

P-ISSN: 2338-8617

E-ISSN: 2443-2067

Jurnal Ilmiah

PEURADEUN

Vol. 13, No. 2, May 2025



JIP
The Indonesian Journal of the Social Sciences
www.journal.scadindependent.org
DOI Prefix Number: 10.26811

INDEX  COPERNICUS
INTERNATIONAL

 **sinta** **1**
Science and Technology Index
Accredited "Sinta 1" by Decree No. 72/E/KPT/2024
Valid Until the May 2027 Edition

 **Scopus**[®]
ELSEVIER
 **Clarivate**
Analytics
WEB OF SCIENCE[™]

**Beyond Admission Scores: Mapping the Strongest Predictors of LET
Performance in BSEd Graduates**

Benedicta D. Repayo¹; Manuel O. Malonisio²; Clarita R Tambong³

^{1,2}*Aklan State University, Banga, Philippines*

³*Laboratory High School-College of Teacher Education, Philippines*

Article in Jurnal Ilmiah Peuradeun

Available at : <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/1364>

DOI : <https://doi.org/10.26811/peuradeun.v13i2.1364>

How to Cite this Article

APA : Repayo., B.D., Malonisio, M.O., & Tambong, C.R. (2025). Beyond Admission Scores: Mapping the Strongest Predictors of LET Performance in BSEd Graduates. *Jurnal Ilmiah Peuradeun*, 13(2), 1317-1344. <https://doi.org/10.26811/peuradeun.v13i2.1364>

Others Visit : <https://journal.scadindependent.org/index.php/jipeuradeun>

Jurnal Ilmiah Peuradeun (JIP), *the Indonesian Journal of the Social Sciences*, is a leading peer-reviewed and open-access journal, which publishes scholarly works, and specializes in the Social Sciences that emphasize contemporary Asian issues with interdisciplinary and multidisciplinary approaches. JIP is published by SCAD Independent and published 3 times a year (January, May, and September) with p-ISSN: 2338-8617 and e-ISSN: 2443-2067. JIP has become a CrossRef member. Therefore, all articles published will have a unique DOI number. JIP has been accredited Rank 1 (Sinta 1) by the Ministry of Education, Culture, Research, and Technology, the Republic of Indonesia, through the Decree of the Director-General of Higher Education, Research, and Technology No. 72/E/KPT/2024, dated April 1, 2024. This accreditation is valid until the May 2027 edition.

All articles published in this journal are protected by copyright, licensed under a Creative Commons 4.0 International License (CC-BY-SA) or an equivalent license as the optimal license for the publication, distribution, use, and reuse of scholarly works.

JIP indexed/included in Web of Science, Scopus, Sinta, MAS, Index Copernicus International, Erih Plus, Garuda, Moraref, Scilit, Sherpa/Romeo, Google Scholar, OAJI, PKP, Index, Crossref, BASE, ROAD, GIF, Advanced Science Index, JournalTOCs, ISI, SIS, ESJI, SSRN, ResearchGate, Mendeley and [others](#).



BEYOND ADMISSION SCORES: MAPPING THE STRONGEST PREDICTORS OF LET PERFORMANCE IN BSED GRADUATES

Benedicta D. Repayo¹; Manuel O. Malonisio²; Clarita R Tambong³

^{1,2}Aklan State University, Banga, Philippines

³Laboratory High School-College of Teacher Education, Philippines

²Correspondence Email: mmalonisio@asu.edu.ph

Received: February 26, 2024	Accepted: May 13, 2025	Published: May 30, 2025
Article Url: https://journal.scadindependent.org/index.php/jipeuradeun/article/view/1364		

Abstract

This study looked into what factors help predict the performance of Bachelor of Secondary Education (BSEd) graduates in the Licensure Examination for Teachers (LET). It used a descriptive-correlational and longitudinal research design, applying path analysis to examine how high school grades, university admission test scores, college qualifying exam results, and interview scores affect LET results. Data from 186 graduates were used. The findings showed that high school grades and college qualifying exam scores had a strong and positive effect on LET performance. On the other hand, admission test and interview scores did not have a direct impact. A revised model based on the results showed a good fit and can help improve how students are selected and supported in teacher education programs. The findings emphasize the importance of aligning admission policies with academic competencies and offer a model that can be adapted to improve teacher education practices and licensure outcomes in both national and international contexts.

Keywords: Admission Test; College Qualifying Exams; Interview; Grade Point Average; Path Analysis; Licensure Examination for Teachers.



A. Introduction

The Licensure Examination for Teachers (LET) plays a key role in maintaining the quality of the teaching profession in the Philippines. As a mandatory requirement for teacher certification, the LET is not only a personal milestone for education graduates but also a major performance indicator for teacher education institutions. Across many countries, performance in national licensure exams is increasingly tied to program accreditation, funding decisions, and institutional reputation (Albite, 2019; Antiojo, 2017; Igcasama et al., 2021). In the case of Aklan State University–College of Teacher Education (CTE), while its average LET passing rate of 66.93% is significantly higher than the national average of 36.64%, the college recognizes the need for further improvement, especially as it aspires for higher accreditation levels and academic distinction (Ginoy et al., 2024).

Understanding what predicts LET success has become urgent, especially in light of changing policies in student admission and the impact of the COVID-19 pandemic. Due to health restrictions, traditional admission requirements such as university entrance exams and structured interviews were waived, with schools relying mostly on high school grades as the main basis for entry. This shift raised important questions: which among the available indicators—high school grades, admission test scores, qualifying exams, or interviews—are most useful in predicting success in the LET? And how can these be used to shape more reliable and responsive admission and retention policies?

Previous studies in the Philippines have explored the influence of academic performance, entrance test scores, and English proficiency on LET outcomes (Ferrer et al., 2015; Hena et al., 2014; Pascua & Navalta, 2011; Sawey-Ognayon & Afalla, 2022; Soriano, 2009; Valencia, 2020). However, most of these focused only on direct correlations using regression models, without capturing the more complex and layered relationships among various predictors. To address this limitation, path analysis offers a powerful tool for examining both direct and indirect effects within a unified predictive framework (Byrne, 2016; Kline, 2016).

Internationally, similar approaches have been adopted to investigate teacher licensure outcomes in contexts such as the United States, Europe, and Asia (Cowan et al., 2023; Bieri Buschor & Schuler Braunschweig, 2018; Ruegg et al., 2024; Ihlenfeldt & Rios, 2023). These studies emphasize the value of multi-dimensional modeling allowing for more accurate predictive models.

In global literature, predictors of professional licensure outcomes are often grouped into entry-level indicators (e.g., high school GPA, admission test scores), process-level indicators (e.g., qualifying exams taken during college), and exit-level indicators (e.g., interviews or final practicum evaluations) (Barton et al., 2014; Poropat, 2009). Despite their use in various contexts, the interconnection among these indicators remains underexplored in Philippine research using path analysis. Furthermore, the role of non-cognitive indicators such as communication skills, often measured through interviews, has not been established.

To guide this study, we use a conceptual model that assumes these three types of indicators influence one another and collectively predict LET performance. This conceptual classification reflects broader theoretical models of student progression and professional formation. From a theoretical standpoint, the study is anchored in Cognitive Load Theory, which suggests that learners with strong foundational knowledge are better able to manage the demands of complex cognitive tasks such as licensure exams (Sweller, 2011). The integration of interview scores also introduces a socio-cognitive dimension, drawing on frameworks that recognize communication skills as integral to teacher effectiveness (Mountford-Zimdars & Moore, 2020; Poropat, 2009). The study tests these assumptions using actual student data and a revised path model based on empirical results. Figure 1 shows the conceptual model.



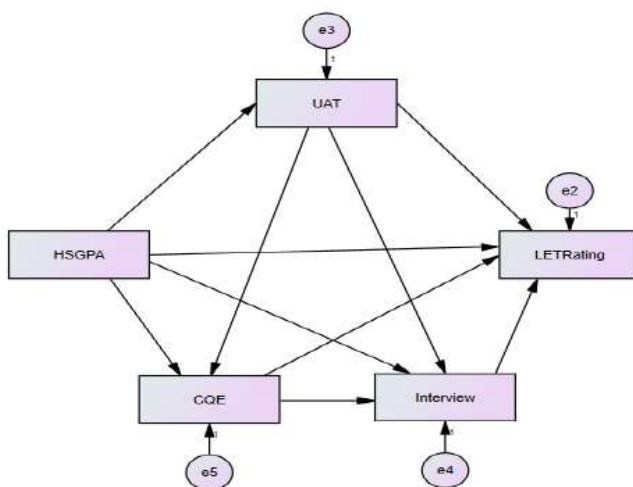


Figure 1. The conceptual model

In the conceptual model, it is assumed that High School Grade Point Average (HSGPA) serves as a foundational academic indicator, directly influencing University Admission Test (UAT) scores, College Qualifying Examination (CQE) scores, interview scores, and ultimately, LET ratings. Research indicates that HSGPA is a strong predictor of college academic performance, often surpassing standardized test scores in predictive validity. This suggests that students with higher HSGPAs are likely to perform better in subsequent academic assessments and evaluations (Burke et al., 2015).

UAT scores are also assumed to directly influence CQE scores, interview scores, and LET ratings. These assumptions are based on the premise that strong performance in general academic aptitude tests translates into better performance in college qualifying exams and structured interviews, which in turn impacts licensure examination results (Sawyer, 2013). Similarly, CQE is assumed to directly influence interview scores and LET ratings. Performance in college qualifying examinations reflects a student's mastery of subject matter and critical thinking skills (Zandvakili et al., 2019), which are essential for success in interviews and professional licensure exams. While specific studies linking CQE scores to interview performance are limited, the general correlation between academic performance and

subsequent evaluations supports this hypothesis. Moreover, interview scores are assumed to directly influence LET ratings. Interviews assess candidates' communication skills, professionalism, and subject knowledge, all of which are pertinent to the teaching course. Strong interview performance may indicate a higher likelihood of success on the LET, as both require demonstration of comprehensive understanding and application of educational principles (Gimbert & Chesley, 2009).

Through this model, the study aims to determine the predictive power of entry-level (high school GPA, admission test scores), process-level (college qualifying exam), and exit-level (interview) indicators on the LET performance of BSEd graduates using path analysis. It also seeks to validate a theoretical model showing how these indicators are interrelated in the context of teacher education.

B. Method

This study used a quantitative research design that included both descriptive and correlational methods. The goal was to build and test a theoretical model that predicts performance in the Licensure Examination for Teachers (LET) based on several indicators. Descriptive research helped in describing the profile of the BSEd graduates, while correlational research looked at how different variables relate to one another (Creswell, J. & Plano Clark, 2018; Fraenkel & Wallen, 2009). Because the study followed graduates across different academic records and performance over time, it also used a longitudinal approach to observe patterns in their LET outcomes (Thomas, 2022).

The participants were 186 graduates of the Bachelor of Secondary Education (BSEd) program from the College of Teacher Education (CTE). To be included in the study, graduates had to meet the following criteria: (1) they must have completed their degree requirements during the specified academic years, (2) they should have complete academic records, and (3) they must give consent to participate. Graduates with missing data



or who did not provide consent were excluded. Stratified random sampling was used to make sure that both batches of graduates were fairly represented. Table 1 shows the distribution of the sample.

Table 1. The distribution of bachelor of secondary education graduates

Batch	Frequency	Percentage
A	97	52.15
B	89	47.85
Total	186	100

The data used in this study were secondary data collected from school records. These included High School Grade Point Average (HSGPA), University Admission Test (UAT) scores, College Qualifying Examination (CQE) scores, and interview results. LET ratings were obtained with permission from the Philippine Regulatory Commission (PRC). Before using the data, proper approval was secured from the school and concerned authorities. Participant confidentiality was maintained by assigning unique codes and securely storing data in password-protected files accessible only to the research team.

The University Admission Test, College Qualifying Examination, and Interview were institutionally developed tools. These instruments were initially validated by a panel of experts for content validity before they were implemented. While the tools have been widely used in the college for many years and are considered acceptable based on internal benchmarks, a limitation is that no official records of their reliability and psychometric properties (like internal consistency or test-retest reliability) have been maintained. This raises concerns about the strength of their measurement properties, even though their continued use is institutionally supported and historically accepted.

Data analysis was done using SPSS and AMOS software. Descriptive statistics such as mean and standard deviation were used to describe the sample. To examine relationships between variables, the study used

Pearson's r , Stepwise Multiple Regression, and Structural Equation Modeling (SEM) through path analysis. SEM was applied to test the fit of the proposed theoretical model and to measure both direct and indirect effects between variables. SEM is useful for testing models that include both observed and hidden (latent) variables and for examining complex cause-and-effect relationships (Hair Jr et al., 2014). As noted by Mertler and Reinhart (2016), path analysis also accounts for error terms in its calculations, which reflect influences not captured by the included variables.

To determine how well the model fits the data, the study used several indicators such as the Chi-square value, RMSEA (Root Mean Square Error of Approximation), SRMR (Standardized Root Mean Square Residual), CFI (Comparative Fit Index), and AIC (Akaike's Information Criterion), as recommended by Hooper et al. (2008). These fit indices helped in deciding whether the proposed model should be retained, revised, or rejected.

C. Results and Discussion

Before delving into the detailed statistical results and their interpretations, this section presents the findings of the study based on the data gathered from 186 BSEd graduates. Each subsection corresponds to a specific variable identified in the conceptual model, including High School GPA, University Admission Test scores, College Qualifying Exam results, interview ratings, and LET performance. The results are presented sequentially to show descriptive statistics, relationships among variables, and the outcomes of the regression and path analyses. These findings aim to test the initial assumptions of the model and provide empirical evidence to guide admissions and retention strategies in teacher education.

1. Results

a. High School Grade Point Average (HSGPA) of the BSEd Graduates

Table 2 presents the High School Grade Point Average (HSGPA) of the BSEd graduates. The overall mean HSGPA across both batches was

89.14, categorized as Very Satisfactory. Specifically, Batch A had a mean of 88.90 (SD = 2.47) while Batch B had a slightly higher mean of 89.41 (SD = 2.07). The close range of mean scores suggests that both batches were admitted with relatively similar academic qualifications.

Table 2. The High School Grade Point Average of the BSEd Graduates

Batch	N	Mean	Sd	Interpretation
A	97	88.90	2.47	Very Satisfactory
B	89	89.41	2.07	Very Satisfactory
Total	186	89.14	2.30	Very Satisfactory

The close similarity in HSGPA between the two batches indicates a relatively consistent academic standard during admission. This consistency reduces the possibility of baseline academic disparity influencing the study's outcomes. Moreover, the very satisfactory rating suggests that the institution maintains selective admission criteria, which may positively affect subsequent academic success and licensure performance. These findings reinforce the role of prior academic performance as a foundational indicator in teacher education pathways.

b. University Admission Test (UAT) Scores of the BSEd Graduates

Table 3 shows the University Admission Test (UAT) scores. The combined mean score for all participants was 76.35, interpreted as Fairly Satisfactory. Batch A had a higher mean of 78.43 (SD = 6.57), compared to Batch B with a mean of 74.08 (SD = 5.01). This result emphasized a noticeable difference in UAT scores between batches, which may reflect the differences in the academic preparation of the examinees.

Table 3. The University Admission Test Scores of the BSEd Graduates

Batch	N	Mean	Sd	Interpretation
A	97	78.43	6.57	Fairly Satisfactory
B	89	74.08	5.01	Did Not Meet Expectations
Total	186	76.35	6.26	Fairly Satisfactory

The noticeable gap in UAT scores between Batch A and Batch B suggests heterogeneity in test preparedness, which may be attributed to variations in senior high school curriculum quality, access to review resources or differences in the administration of entrance testing. While the combined interpretation still falls within the “fairly satisfactory” category, the lower mean of Batch B may have implications for their readiness to engage with higher-level academic content during the teacher education program. This reinforces the importance of considering the validity and consistency of university admission testing as part of student selection processes.

c. College Qualifying Examination (CQE) Scores of the BSEd Graduates

Table 4 reports the scores on the College Qualifying Examination (CQE). The average score across both batches was 76.62 (SD = 4.28), which also falls under the Fairly Satisfactory category. Batch A scored a slightly higher mean of 77.35, while Batch B obtained a mean of 75.83. The data indicate that while students generally performed within acceptable limits, the slightly lower mean of Batch B could suggest gaps in content mastery or critical thinking skills.

Table 4. The College Qualifying Examination Scores of the BSEd Graduates

Batch	N	Mean	Sd	Interpretation
A	97	77.35	4.43	Fairly Satisfactory
B	89	75.83	4.00	Fairly Satisfactory
Total	186	76.62	4.28	Fairly Satisfactory

Although both batches performed within the fairly satisfactory range, the slightly higher CQE scores for Batch A may indicate stronger content retention or test-taking ability. Since the CQE occurs mid-program, these results likely reflect the effectiveness of curriculum delivery, faculty quality, and student engagement up to that point. The narrower score range also suggests relative uniformity in the instructional process, which is critical for maintaining academic standards across



cohorts. This strengthens the case for CQE as a reliable predictor of final licensure success.

d. Interview Scores of the BSEd Graduates

Table 5 presents the results of the interview scores. The overall mean score was 86.20 (SD = 8.65), interpreted as Very Satisfactory. Batch A achieved an Outstanding mean score of 90.20 (SD = 5.09), whereas Batch B averaged 81.85 (SD = 9.61), indicating a wider variation. The gap between the batches could suggest disparities in the training or preparation related to communication and interpersonal skills.

Table 5. The Scores in Interview of the BSEd Graduates

Batch	N	Mean	Sd	Interpretation
A	97	90.20	5.09	Outstanding
B	89	81.85	9.61	Satisfactory
Total	186	86.20	8.65	Very Satisfactory

The substantial difference in interview scores between the two batches raises questions about the consistency and reliability of the interview process. While Batch A achieved outstanding scores, Batch B scored significantly lower despite similar academic backgrounds. This disparity may stem from differences in how interviews were administered, interviewer subjectivity, or training in soft skills. The variation highlights the importance of standardizing interview procedures and ensuring objective criteria are used, especially when interviews are part of high-stakes evaluation.

e. Performance in the Licensure Examination for Teachers (LET) of the BSEd Graduates

Table 6 summarizes the LET performance of the graduates. The combined mean LET rating was 79.99 (SD = 5.32), classified as Fairly Satisfactory. Batch B outperformed Batch A with a mean score of 82.00 compared to 78.16. This outcome suggests potential differences in instructional quality, support systems, or student motivation across cohorts.

Table 6. Performance in the Licensure Examination for Teachers (LET of the BSEd Graduates

Batch	N	Mean	Sd	Interpretation
A	97	78.16	5.17	Fairly Satisfactory
B	89	82.00	4.74	Satisfactory
Total	186	79.99	5.32	Fairly Satisfactory

Interestingly, despite Batch A's superior performance in earlier indicators like CQE and interviews, Batch B outperformed in the LET. This inverse relationship may suggest that non-academic factors—such as exam-specific preparation, motivation, support systems, or even stress resilience—played a role in shaping LET outcomes. It implies that while academic indicators are important, they may not fully capture the dynamics that influence licensure exam success. Hence, holistic student support mechanisms before the LET may be just as critical.

f. The Predictors of the Performance in the Licensure Examinations (LET) of the BSEd Graduates

Tables 7 and 8 present the results of the Stepwise Multiple Regression analysis for LET performance. The overall model significantly predicts the LET performance of the BSEd graduates [$R^2 = 0.413$, $R^2_{adj} = 0.404$, $F(3, 182) = 42.723$, $p = 0.000$]. Moreover, the model showed that HSGPA ($\beta = 0.347$, $p < .001$), CQE ($\beta = 0.372$, $p < .001$), and Interview Scores ($\beta = -0.273$, $p < .001$) were significant predictors, while UAT was excluded. This indicates that both HSGPA and CQE have strong positive effects on LET performance. However, the negative coefficient for Interview Scores suggests that higher interview ratings may not translate to better licensure exam outcomes.

Table 7. ANOVA Results for the Predictors of the Performance in the Licensure Examinations (LET) of the BSEd Graduates

		ANOVA ^a						
		Sum of Squares	Df	Mean Square	F	Sig.	R ²	R ² _{adj}
Model	Regression	2160.897	3	720.299	42.723*	.000 ^d	0.413	0.404

Residual	3068.506	182	16.860
Total	5229.403	185	

*Note: a. Dependent Variable: LET Rating, d. Predictors: (Constant), HSGPA, CQE, Interview, *p<0.05*

The ANOVA result indicates that the combination of predictors—HSGPA, CQE, and Interview—significantly explains variance in LET outcomes. With an R^2 of 0.413, the model captures a substantial portion of the performance variance, validating the inclusion of these academic and pre-professional indicators in the analytical framework. This finding provides empirical backing for institutions to strengthen internal evaluation systems aligned with licensure goals.

Table 8. Model Summary of Multiple Regression Analysis of the Predictors of the Performance in the Licensure Examination for Teachers (LET) of the BSEd Graduates

		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
Model	(Constant)	-12.495	12.001		-1.041	.299
	HSGPA	.803	.153	.347	5.241*	.000
	CQE	.462	.084	.372	5.519*	.000
	Interview	-.168	.036	-.273	-4.701*	.000

Note: a. Dependent Variable: LET Rating

The regression coefficients reveal a nuanced understanding of how each predictor functions. HSGPA and CQE both showed strong positive effects, emphasizing that academic achievement across stages significantly contributes to licensure readiness. In contrast, the negative coefficient of interview scores contradicts the common assumption that strong interpersonal or communication skills lead to higher success in professional licensure. This contradiction might be explained by misalignment between interview criteria and exam content, or by the possibility that high interview ratings are awarded subjectively, not based on measurable competencies. It calls for a critical re-evaluation of how interviews are conducted and how much weight they should carry in assessing teacher candidates.

g. The Predictors of the University Admission Test Scores of the BSEd Graduates

Table 9 shows that the model was statistically significant, $F(1, 184) = 40.716$, $p < .001$, and accounted for 18.1% of the variance in UAT scores ($R^2 = 0.181$). Table 10 further reveals that High School GPA (HSGPA) was a significant predictor of UAT performance ($\beta = 0.426$, $t = 6.381$, $p < .001$). However, the variance explained remains limited, suggesting that other unmeasured factors may also play a role in determining UAT performance.

Table 9. ANOVA Results for the Predictors of the University Admission Test Scores of the BSEd Graduates

		ANOVA ^a						
		Sum of Squares	Df	Mean Square	F	Sig.	R ²	R ² adj
Model	Regression	1311.489	1	1311.489	40.716	.000	0.181	0.177
	Residual	5926.796	184	32.211				
	Total	7238.285	185					

Note: a. Dependent Variable: UAT, d. Predictors: (Constant), HSGPA

The ANOVA results demonstrate that HSGPA has a statistically significant impact on UAT scores, confirming the continuity between secondary school performance and standardized college entrance assessments. However, the modest R^2 value of 0.181 suggests that HSGPA is not the sole determinant of entrance exam success. Other factors such as test anxiety, socioeconomic background, or familiarity with the test format may influence student outcomes. This finding emphasizes the need for a multidimensional approach to interpreting admission test performance.

Table 10. Model Summary of Multiple Regression Analysis of the Predictors of the University Admission Test Scores of the BSEd Graduates

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	T
Model	(Constant)	-26.963	16.196		-1.665
					.098

HSGPA	1.159	0.182	.426	6.381	.000
-------	-------	-------	------	-------	------

Note: a. Dependent Variable: UAT

The regression coefficient confirms the significant contribution of HSGPA to UAT performance. However, the partial predictability underlines that entrance tests may not fully reflect academic potential but rather momentary cognitive performance under pressure. These results highlight the limitation of over-relying on a single measure of aptitude and support the incorporation of multiple metrics in student selection processes.

h. The Predictors of the College Qualifying Test Scores of the BSEd Graduates

The multiple regression analysis results in Table 11 show that the model was statistically significant, $F(2, 183) = 71.408$, $p < .001$, explaining 43.8% of the variance in CQE scores ($R^2 = 0.438$). Moreover, Table 12 showed that both UAT ($\beta = 0.464$, $p < .001$) and HSGPA ($\beta = 0.314$, $p < .001$) were found to significantly predict CQE performance. These findings support the sequential logic of the path model, where performance in earlier academic milestones like HSGPA and UAT leads to stronger outcomes in process-level assessments such as the CQE.

Table 11. ANOVA Results for the Predictors of the College Qualifying Test Scores of the BSEd Graduates

		ANOVA ^a						
		Sum of Squares	Df	Mean Square	F	Sig.	R ²	R ² adj
Model	Regression	1488.426	2	744.213	71.408	.000 ^c	0.438	0.432
	Residual	1907.230	183	10.422				
	Total	3395.656	185					

Note: a. Dependent Variable: CQE, c. Predictors: (Constant), UAT, HSGPA

The model predicting CQE performance from HSGPA and UAT demonstrates excellent explanatory power, accounting for nearly 44% of the total variance. This suggests that both early academic success and entrance aptitude play a critical role in determining performance in program-level

assessments. The strength of the model affirms the conceptual sequence of student progression: academic foundation and cognitive ability collectively shape content mastery during teacher education.

Table 12. Model Summary of Multiple Regression Analysis of the Predictors of the College Qualifying Test Scores of the BSEd Graduates

		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
Model	(Constant)	.130	9.282		.014	.989
	UAT	.318	.042	.464	7.583	.000
	HSGPA	.586	.114	.314	5.130	.000

Note: a. Dependent Variable: CQE

Notably, UAT showed a stronger effect on CQE outcomes than HSGPA, indicating that general academic aptitude, as assessed by entrance testing, may have a more direct impact on content-based performance than prior academic averages. This supports the argument that well-designed, standardized tests can offer valuable predictive insights, provided their validity is well-established. It also opens space for reevaluating the balance between GPA and aptitude test weighting in admissions.

i. The Predictors of the Interview Scores of the BSEd Graduates

Table 13 shows that the model was significant, $F(1, 184) = 11.193$, $p = .001$, with $R^2 = 0.057$, indicating that it explains only 5.7% of the variance in interview outcomes. Likewise, as seen in Table 14, UAT was the sole significant predictor of Interview Scores ($\beta = 0.239$, $t = 3.346$, $p = .001$). Although the effect size is modest, it suggests a positive relationship between general academic ability and performance in structured interviews.

Table 13. ANOVA Results for the Predictors of the Interview Scores of the BSEd Graduates

		ANOVA ^a						
		Sum of Squares	Df	Mean Square	F	Sig.	R ²	R ² adj
Model	Regression	793.897	1	793.897	11.193	.001 ^b	0.057	0.052

Residual	13050.476	184	70.927
Total	13844.373	185	

Note: a. Dependent Variable: Interview, b. Predictors: (Constant), UAT

The ANOVA test confirms that UAT significantly predicts interview performance, though only weakly. With just 5.7% of variance explained, this model suggests that the interview process is influenced by other factors not captured by traditional academic indicators. It may reflect personality traits, social skills, cultural capital, or even language proficiency—all of which are not measured by cognitive-based tests.

Table 14. Model Summary of Multiple Regression Analysis of the Predictors of the Interview Scores of the BSEd Graduates

		Coefficients ^a			T	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	60.923	7.583		8.034	.000
	UAT	.331	.099	.239	3.346	.001

Note: a. Dependent Variable: Interview

The coefficient result from the regression shows a small but significant positive effect of UAT on interview scores. While statistically relevant, the practical significance of this relationship is limited. The weak linkage reinforces the need to treat interviews as a separate construct requiring its validation process. Relying on academic indicators to predict non-academic performance may result in incomplete or misleading interpretations of student potential.

j. The Proposed Conceptual Model

Figure 2 shows the proposed conceptual model. In the model, HSPGA ($\beta = 0.36$) and CQE ($\beta = 0.41$) have a large positive influence on LET performance while the interview ($\beta = -0.26$) has a negative large influence. On the other hand, UAT ($\beta = -0.07$) has a negative small influence on LET performance.

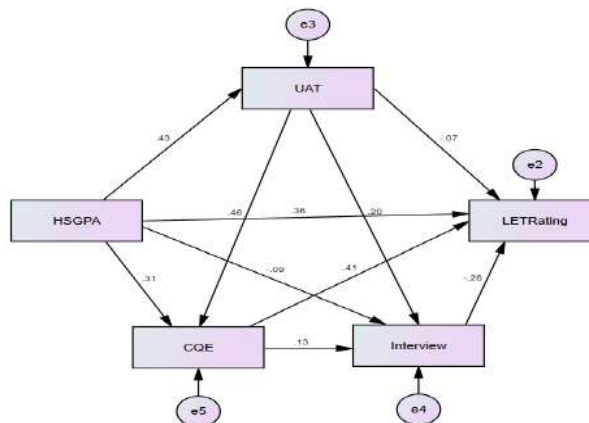


Figure 2. The Proposed Conceptual Model

The proposed conceptual model aimed to integrate entry-level, process-level, and exit-level indicators into a unified structure predicting LET outcomes. While theoretically justified, the empirical data failed to support several paths in the model. This disconnects between hypothesis and observation points to the importance of iterative model testing and refinement when dealing with complex human performance systems like teacher licensure.

Furthermore, Table 15 shows the initial model fit indices. The proposed model did not meet acceptable fit thresholds with RMSEA = 0.365 and SRMR = 0.000, indicating a poor fit between the hypothesized paths and actual data. This lack of model fit suggests the need for refinement, particularly in how the relationships among UAT, CQE, Interview, and LET performance are conceptualized.

Table 15. Fit Indices Results and Fit Index Thresholds for the Proposed Model for LET Performance

Fit Index	Acceptable Threshold	Fit Index Value of the Model
Chi-Square Test Statistics	Low χ^2 relative to degrees of freedom with an insignificant P value ($P > 0.05$)	$\chi^2 = 0.000$
Df		df = 0
p-value		p-value = Cannot be computed
RMSEA	< 0.07 ; < 0.03 , represent	0.365

Fit Index	Acceptable Threshold	Fit Index Value of the Model
	excellent fit	
SRMR	<0.08	0.000
CFI	>0.95	1.000
AIC	Default model should produce the lowest value	Default Model = 30.000 Saturated Model = 30.000 Independence Model = 266.450
PNFI	No threshold levels	0.000

The poor model fit statistics—particularly RMSEA and undefined Chi-square—suggest that the initial model specification was overly simplistic or misaligned. Despite including variables with theoretical importance, the structure of their interrelations may not reflect actual causal pathways. These results emphasize that a strong theoretical grounding must be matched with empirical adequacy to be useful in practical policy design.

k. The Revised Path Model of LET Performance

Based on the revised model in Figure 3, HSGPA ($\beta = 0.35$) and CQE ($\beta = 0.37$) have a large positive influence on LET performance. On the other hand, interview ($\beta = -0.27$) has a negative large influence on LET performance. However, the model also shows that UAT has no direct influence on LET performance. The revised model also shows significant paths on the positive large influence of HSGPA to UAT ($\beta = 0.43$) and CQE ($\beta = 0.31$) and on UAT to CQE ($\beta = 0.46$).

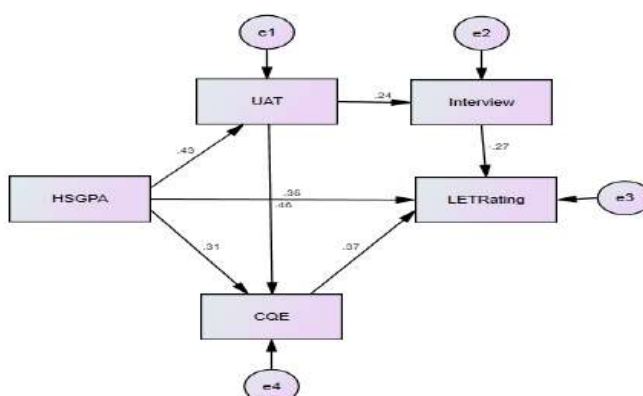


Figure 3. The Revised Path Model of LET Performance

The revised model corrected the structural limitations of the initial version by eliminating weak or non-significant paths and highlighting stronger relationships supported by data. It demonstrates a clearer conceptual logic: academic preparation flows from high school to college-level assessments, which in turn influence licensure outcomes. The model also de-emphasizes the role of subjective evaluations like interviews, suggesting a realignment of evaluation priorities in teacher education programs.

Table 16 illustrates the improved fit of the revised model. The revised model produced excellent fit indices: RMSEA = 0.019, CFI = 0.999, SRMR = 0.010, and a non-significant Chi-square value ($\chi^2 = 3.202$, $df = 3$, $p = .361$). These results demonstrate that the revised model more accurately represents the data, supporting the refined path relationships among the variables.

Table 16. Fit Indices Results and Fit Index Thresholds for the Revised Path Model for LET Performance

Fit Index	Acceptable Threshold	Fit Index Value of the Model
Chi-Square Test Statistics	Low χ^2 relative to degrees of freedom with an insignificant P value ($P > 0.05$)	$\chi^2 = 3.202$
Df		$df = 3$
p-value		p-value = 0.361
RMSEA	< 0.07 ; < 0.03 , represent excellent fit	0.019
SRMR	< 0.08	0.01
CFI	> 0.95	0.999
AIC	Default model should produce the lowest value	Default Model = 27.202 Saturated Model = 30.000 Independence Model = 266.450
PNFI	No threshold levels	0.296

The improved fit indices in Table 16 validate the revised model, with all metrics (RMSEA, CFI, SRMR, Chi-square) falling within acceptable thresholds. This model offers a more accurate representation of how different indicators interact to influence LET performance. It provides an empirically supported framework that institutions can use to develop evidence-based admission and retention strategies aligned with licensure goals and broader accountability standards.



2. Discussion

The findings of this study confirm that academic indicators, particularly High School Grade Point Average (HSGPA) and College Qualifying Examination (CQE) scores, are the strongest predictors of performance in the Licensure Examination for Teachers (LET). These two variables consistently demonstrated significant positive effects across regression and path models, highlighting their value in identifying candidates most likely to succeed in licensure. The results align with Valencia (2020) and Ferrer et al. (2015), who noted that prior academic achievements strongly predict licensure success. In addition, the significant influence of CQE supports the role of intermediate, specialization-based assessments in predicting professional competence (Cahapay & Toquero, 2022). This confirms the assumptions of Cognitive Load Theory (Sweller, 2011), which asserts that students with stronger academic foundations are better equipped to manage the complex cognitive demands of licensure examinations.

Interestingly, while interview scores were expected to reflect candidates' professional readiness and communication skills, the data revealed a significant negative relationship between interview performance and LET outcomes. This surprising result contradicts conventional wisdom and research suggesting that communication skills are essential for academic and professional success (Dahmani et al., 2024; Parmar et al., 2015; Poropat, 2009). However, the low variance explained by interview scores, combined with anecdotal evidence and institutional feedback, suggests potential flaws in the design or administration of the interview process. As Mountford-Zimdars and Moore (2020) emphasized, interviews are prone to subjectivity, which can lead to inconsistent ratings depending on the interviewer's judgment or student background. These findings call for a thorough review of how communication and interpersonal skills are assessed in teacher education programs.

Another notable finding is the limited predictive power of the University Admission Test (UAT) about LET performance. While UAT was positively associated with CQE and Interview scores, it had no direct

significant effect on LET outcomes. This raises concerns about the test's content alignment and construct validity. Malonisio and Malonisio (2023) and Barton et al. (2014) also highlighted the limitations of using general aptitude tests to forecast complex outcomes like licensure success. These results reinforce the need to shift from generic admission tools toward more targeted, subject-specific assessments that better align with program competencies.

The original model, while theoretically sound, failed to meet statistical fit thresholds. After refinement, the revised model demonstrated excellent fit indices (RMSEA = 0.019; CFI = 0.999), validating the updated path structure. This model emphasizes the sequential and layered relationship among entry-, process-, and exit-level indicators, with CQE and HSGPA emerging as the most critical links to licensure outcomes. The revised model contributes meaningfully to the literature by offering a practical, evidence-based framework that teacher education institutions can use to refine their admission and retention policies. These results are particularly useful for programs seeking accreditation or aiming to improve their licensure pass rates.

Beyond the local context, the results have broader relevance to developing countries where teacher education programs are shifting toward outcome-based and competency-driven frameworks. In countries like Indonesia, Vietnam, and several African nations, reform efforts increasingly focus on improving teacher quality through more rigorous selection and assessment systems (Bieri Buschor & Schuler Braunschweig, 2018; Cowan et al., 2023; Ruegg et al., 2024). The validated model in this study offers a scalable framework that other institutions can adapt to improve licensure outcomes through evidence-based academic metrics. It also addresses the growing need for standardized approaches to evaluating teacher candidates in regions with varying levels of institutional capacity and data availability.

While this study provides a valuable framework for understanding predictors of LET performance, several limitations must be acknowledged.



The study relied on retrospective secondary data, and psychometric information for some institutional tools, like the UAT and interview, was unavailable. Future research should explore the inclusion of other cognitive and non-cognitive variables such as practicum performance, English language proficiency, and teaching simulations. In addition, longitudinal and cross-institutional studies could validate the generalizability of this model and provide deeper insights into how student preparation translates into professional certification and teaching success.

These findings carry significant implications not only for local teacher education institutions but also for the broader global discourse on teacher quality assurance and certification. In many developing countries—including those in Southeast Asia and sub-Saharan Africa—reforms in teacher education increasingly emphasize the development of reliable, evidence-based models for admission, retention, and licensure. However, such reforms often lack robust empirical frameworks to validate which indicators genuinely forecast licensure success. The revised path model proposed in this study offers a scalable and context-sensitive framework that addresses this gap by demonstrating the predictive strength of academic indicators, particularly high school GPA and college qualifying exams, about licensure outcomes.

For countries such as Indonesia and Vietnam, which are transitioning toward competency-based teacher education, these findings offer a basis for aligning admission and internal evaluation practices with licensure targets (Cowan et al., 2023; Bieri Buschor & Schuler Braunschweig, 2018). The finding that interview scores exhibit a negative relationship with LET outcomes calls into question the widespread reliance on subjective or loosely structured interviews across developing education systems, echoing concerns raised by Mountford-Zimdars and Moore (2020) about the validity and fairness of such tools. Additionally, in regions where standardized national testing is not uniformly implemented or where institutional resources are limited, prioritizing internal academic assessments—like qualifying exams—

can serve as both a practical and predictive mechanism for ensuring teacher quality (Ruegg et al., 2024; Valencia, 2020).

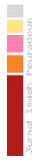
Furthermore, this study aligns with international policy frameworks such as UNESCO's Global Education Monitoring Report and the World Bank's teacher development priorities, which advocate for data-driven mechanisms to improve teacher effectiveness and reduce inequities in teacher preparation systems (Cowan et al., 2023). By offering an empirically tested model with excellent fit indices, this study demonstrates the value of structural equation modelling (SEM) as a tool for informing education policy in diverse cultural and institutional contexts (Byrne, 2016; Kline, 2016).

Finally, the contribution of this study extends to the broader discussion on the globalization of teacher standards. As organizations like SEAMEO and ASEAN intensify regional collaboration on education reforms, the model developed here may serve as a reference for creating shared benchmarks or conducting cross-country validation studies. Future comparative research could explore the application of this model in multilingual and multiethnic teacher education environments or post-pandemic systems facing increased pressure for accountability and adaptability (Dahmani et al., 2024; Ihlenfeldt, S. D., & Rios, 2023).

D. Conclusion

This study established a validated path analysis model that identifies key predictors of LET performance among BSEd graduates, with High School Grade Point Average (HSGPA) and College Qualifying Examination (CQE) emerging as the most influential variables. These findings highlight the importance of academic preparedness and subject-specific evaluation in determining licensure success. In contrast, the weak and negative contribution of interview scores, and the limited role of UAT, emphasize the need to reevaluate the reliability and design of existing non-academic admission tools.

Theoretically, the study contributes to the ongoing discourse on teacher quality by proposing a multi-layered model rooted in Cognitive Load Theory



and supported by international research on academic performance and licensure success. The model stresses the predictive strength of academic indicators and presents an empirically tested framework that may guide both policy and practice.

Practically, the findings can inform higher education institutions in designing more focused and evidence-based admission policies. Teacher education programs should consider prioritizing well-validated and content-specific assessments, such as qualifying examinations, over generic aptitude or subjective interview tools. Policy-makers and institutional leaders may use the revised model to improve candidate selection, target support for at-risk students, and enhance institutional performance in licensure outcomes.

The model also offers potential for adaptation in other developing countries that are striving to improve teacher education outcomes. Its application is particularly relevant in systems transitioning to outcome-based education and competency-based certification, where data-informed decision-making is essential. Institutions in Southeast Asia, Africa, and similar contexts can draw insights from the model to design better-aligned and transparent teacher evaluation systems.

Future studies should aim to strengthen this model by including more diverse predictors such as practicum evaluations, teaching simulations, and standardized language assessments. In addition, cross-country validation may be pursued to test the model's generalizability and further support its use in global teacher education reform.

Acknowledgement

The authors sincerely acknowledge Aklan State University's College of Teacher Education.

Bibliography

Albite, R. (2019). A Case Study of Topnotchers' Preparations and Contributory Attributes in Passing the Licensure Examination for Teachers. *Southeastern Philippines Journal of Research and Development*, 24(2), 45–68. <https://doi.org/10.53899/spjrd.v24i2.19>

- Antiojo, L. P. (2017). Performance of Education Graduates in the Licensure Examination for Teachers (LET). *PEOPLE: International Journal of Social Sciences*, 3(2), 1363–1384. <https://doi.org/10.20319/pijss.2017.32.13631384>.
- Barton, L., Willson, P., Langford, R., & Schreiner, B. (2014). Standardized Predictive Testing: Practices, Policies, and Outcomes. *Administrative Issues Journal Education Practice and Research*, 68–76. <https://doi.org/10.5929/2014.4.2.2>
- Bieri Buschor, C., & Schuler Braunschweig, P. (2018). Predictive Validity of a Competence-Based Admission Test – Mentors’ Assessment of Student Teachers’ Occupational Aptitude. *Assessment and Evaluation in Higher Education*, 43(4), 640–651. <https://doi.org/10.1080/02602938.2017.1390545>
- Burke, M. R., Davis, E., & Stephan, J. L. (2015). College Enrollment Patterns for Rural Indiana High School Graduates. REL 2015-083. June, 71. <http://ies.ed.gov/ncee/edlab>
- Byrne, B. M. (2016). Structural Equation Modeling With AMOS. In *Structural Equation Modeling With AMOS*. <https://doi.org/10.4324/9781315757421>
- Cahapay, M. B., & Toquero, C. M. D. (2022). Predictive Validity of Selected Measures of BEED Graduates for First-Time Performance in the Licensure Examination for Teachers. *Journal of Pedagogical Sociology and Psychology*, 4(2), 100–111. <https://doi.org/10.33902/jpsp.202212383>
- Cowan, J., Goldhaber, D., Jin, Z., & Theobald, R. (2023). Assessing licensure test performance and predictive validity for different teacher subgroups. *American Educational Research Journal*, 60(6), 1095–1138. <https://doi.org/https://doi.org/10.3102/00028312231192365>
- Creswell, J. & Plano Clark, V. (2018). *Designing and conducting mixed methods research* (Third). SAGE Publications, Inc.
- Dahmani, N., Ali, W., Aboelenein, M., Alsmairat, M. A. K., & Faizi, M. (2024). From Classroom Interaction to Academic Success: Tracing the Mediating Role of Effective Communication in Faculty-Student Dynamics. *Cogent Education*, 11(1), 2377847. <https://doi.org/10.1080/2331186X.2024.2377847>
- Ferrer, R. C., Buted, D. R., Mirasol, I., & Ferrer, C. (2015). Performance of BSED Science Graduates in Licensure Examination for Teachers: Basis for a Regression Model. *Asia Pacific Journal of Multidisciplinary Research*, 3(35), 1–6.

- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education Seventh Edition* (7th ed.). McGraw-Hill.
- Gimbert, B. G., & Chesley, D. (2009). Predicting Teacher Success Using Teacher Selection Practices and Classroom Performance Assessment. *Journal of School Leadership*, 19(1), 49–80. <https://doi.org/10.1177/105268460901900104>
- Ginoy, M. Y., Rosales, E. F., Martelino, I. F., Malonisio, C. C., Ruance, C. C., Beltran, L. A., Nabayra, J. N., Ampoyos, R. J. A., Dalida, R. M. I., & Opinion, B. C. (2024). Examining the Professional Profile and Employment Status of Teacher Education Graduates from 2010-2015. *Educational Administration: Theory and Practice*, 30(1), 112–124. <https://doi.org/10.52152/kuey.v30i1.736>
- Hair Jr, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial Least Squares Structural Equation Modelling (PLS-SEM): An Emerging Tool in Business Research. *European Business Review*, 26(2), 106–121. <https://doi.org/https://doi.org/10.1108/EBR-10-2013-0128>
- Hena, R. H., Ballado, R. S., Dalucapas, M. C. C., Ubane, S. C., & Basierto, R. C. (2014). Variates of the Performance of Teacher Education Graduates in the Licensure Examination for Teachers (LET). *International Journal of Interdisciplinary Research and Innovations*, 2(4), 157–163.
- Hooper, D., Coughlan, J., & Mullen, M. (2008). Structural Equation Modelling: Guidelines for Determining Model Fit. *Electronic Journal of Business Research Methods*, 6(1), 53–60.
- Igcasama, A. M., Layao, J., Magallano, S. M., & Maloloy-on, M. (2021). Factors Affecting the Licensure Examination for Teachers (LET) Performance of Saint Michael College of Caraga from 2017-2019. *SMCC Higher Education Research Journal*, 3(1). <https://doi.org/10.18868/cte.03.060121.01>
- Ihlenfeldt, S. D., & Rios, J. A. (2023). A Meta-Analysis on the Predictive Validity of English Language Proficiency Assessments for College Admissions. *Language Testing*, 40(2), 276–299. <https://doi.org/10.1177/026553222221112364>
- Kline, R. B. (2016). *Principles and Practice of Structural Equation Modeling* (4th ed.). Guilford Publications. <https://psycnet.apa.org/record/2015-56948-000>
- Malonisio, M. O., & Malonisio, C. C. (2023). Validation of the Teacher Education Institution's Entrance Test using the Rasch Model. *International Journal of Innovative Research and Scientific Studies*, 6(3), 644–655. <https://doi.org/10.53894/ijirss.v6i3.1726>

- Mertler, C. A., & Reinhart, R. V. (2016). *Advanced and Multivariate Statistical Methods: Practical Application and Interpretation*. Routledge.
- Mountford-Zimdars, A., & Moore, J. (2020). Identifying Merit and Potential Beyond Grades: Opportunities and Challenges in Using Contextual Data in Undergraduate Admissions at Nine Highly Selective English Universities. *Oxford Review of Education*, 46(6), 752-769. <https://doi.org/10.1080/03054985.2020.1785413>
- Parmar, J. R., Tejada, F. R., Lang, L. A., Purnell, M., Acedera, L., & Ngonga, F. (2015). Assessment of Communications-Related Admissions Criteria in a Three-Year Pharmacy Program. *American Journal of Pharmaceutical Education*, 79(6), 86. <https://doi.org/10.5688/ajpe79686>
- Pascua, J., & Navalta, J. (2011). Determinants of L.E.T. Performance of the Teacher Education Graduates in a State University. *JPAIR Multidisciplinary Research*, 6(1), 90-102. <http://doi.org/10.7719/jpair.v6i1.138>
- Poropat, A. E. (2009). A Meta-Analysis of the Five-Factor Model of Personality and Academic Performance. *Psychological Bulletin*, 135(2), 322-338. <https://doi.org/10.1037/a0014996>
- Ruegg, R., Hoang, H., & Petersen, N. (2024). The Influence of English Language Proficiency Test Scores on the Academic Success of ESL Undergraduate Students. *Educational Research and Evaluation*, 29(3-4), 111-129. <https://doi.org/10.1080/13803611.2024.2314533>
- Sawey-Ognayon, G. B., & Afalla, B. T. (2022). Admission Criteria as Predictors of Licensure Performances among Graduates of a State University in the Philippine Cordillera Administrative Region. *Academic Journal of Interdisciplinary Studies*, 11(6), 147-163. <https://doi.org/10.36941/ajis-2022-0157>
- Sawyer, R. (2013). Beyond Correlations: Usefulness of High School GPA and Test Scores in Making College Admissions Decisions. *Applied Measurement in Education*, 26(2), 89-112. <https://doi.org/10.1080/08957347.2013.765433>
- Soriano, H. A. (2009). Factors Associated with the Performance of USM College of Education Graduates in the 2007 Licensure Examination for Teachers. *USM R&D Journal*, 17, 151-160.
- Sweller, J. (2011). Cognitive Load Theory. In *Psychology of Learning and Motivation - Advances in Research and Theory* (Vol. 55). Elsevier Inc. <https://doi.org/10.1016/B978-0-12-387691-1.00002-8>



- Thomas, L. (2022). *Longitudinal Study: Definition, Approaches & Examples*. <https://www.scribbr.com/methodology/longitudinal-study/>
- Valencia, M. C. (2020). Predictors of LET Performance as Basis for Admission Policy in Teacher Education Curricular Programs. *Asia Pacific Journal of Multidisciplinary Research*, 8(3), 79–85.
- Zandvakili, E., Washington, E., Gordon, E. W., Wells, C., & Mangaliso, M. (2019). Teaching Patterns of Critical Thinking: The 3CA Model—Concept Maps, Critical Thinking, Collaboration, and Assessment. *SAGE Open*, 9(4). <https://doi.org/10.1177/2158244019885142>