the University's mother college's in-house review facility (the College of Education on USeP's Obrero campus), while the others attended private review facilities in Davao City. When asked how attending a LET review program benefited exam takers, one participant stated that attending review sessions is essential. Self-reliance is akin to doing whatever one wants and will lead to procrastination. It takes a great deal of self-control. When one visits a review center, they are obligated to attend regularly. Someone would monitor attendance, provide feedback (coaches), refresh the memory, and distribute additional review materials.

Aside from following a rigorous schedule and reviewing the exam's ideas and concepts, another issue a participant raises is that enrolling in a review center leads to mastery of tactics and strategies such as shading and filling out the form. Briefing and mental conditioning certainly assist in this regard.

This finding backs up prior research on the elements that influence Education graduates' LET success. Attendance in LET review was one of the characteristics mentioned, and Visco (2015) proved that licensing exam review is a solid LET performance predictor. However, not everyone agrees: Dagdag, Sarmiento, and Ibale (2017) said that course audit review and licensure examination are not significantly linked to all parts of the LET.

Research has shown that these programs enhance test takers' chances of passing the board exam by having in-house review facilities. In reality, TEIs set up their internal review centers. The University of the Cordilleras is one of these TEIs. Mock board exams are part of the curriculum to identify examinees' weaknesses and appraise their performance. Its College of Education staff held a comprehensive/mock board test for its Bachelor of Science in Education graduates, simulating the actual exam, and discovered that replies had a beneficial influence, as evidenced by an assessment of their performance. As a result, it was suggested that graduates be given practice tests regularly before taking the LET (Albite, 2019).

Synthesis

The quality of its instructors mainly determines the effectiveness of a school system. The professors evaluate students regardless of how noble the goals are or how efficient the management is. There is no more critical issue than ensuring an adequate supply of the proper sort of individuals for the profession and providing them with the greatest possible training. It is stressed that the TEI's multitude of standards, norms and critical variables for an institution's performance reflects the public's concern for an excellent education. In reality, one metric for determining an institution's performance is the number of thoroughly prepared, well-

trained, and well-equipped graduates with the skills, knowledge, habits, and values required for successful integration into society in general and the workplace in particular. The performance of graduates on the licensure examination is another metric used to assess an institution's success (Pachejo and Allaga, 2013).

It is critical to determine what factors influence LET takers' success and how they are connected to quality education. The loss of a quality education system significantly impacts examinees' intellectual, sociological, and pedagogical education, leading to a loss of desire, enthusiasm, and zeal for their exams (Pachejo and Allaga, 2013). As a result, as institutions continue to provide quality education, innovating instruction practice, determining their cognitive, emotional, and physical status, and improving graduates' performances serve as inputs for professional development.

Chapter 3
RESEARCH METHODOLOGY

This chapter discussed the study's research techniques, data collection processes, and participants. It also highlighted the study's tools and statistical handling of the data.

Design

With secondary data and a questionnaire, this study used a descriptive-predictive research approach. The predictive design was utilized to see any significant links between and among respondents' profiles, personal accountability factors, and graduates' Licensure Examination for Teachers' outcome indicators. It was also utilized to see if there was a link between the respondents' accountability factors and the outcome indicators.

Environment

From February through June 2022, this research was carried out at the Cebu Roosevelt Memorial Colleges. Cebu Roosevelt Memorial College is a private higher education school in Bogo City, Cebu. Teacher Education, Arts and Sciences, Criminal Justice, Commerce, and Computer Studies are the five college units that now offer undergraduate degrees. CRMC also has a Junior High School (JHS) and Senior High School (SHS) division that offers ABM, GAS, STEM, and TVL - ICT and HE programs. The Commission on Higher Education (CHED) and the Department of Education (DepEd) have recognized Cebu Roosevelt Memorial Colleges and its programs. The Philippine Association of Colleges and Universities (PACU) has also acknowledged the school. CRMC now has a total student population of 3,620, with 947 students in junior high, 628 in senior high, and 2,045 in higher education. It employs 155 people, including 37 full-time college professors, 13 elementary teachers, 34 high school teachers, 26 administrative personnel, 24 non-teaching staff, and 22 part-timers.

Respondents

This study's respondents were education graduates of Cebu Roosevelt Memorial Colleges, Inc., Bogo City, Cebu, who took the Licensure Examination for Teachers in September, March 2019, and September 2021. The convenient sampling strategy was utilized in this investigation. This research had 72 education graduates as participants.

Table 1. **Distribution of Research Respondents**

Program	Respondents (N)
Elementary	32
Secondary	40
Total	**72**

Instruments

An adapted survey questionnaire was used to gather data on respondents' profiles, accountability factors, and outcome indicators (Spielberger, 1987). The questionnaire entitled, factors affecting the performance of a Higher Education Institution in the Licensure Examination for Teachers (LET) are composed of three parts.

Part I was used to gather information about the respondents' age, gender, and field of specialization. Part II was used to collect the respondents' accountability factors which consist of three areas that include cognitive (GPA), emotional (Test Anxiety Questionnaire), and physical (BMI) factors. Part III was used to collect respondents' outcome indicators as to passed or failed.

Higher education professors and Cebu Roosevelt Memorial Colleges alumni were used to testing the study instrument. The instrument's internal consistency and dependability were excellent with the Cronbach's Alpha of 0.920.

The respondents assessed themselves in each category by ticking the column that best represents the degree to which their level of anxiety manifested.

Data Gathering Procedure

The processes for data collection and statistical treatment were presented in this section. A letter was submitted to the school president for authorization, and a separate letter was issued to the college deans and principals after the approval of the school president. A letter of implied consent was provided to the responders with the agreement of the college deans and principals.

With the support of college deans and administrators, the questionnaire was sent to the respondents or disseminated via the Google Classroom platform. The item(s) in the instrument was carefully explained to the participants, assuring them that their responses were utilized for the study and kept in strict confidence. A semi-structured interview was conducted to validate respondents' perceptions and responses to the questionnaire.

Data Analysis

The study employed the following statistical tools: Frequency Count and Percent were used to summarize and evaluate the respondents' profiles; Weighted Mean and Ranking were used to summarize and assess the test anxiety components. The mean ranges chosen were as follows:

Test Anxiety Factor

Mean Ranges	Description
2.35 - 3.00	Very Low
1.68 - 2.34	Moderate
1.00 – 1.67	Very High

The researchers employed binary regression to see if the respondents' personal accountability factors predicted their success on the Licensure Examination for Teachers.

Ethical Considerations

A. Risk of this study to Participants

There were no recognized risks connected with taking part in this study. Participation was entirely voluntary, and all information shared were kept in strict confidence. The survey questionnaires did not contain any identifying information. The responders were informed about the whole study procedure. Respondents were not forced to participate and were asked to be completely honest when completing the questions.

B. Content, Comprehension, and Documentation of Informed
Consent Participant Status

The participant's position was described as part of the consent, as is the distinction between study and treatment. Teachers and students were the ones accountable for the school's performance as an institution since they were important variables in the learning process and the heart of school instruction. The data gathered as a result of their involvement in the study was a valuable tool for the researcher in addressing the factors that influence the performance of graduates on the Teachers' Licensure Examination. The information gathered from the respondents was solely for research purposes.

Study Goals

The goal of this study was to find out the factors that influence a Higher Education Institution's success on the Teachers' Licensure Examination. The findings of this study would provide a foundation for administrators to assess graduates' personal accountability factors, which will aid in forecasting the outcome of the Licensure Examination.

Type of Data

The type of data gathered was categorical. The profile and personal accountability components, as well as the graduates' outcome indicators, were categorical data. Questionnaires were used to collect data. To get the necessary data, the researcher submitted a letter to the school president, college deans, and principals requesting permission to perform the study. Following approval, survey questions were sent to respondents

through email, with responses being returned to the researcher's email account.

Sponsorship

Individuals or organizations that financed the study were known to the participants. Sponsors were told that the researcher undertook this study as part of his or her degree requirements as well as for professional development.

Participant Selection

The number of individuals/respondents required for this study was also part of the consent. Graduates of Cebu Roosevelt Memorial Colleges who took the Licensure Examination for Teachers in September and March 2019, and September 2021, utilizing a convenient sampling technique, were the target participants in this study.

Potential Risk

Furthermore, the researcher would notify the respondents that their participation poses no danger and that they are free to refuse to answer any questions with which they are uncomfortable. They could freely respond to questionnaires.

Potential Benefits

This study was intended to be of great use to the respondents in providing the fundamental notion regarding personal accountability factors and outcome indicators. These characteristics have been connected to the graduates' academic and professional performance as well as the institutions. Furthermore, personal accountability indicators were seen to be more informative, relevant, and accurate in assessing LET takers' performance in relation to higher education goals. They're also better at producing data that may be utilized to improve teaching and learning and generate better graduates.

Alternatives

Participants were informed that they have the option of withholding specific information or providing more data that may be extremely beneficial in the research's conduct, depending on their desire or convenience in participating in the study.

Compensation

The researcher highly appreciated the willingness and participation in this study. The responders were told that the researcher expressed heartfelt thanks for their voluntary work and additional time.

Confidentiality Pledge

Participants were ensured that their personal information were kept confidential, as well as any information obtained from the responders.

Voluntary Consent

Furthermore, informed consent specified that the respondents' involvement would have no impact on their personal or professional lives.

Right to Withdraw and Withhold Information

The right of respondents to withdraw and withhold particular information, even at the commencement of the investigation, shall be incorporated in the informed consent with the guarantee that all information were handled with the strictest confidentiality.

Contact Details

The researcher's information was also included in the permission form so that they may get to know her better and prevent putting the participants at risk during the study at the school.

C. Authorization to Access Private Information

The study had obtained ethical clearance through writing authorization from the school president and college deans, as well as written informed consent from the participating instructor. The researcher would keep all of the collected information confidential.

D. Confidentiality Procedure

The survey questionnaire would not include any identifiers. All data were kept private and confidential, and all surveys were retained in a secure location. In the release of the research result, the researcher would not divulge the respondents' identities.

E. Debriefing, Communication and Referrals

After the respondents have completed the survey questions, the researcher would express her genuine appreciation to them and describe her intention to undertake the study. Respondents were given the option to remove their data because they are fully aware of the study's goal. Respondents were asked not to tell anyone who could participate in the study about the technique used in the study because this could skew the results. During the debriefing stage, the researcher would discuss the final report with the respondents. The respondents were provided with a copy of the study should they wish to have one.

F. Conflict of Interest

There was no apparent conflict of interest in this study since the researcher's personal interests have no impact on who, how, when, where, or why the study is undertaken. If other persons want to publish this study work, it was agreed that the respondents' identity would be kept. If the research adviser requires monetary concerns, the researcher would cooperate and adhere to the essential agreement to avoid a conflict of interest. The criteria, terms and conditions, and legality of using the research study as a future reference were included in an official research agreement.

Inclusion Criteria

Only those who agreed to take part in the study were allowed to participate and answer the survey questions.

Exclusion Criteria

Those with diseases and impairments, as well as those who were unable to participate were excluded. Those who did not consent would be excluded from the study.

Chapter 4
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented the data collected in a manner provided by the research design. The interpretation of the data showcased the results of the statistical analysis conducted from the data collected. Related literature and studies were used to support the statistical results to strengthen the study's claim.

Profile of the Respondents

Table 2 manifested the profile of the respondents in terms of age, gender, and the field of specialization they belong.

Table 2		
Respondents' Profile		
Profile	**Frequency**	**Percentage**
Age		
22-26	53	73.6
27-31	13	18.1
32 and above	6	8.3
Gender		
Male	9	12.5
Female	63	87.5
Specialization		
BEED	32	44.4
BSED	40	55.6

Table 2 showed that the majority (53 or 73.6%) of the respondents were 22 to 26 years old, 13 or 18.1% were 27 to 31 years old, and 6 or 8.3% were 32 years old and above. This implied that most of the respondents who participated in this study were 22-26 years old, representing the target age of the respondents.

Regarding gender, 63 or 87.5% were females while 9 or 12.5% were males. Mainly the respondents were female. Regarding the respondents' field of specialization, 40 or 55.6% were BSED, and 32 or 44.4%

were BEED. It can be observed that most of the respondents were females, 22 to 26 years old, with BSED as their field of specification.

Personal Accountability Factors

Tables 3-5 presented the personal accountability factors of the respondents in terms of cognitive (GPA), emotional (Test Anxiety Questionnaire), and physical (BMI).

Respondents' Accountability Factors in Terms of Cognitive. Table 3 manifested the qualities of the respondents that describe their accountability factors in terms of cognitive.

Table 3 showed that the respondents' cognitive accountability falls within a 1.6 to 2.0 rating, with the frequency of 60 comprising 83.3 percent of the respondents. It was followed by the rating of 2.1 to 2.5 at 12.5 percent and 1.1 to 1.5 at 2.8 percent. Table 3 also reflected a mean of 1.948, which can be inferred that most of the respondents performed well during their four years in college. Their GPAs are high and notable. This means that it could be an excellent predictor of outstanding performance in the LET exam, which affirms the claim (Quiambao, 2015) that the college Grade Point Average (GPA) significantly affects performance in LET.

However, this was refuted by the findings supported by the study of Aragon (2012), which indicated that excellent performance in the academic subjects does not guarantee a passing performance in the teachers' board exam (Pachejo & Allaga, 2013).

Table 3				
Respondents' Level of Personal Accountability Factors in terms of Cognitive				
Rating	**Equivalent**	**Description**	**Frequency**	**Percentage**
1.0	100 – 95	Excellent	0	0
1.1 - 1.5	94 – 90	Very Good	2	2.8
1.6 - 2.0	89 – 85	Good	60	83.3
2.1 - 2.5	84 – 80	Satisfactory	9	12.5
2.6 - 3.0	79 – 75	Passed	1	1.4
5.0	below 75	Failure	0	0
Total			72	100.0
Mean		**1.948**		
Standard Deviation		**0. 197**		

Moreover, the data implied the momentum that those students who got good ratings were eager and consistent to take the Licensure Examination for Teachers. This alludes to the study conducted on the University of Northern Philippines' teacher education programs that fresh graduates tend to perform better in the LET compared to those who took the later schedule (Figuerres, 2013). Further, the subjectivity of their

academic performance evaluation has diminished in recent years, but it has not been excluded. It may not be achievable to entirely remove subjectivity from the current evaluation methods (Alipio, 2020).

Respondents' Accountability Factors in Terms of Emotional. Table 4 manifested the qualities of the respondents that describe their accountability factors regarding emotions.

Table 4 showed the mean of 20 items and indicated that the study's respondents rated *moderate* in emotional accountability. The table revealed that item nine (9) got the lowest rank with a weighted mean of 1.79, which is interpreted in the data as moderate, which means the respondents were not nervous. Also, items (17) and (18) were respondents who found themselves thinking about the consequences of failing and feel their heart beating very fast during necessary tests; this only means they are well-prepared for the test.

It also revealed that items number four (4), thirteen (13), and (16) sixteen got the highest rank with weighted means of 2.13 and 2.11, which was interpreted in the data as moderate, which means that they experienced freezing up and tense to get an upset stomach during necessary examinations and worry a great deal before taking a critical analysis, this means that they can balance emotional disturbances with the end goal of passing the tests.

The table also showed that all of the items are more likely close to each other from the first item down to the last, which was interpreted as moderate with an overall mean of 1.97. This means that there was no specific problem with the respondents' level of personal accountability factors regarding emotional. It was interpreted that the respondents were equal regarding their emotions in taking the test.

Moreover, there is a two-factor construct of test anxiety, consisting of the cognitive (often referred to as "worry") and emotional (or affective) components (Dawood, 2016). The prime view between these two factors suggests that the cognitive part directly influences students' performance in exams. At the same time, the emotionality component is associated but does not directly persuade test performance.

Based on the study by Neuderth et al. (2009), test anxiety can interfere with study habits, and students may have difficulty learning and remembering what they need to know for the test. Too much concern may block performances (Cortez, 2017). Therefore, students may have difficulty demonstrating their learning during the test (Miller, 2016).

Table 4			
Respondents' Level of Personal Accountability Factors in terms of Emotional			
Indicators	**Mean**	**Description**	**Rank**
1. I feel confident and relaxed while taking tests	1.97	Moderate	11
2. While taking examinations I have an uneasy, upset feeling	2.01	Moderate	8
3. Thinking about my grade in a course interferes with my work on tests	2.03	Moderate	6
4. I freeze up on important exams	2.13	Moderate	1
5. During exams I find myself thinking about whether I'll ever get through school	2.01	Moderate	8

6. The harder I work at taking a test, the more confused I get	1.97	Moderate	11
7. Thoughts of doing poorly interfere with my concentration on tests	1.99	Moderate	10
8. I feel very jittery when taking an important test	1.97	Moderate	11
9. Even when I'm well prepared for a test, I feel very nervous about it	1.79	Moderate	18
10. I start feeling very uneasy just before getting a test paper back	1.96	Moderate	14
11. During tests I feel very intense	1.93	Moderate	15
12. I wish examinations did not bother me so much	1.82	Moderate	17
13. During important tests I am so tense that my stomach gets upset	2.13	Moderate	1
14. I seem to defeat myself while working on important test	2.10	Moderate	4
15. I feel very panicky when I take an important test	2.07	Moderate	5
16. I worry a great deal before taking an important examination	2.11	Moderate	3
17. During tests I find myself thinking about the consequences of failing	1.75	Moderate	20
18. I feel my heart beating very fast during important tests	1.79	Moderate	18
19. After an exam is over I try to stop worrying about it, but I just can't	1.92	Moderate	16
20. During examinations I get so nervous that I forget facts I really know	2.03	Moderate	6
Total	**1.97**	**Moderate**	

This is in line with the claim that the level of test anxiety was found to be statistically significant in predicting the probability of passing the LET (Cortez, 2017).

Further, test anxiety is a psychological condition in which students experience extreme distress and anxiety in test situations. A little anxiety during exams is required to help students get motivated and learn. Mounting up so much anxiety will not allow the student to perform; instead, it will negatively influence the performance during tests (Dawood, 2016). Hence, passing the LET is associated with obtaining a moderate and deficient level of test anxiety (Cortez et al., 2017).

Respondents' Accountability Factors in Terms of Physical. Table 5 manifested the qualities of the respondents that describe their accountability factors in terms of physical.

Table 5		
Respondents' Level of Personal Accountability Factors in terms of Physical		
BMI	**Frequency**	**Percentage**
Underweight	3	4.2
Normal Weight	59	81.9
Overweight	8	11.1
Class I obesity	0	0.0
Class II obesity	0	0.0
Class III obesity	2	2.8

Table 5 showed that the majority (59 or 81.9%) of the respondents were average weight, 8 or 11.1% were overweight, 3 or 4.2% were underweight, and 2 or 2.8% were in class III obesity. This implied that most of the respondents who took part in this study were an average weight representing the respondents' target weight.

Moreover, a study conducted by Tabriz et al. (2015) shows that a lower IQ score is associated with higher BMI. An increased academic achievement may be due to an increase in neurotransmitters related to exercise, such as serotonin. Other potential mechanisms that may aid learning include accelerated psychomotor development, increased cerebral blood flow, heightened arousal, changes in hormone levels, body build, and increased self-esteem. Yet, the study on Physical and Health Education and Sports Courses rejected that BMI is related to academic performance, so there is no basis for judging a student generally by body mass profile (Atari and Nkangude, 2014). This means that the differences between the takers in terms of physical appearance cannot predict their future performances in the LET exam.

Frequency of Passers and Flunkers in the Licensure Examination for Teachers

Table 6 manifested the frequency of passers and flunkers in the Licensure Examination for Teachers, both BSED and BEED, where the respondents belong.

Table 6		
Frequency of Passers and Flunkers in the Licensure Examination for Teachers		
	Frequency	**Percentage**
Passed	50	69.4
Failed	22	30.6

Table 6 showed that most (50 or 69.4%) of the respondents passed the examination, whereas 22 or 30.6% failed. This implied that most of the respondents who took part in this study passed the Licensure Examination for Teachers conducted in September and March 2019 and September 2021, respectively.

Significant Difference in the Respondent's Level of Personal Accountability Factors in Terms of Age

Table 7 showed the significant difference in the respondents' level of personal accountability factors in age.

This means that the cognitive level differs across the ages (F=3.984;p<.05). This reflects the claim of an early study on how inversely related age is to the LET performance of a graduate (Faltado, 2014). Hence, first-takers or younger graduates have better chances of passing the LET.

Table 7					
Significant Difference of the Respondents Level of Personal Accountability factors in terms of Age					
ANOVA					
Cognitive					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.436	2	.718	3.984	.023
Within Groups	12.439	69	.180		
Total	13.875	71			

Multiple Comparisons

Tables 7.1 to 7.3 compared the personal accountability factors, namely cognitive, emotional, and physical, in terms of age using Dunnett T3 and ANOVA.

Table 7.1		**Multiple Comparisons**				
Dependent Variable:	**Cognitive**					
Dunnett T3						
		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) age2					Lower Bound	Upper Bound
22 – 26	27 – 31	-.29028	.15106	.195	-.6907	.1101
	32 above	.26101	.17570	.425	-.2952	.8172
27 – 31	22 – 26	.29028	.15106	.195	-.1101	.6907
	32 above	.55128	.21795	.074	-.0469	1.1494
32 above	22 – 26	-.26101	.17570	.425	-.8172	.2952
	27 – 31	-.55128	.21795	.074	-1.1494	.0469

Table 7.2	ANOVA				
Emotional					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.897	2	.449	2.824	.066
Within Groups	10.962	69	.159		
Total	11.860	71			

This means that the emotional level showed no difference across the ages (F=2.824;p<.05).

Table 7. 3	ANOVA				
Physical					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.179	2	.090	.153	.858
Within Groups	40.473	69	.587		
Total	40.653	71			

This means that the physical level showed no difference across the ages (F=0.153;p<.05)

Significant Difference of the Respondents Level of Personal Accountability factors in terms of Gender

Table 8 showed the significant difference of the respondents' level of personal accountability factors in terms of gender.

Table 8 revealed that the respondents' gender had no significant relationship to the personal accountability factors in terms of cognitive. This implied that gender is unlikely tied up to cognitive ability of the respondents as prediction in their LET performance. Yet, the study of Quiambao, 2015 revealed that gender serves as a strong determinant of board examination performance.

Table 8				
Significant Difference of the Respondents Level of Personal Accountability factors in terms of Gender				
Group	**Mean Rank**	**P-value**	**Decision on Ho á = 0.05**	**Interpretation**
Cognitive				
Male	3.33	0.132	Failed to Reject Ho	No Significant Difference
Female	3.1			
Emotional				
Male	2.15	0.168	Failed to Reject Ho	No Significant Difference
Female	1.95			

Physical				
Male	2.11	0.771	Failed to Reject Ho	No Significant Difference
Female	2.19			

Based on the study conducted in State University, female respondents achieved higher level of passing rate in board examination. Moreover, it was also found out that gender had no significant effect to the personal accountability factors of the respondents in terms of emotion. This signifies that gender has no meaningful relationship among the respondents' level of emotions. Further, a no significant effect was also interpreted between gender and personal accountability factors in terms of physical.

Significant Difference of the Respondents Level of Personal Accountability factors in terms of Specialization

Table 9 showed the significant difference of the respondents' level of personal accountability factors in terms of specialization.

Table 9				
Significant Difference of the Respondents Level of Personal Accountability factors in terms of Specialization				
Group	**Mean Rank**	**P-value**	**Decision on Ho** $\acute{\alpha} = 0.05$	**Interpretation**
Cognitive				
BEED	3.219	0.108	Failed to Reject Ho	No Significant Difference
BSED	3.05			
Emotional				
BEED	2	0.628	Failed to Reject Ho	No Significant Difference
BSED	1.95			
Physical				
BEED	2.13	0.581	Failed to Reject Ho	No Significant Difference
BSED	2.23			

Table 9 revealed that the respondents' personal accountability factors in terms of cognitive had no significant relationship to the fields of specialization (BEED or BSED) among the LET takers. This implied that the level of the cognitive ability of the respondents was unlikely tied up to their fields of specialization as prediction in their LET performance. This is tantamount to the study conducted by Apare, Arcilla, and Vasquez that revealed GPA of BSEd graduates of Mountain View College in Bukidnon, Philippines as not significantly related to their LET performance along field of specialization (Amanonce & Marmag, 2020). Moreover, it was also found out that the respondents' personal accountability factors in terms of emotional had no significant effect to the fields of specialization (BEED or BSED) among the LET takers. This signifies that the emotion of the respondents has no meaningful relationship to the respondents' fields of specialization. Further, a no

significant effect was also interpreted between the respondents' personal accountability factors in terms of physical and their fields of specialization.

Variables in the Equation

Table 10		Variables in the Equation					
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.821	.256	10.297	1	.001	.429

The 0.429 was the predicted odds of personal accountability factors to the performance on the Licensure Examination for Teachers. Since 21 of the subjects failed in the Licensure Examination for teachers and 49 passed the Licensure examination, the observed odds was 21/49= 0.429.

Table 10.1	Omnibus Tests of Model Coefficients			
		Chi-square	df	Sig.
Step 1	Step	1.979	3	.577
	Block	1.979	3	.577
	Model	1.979	3	.577

A Chi square value of 1.979 (df= 3), was not significant below 0.05. Adding the variables, cognitive, emotional, and physical to the model has significantly increased our ability to predict the passing and failing the Licensure Examination for Teachers.

Table 10.2		Model Summary	
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	86.653[a]	.027	.038
a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.			

The -2 Log Likelihood is 86.653 indicated that the model fits the dataset, thus it positively predicted the result for the Licensure Examination for Teachers. The Cox and Snell R Square and Nagelkerke R Square, explained the variation in the probability the students will fail in the Licensure Examination. The full model explained that about 2.7 percent to 3.8 percent in the likelihood that the students will fail in the Licensure Examination for Teachers.

Table 10.3	Hosmer and Lemeshow Test		
Step	Chi-square	Df	Sig.
1	6.319	8	.612

Table 10.3 showed the result of identifying the best model through the inferential goodness-of-fit test, the Hosmer–Lemeshow test. The Hosmer-Lemeshow statistic indicated a poor fit if the p-value is less than

0.05. Here, model obtained a p-value of 0.612 that is greater than 0.05. This indicated that the model fits the data. This result only explains that model adequately fit the data.

Table 10.4			Classification Table[a]		
			Predicted		
			Board Result		Percentage
Observed			Passed	Failed	Correct
Step 1	Board Result	passed	49	1	98.0
		failed	21	1	4.5
	Overall Percentage				69.4
a. The cut value is .500					

The performance of the full model, 4.5 % of the observed respondents who failed in the Licensure Examination for Teachers were correctly predicted by the model.

Table 10.5							Variables in the Equation		
								95% C.I.for EXP(B)	
		B	S.E.	Wald	Df	Sig.	Exp(B)	Lower	Upper
Step 1[a]	Cognitive	.732	.572	1.633	1	.201	2.078	.677	6.383
	Emotional	.282	.637	.196	1	.658	1.326	.380	4.625
	Physical	.114	.329	.120	1	.729	1.121	.588	2.138
	Constant	-3.933	2.336	2.835	1	.092	.020		
a. Variable(s) entered on step 1: cognitive3, emotional3, physical3.									

Table 10.5 showed the log of the odds of passing the Licensure Examination for Teachers is positively related to the absolute value of cognitive, emotional as well as to the physical. In other words, for every regress in the cognitive of the respondents, one expects a 0.732 increase in the log-odds of passing the LET as emotional and physical held constant; if the respondent's emotional increase by one unit it leads to the increase of 0.282 in the log-odds of passing the LET as cognitive and physical held constant; and as the respondent's physical is increased by one unit it leads to the increase of 0.114 in the log-odds of passing the LET as cognitive and emotion held constant. In this study, the full model equation takes the form as:

$$\ln\left(\frac{p(x)}{1-(x)}\right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

where: $p(x)$ = the predicted probability of passing the LET

$1 - p(x)$ = the predicted probability of failing the LET

β = the parameter of the logistic model

X_1 = Cognitive

X_2 = Emotional

X_3 = Physical

ε = Error.

This means that the cognitive accountability of the respondents played a signifant impact to the board exam performance for it will give 0.732 increase in the log-odds of passing the LET compared to 0. 282 and 0.114 increase of physical and emotional. This particular finding concurs with the study of Cortez, Alipante and Lajato in 2017 regarding how the cognitive domain could be a significant predictor in passing the LET which affirms to the claim that college Grade Point Average (GPA) significantly affects performance in LET (Quiambao, 2015).

This implied that students who had good grades in college tend to pass and attain a higher rating in the LET while those who performed poorly in college more likely fail or obtain a lower rating in the LET (Amanonce & Maramag, 2020).

PROPOSED ACTION PLAN
Improving Teacher Education Institution's Policy Implementation and Strengthening Faculty Professional Growth

Rationale

In the succeeding sections, a proposed plan of action consisting of an enhancement program on the part of the school and faculty is presented.

A higher standard of performance of the instructional system and consequently, the performance of the students in the licensure examinations reflects the institution's efficiency, the quality of teachers, as well as the intellectual capacity of the students that the school has cultivated in the span of time. This eventually guarantees the efficiency and effectiveness of its graduate's application of the things he or she has learned in his or her chosen profession or career.

Given the poor performance of the institution in the previously held Licensure Examination for Teachers. This of course is a worry for the administration, faculty, reviewers and reviewees of an institution.

Shown on the table on the next page is the outline of the action plan mentioned above. The focus of this plan is to improve the school policy implementation and strengthen professional growth among teachers with an end goal of improving the passing percentage in the LET. To achieve this, the school must put premium on the following: conceptual basis in framing admission retention policy, intensive review programs to the 3 main areas of the LET: Gen. Ed., Prof. Ed., and Specialization, and conceptual basis in framing pre-board review mechanisms. While on the part of the faculty, it must put premium on the following: faculty trainings and seminars, course outline with clear and visible PRC learning competencies, and an Outcomes-Based Education Teaching Learning Plan of the faculty members in all subject areas.

Figure 2. Scheme of Implementation

CONCERNS, ISSUES, GAPS	ACTIONS TO BE TAKEN	PERSONS INVOLVED	TIME FRAME	BUDGET (PhP)	DESIRED OUTCOMES

On the part of the school:					
• Deficient framing and implementation of admission retention policy • Lacks intensive review programs to the 3 main areas of the LET: Gen. Ed., Prof. Ed., and Specialization • Inadequate framing of pre-board review mechanisms	• Conduct meetings to enhance the framing of admission retention policy and set standards for its proper implementation • Engage teachers in discussions/seminars to intensify the review programs in each main area of LET • Conduct discussions/conventions in implementing standardize pre-board review	Administrators Deans Teachers	June 1, 2022 June 2-3, 2022 June 6, 2022	8, 000	• Administrators and deans will be able to create a conceptual admission retention policy and set standards for its proper implementation • Deans together with the teachers will be able to suffice effective and efficient programs that will intensify the 3 main areas of the LET • Administrators and deans will be able to implement standardize pre-board review mechanisms

On the part of the faculty:					
• Insufficient faculty trainings and seminars • Lacks clear and visible course outline with PRC Learning competencies • Failure of requiring Outcomes-Based Education Teaching Learning Plan of the faculty members in all subject areas	• Encourage and support teachers to attend local and global trainings/seminars in the pursuit of their professional growth • Request teachers to research clear and visible course outline with the inclusion of PRC's Learning competencies • Require teachers to submit an Outcomes-Based Teaching Learning Plan in all of their subject loads	Deans Teachers	June 7-9,2022 June13, 2022 June14-15, 2022	10, 000	• Teachers will be able to grow and develop professionally • Teachers will be able to develop clear and visible course outlines inclined with the standards set by the Professional Regulation Commission • Teachers will be able to create an Outcomes-Based Education Teaching Learning Plan that will serve as their guide all throughout the teaching-learning process

CHAPTER 5
SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Presented in this chapter were the synthesis of the present study and the major findings obtained from the data. This chapter also presented the results of the study and the recommendations believed to provide meaning to the findings of this research paper.

Summary and Findings

This study aimed to determine the factors affecting the performance of Cebu Roosevelt Memorial Colleges in the Licensure Examination for Teachers for the past two LET years 2019-2021. The findings of this study served as a basis that can be used by the administrators, deans, and teachers to measure the graduates' personal accountability factors that would be of great help in predicting the outcome of the Licensure Examination.

In terms of the profile of the respondents, it was found out that majority of the respondents were females, 22 to 26 years old with BSED as their field of specification. When it comes to the respondents' personal accountability factors in terms of cognitive, the study showed that majority got a good rating during their four years in college. As to the respondents personal accountability factors in terms of emotional, they rated "moderate" which revealed an average level of test anxiety. Meanwhile, as to the respondents' personal accountability factors in terms of physical, the study showed that majority were normal weight.

The study further revealed that majority of the respondents with the frequency of 50 passed the Licensure examination, whereas 22 of them failed. As to the respondents level of personal accountability factors in terms of age, it revealed that the cognitive level differs across the ages, the emotional level shows no difference across the ages, and the physical level shows no difference across the ages.

Moreover, the study showed that the respondents' gender has no significant relationship to the personal accountability factors in terms of cognitive, emotional, and physical. It also revealed a no significant relationship to the fields of specialization among the respondents in terms of cognitive, emotional, and physical.

Further, the study showed that the log of the odds of passing the Licensure Examination for Teachers is positively related to the absolute value of cognitive, emotional as well as to the physical. In other words, for every regress in the cognitive of the respondents one expects a 0.732 increase in the log-odds of passing the LET as emotional and physical held constant; if the respondent's emotional increase by one unit it leads to the increase of 0.282 in the log-odds of passing the LET as cognitive and physical held constant; and as the respondent's physical is increased by one unit it leads to the increase of 0.114 in the log-odds of passing the LET as cognitive and emotion held constant.

This means that the cognitive accountability of the respondents played a signifant impact to the board exam performance for it will give 0.732 increase in the log-odds of passing the LET. It concurs to the study of Cortez, Alipante and Lajato in 2017 regarding how the cognitive domain could be a significant predictor in passing the LET and to the claim that college Grade Point Average (GPA) significantly affects performance in LET (Quiambao, 2015). This implied that students who had good grades in college tend to pass and attain

a higher rating in the LET while those who performed poorly in college more likely fail or obtain a lower rating in the LET (Amanonce & Maramag, 2020).

Conclusions

Licensure examinations for teachers provide a valuable framework against which the teaching practice can be measured and certified. Passing the Licensure Examination for Teachers bring prestige not only to the passers or to their families but to the institution as well. Understanding why examinees pass or fail the board examination is an excellent way of recognizing and avoiding the most common pitfalls and traps of the examination. The personal accountability factors such as cognitive, emotional, and physical do not correlate with the performance in the LET. But, it showed that the log of the odds of passing the Licensure Examination for Teachers is positively related to the absolute value of cognitive, emotional as well as to the physical. This means that the cognitive accountability of the respondents played a signifant impact to the board exam performance for it will give 0.732 increase in the log-odds of passing the LET compared to 0. 282 and 0.114 increase of physical and emotional. Hence, the disparity and diversity of the personal accountability factors present an opportunity to improve the passing rate of the graduates since more and varied factors were surfaced and seen in a new light. This aspired administrators, deans, and teachers to take into account the other potential factors that may affect the board examination performance and enables the institution to predict and act upon the aspects that need to be improved in order to ensure a one hundred percent passing rate in the board examination every time.

Recommendations

The following recommendations are hereby proposed based on the results of this study.

First, re-frame TEIs admission standard and retention policy: Most experts and researchers are convinced that students' academic achievement and performance could predict their board performance. Some have pointed out the importance of admission and retention to student's success in the licensure exam. Thus, it is suggested that a stricter admission & retention policy should be implemented. On the admission aspect, a National Teacher Admission Test [NTAT] across all TEIs could be introduced. Moreover, revisit retention criteria and initiate a parallel retention policy that ensures only those who thrive in teacher education programs are retained.

Second, cohesive and integrated faculty development [FD] program: Undeniably teachers contribute to the success of students academic preparation and licensure success. Poor Faculty Development (FD) results in poor organizational outcomes. With the presence of a clear institutional FD, it can translate into sustained relevance and excellence in institutional outcomes. Hence, TEIs should capacitate their faculty members through the development of a comprehensive FD plan geared towards enhancing research skills and instructional competence.

Third, enhance TEIs curricular content: Within the context of relevance and inclusive development, TEIs should continuously evaluate their curricula. While it is true that any curriculum content should be ideally wholistic and systematic, it must also be crafted in a highly congruent with the CHED & PRC competencies that the teacher candidate shall be tested. This would mean that HEIs have to institutionalize a

rigorous process of enhancing and reviewing of their curricula to ensure sustained relevance, rigor, and congruence through a strong academe-stakeholders-industry partnership.

Fourth, revisit governmental quality assurance [QA] framework and policy: The governmental regulating bodies should therefore revisit QA framework by refining the quality indicators on the granting of the institutional and the program accreditation for higher education. Since CHED is the sole governmental agency responsible for monitoring and evaluation of the state-funded tertiary institutions, it must look into the compliance of TEIs on their institutional and program accreditation.

Fifth, institutionalization of parallel mock examination: Studies have proven the importance of institutional review programs to be a significant predictor of licensure passing. It is therefore imperative to offer parallel pre-licensure examinations across all leading TEIs.

Finally, an adoption of the proposed action plan and a follow-up investigation to Table 10.5 is hereby recommended as it showed the log of the odds of passing the Licensure Examination for Teachers is positively related to the absolute value of cognitive, emotional, and physical. In other words, for every regress in the cognitive of the respondents, one expects a 0.732 increase in the log-odds of passing the LET as emotional and physical held constant; if the respondent's emotional increase by one unit it leads to the increase of 0.282 in the log-odds of passing the LET as cognitive and physical held constant; and as the respondent's physical is increased by one unit it leads to the increase of 0.114 in the log-odds of passing the LET as cognitive and emotion held constant. In this study, the full model equation takes the form as:

$\ln = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

where: p (x) = the predicted probability of passing the LET

1 – p(x) = the predicted probability of failing the LET

β = the parameter of the logistic model

X1 = Cognitive

X2 = Emotional

X3 = Physical

ε = Error.

This means that the cognitive account of the respondents significantly impacted the board exam performance, for it will give a 0.732 increase in the log-odds of passing the LET compared to 0. 282 and 0.114 growth of physical and emotional. This finding concurs with the study of Cortez, Alipante, and Lajato in 2017 regarding how the cognitive domain could be a significant predictor in passing the LET, which affirms the claim that college Grade Point Average (GPA) significantly affects performance in LET (Quiambao, 2015).

This implied that students who had good grades in college tended to pass and attain a higher rating in the LET, while those who performed poorly in college were more likely to fail or obtain a lower rating in the LET (Amanonce & Maramag, 2020).

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