

Bridging Academic Excellence and Licensure Success: Unveiling the Pathway for Future Educators

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Abstract. This study investigated the correlation between the academic performance of teacher education graduates and their outcomes in the Licensure Examination for Teachers (LET) at Davao del Sur State College. Despite the critical role of licensure exams in ensuring teacher quality, the existing literature has yielded inconsistent findings regarding the predictive power of academic performance for LET results. The primary objective of this research was to determine the relationship between undergraduate performance in General Education, Professional Education, and Specialization, and LET ratings. Employing a descriptive correlational research design, data were collected from graduates, with their academic performance measured by General Point Average (GPA) and LET ratings sourced from the Professional Regulation Commission. The analysis revealed a strong positive correlation between undergraduate performance in Professional Education and General Education and LET results, whereas a weak correlation was observed in Specialization. These findings suggest that enhancing curricula in General and Professional Education could significantly improve LET outcomes. The study underscores the need for a comprehensive review framework to align educational practices with licensure competencies, ultimately fostering a higher-quality education for future teachers.

Keywords: Academic performance; Correlation study; Curriculum enhancement; Licensure examination; Teacher education.

1.0 Introduction

The quality of education and teachers' skills are essential to students' futures and to the education system as a whole. The Licensure Examination for Teachers (LET) in the Philippines is a critical test that shows how ready teacher education graduates are to start working. Nevertheless, there is growing concern about the relationship between academic achievement in teacher education programs and success on the LET. Understanding this association is crucial for improving educational methodologies and ensuring that graduates acquire the requisite skills and knowledge to thrive in their teaching careers.

A survey of the current literature indicates a range of results regarding the predictive capacity of academic success for LET outcomes. Research conducted by Amanonce and Maramag (2020) and Valle and Brobi (2020) demonstrates a substantial association between graduates' grade point averages and their performance on the LET, indicating that higher academic achievement is associated with improved license outcomes. Conversely, a study by Ampo (2023) challenges this idea, arguing that academic excellence does not inherently predict success

in the LET.

Moreover, Abao et al. (2023) underscore the impact of variables, including test-taking tactics and college readiness, on licensure outcomes, suggesting that the relationship between academic success and LET results is intricate and multifaceted. Notwithstanding these findings, a deficiency persists in comprehending the correlation between specific domains of academic performance, namely General Education, Professional Education, and Specialization, and LET ratings among graduates of teacher education programs.

This study sought to fill these gaps by analyzing the correlation between the academic performance of teacher education graduates from Davao del Sur State College and their LET results. More specifically, it wanted to examine the link between how well students perform in General Education, Professional Education, and Specialization, and how well they perform on the LET. The research aimed to yield significant insights to better curricula and instructional methods, hence fostering the creation of more competent and effective educators.

2.0 Methodology

2.1 Research Design

This study employed a descriptive correlational research design to analyze the relationship between the academic performance of teacher education graduates and their outcomes in the Licensure Examination for Teachers (LET). The research was conducted at Davao del Sur State College, focusing on graduates from five teacher education programs: Bachelor of Elementary Education (BEED), Bachelor of Technology and Livelihood Education (BTLEd), and Bachelor of Secondary Education (BSED) with specializations in English, Mathematics, and Science. These respondents were selected as they had completed their respective degree programs in the academic year 2021-2022.

2.2 Research Respondents

The respondents of this study were 129 teacher education graduates from Davao del Sur State College, representing five (5) degree programs under the Institute of Teacher Education. These included graduates from Bachelor of Elementary Education (BEED), Bachelor of Technology and Livelihood Education (BTLEd), and Bachelor of Secondary Education (BSEd) with specializations in English, Mathematics, and Science.

2.3 Research Instrument

The study utilized documentary analysis sheets as the primary research instrument to collect and organize data on the respondents' academic and licensure performance. The first part of the instrument focused on the academic performance records of the teacher education graduates, particularly their General Point Averages (GPA) in General Education, Professional Education, and Specialization. These data were obtained from the official records of the College Registrar's Office of Davao del Sur State College, with appropriate permission from the college dean.

The second part of the instrument documented the Licensure Examination for Teachers (LET) ratings, including respondents' scores in General Education, Professional Education, and Specialization, as well as their overall LET rating. These data were gathered from the Professional Regulation Commission (PRC) office in Davao City. Research experts validated the instruments to ensure their accuracy, and only official records were used to maintain objectivity, reliability, and validity. The use of documentary analysis enabled the researcher to establish a precise correlation between academic performance and LET outcomes, consistent with the study's descriptive correlational design.

2.4 Data Gathering

The data for this study were gathered through documentary analysis of official academic and licensure records of teacher education graduates from Davao del Sur State College. With the approval of the college dean, the researchers secured the graduates' General Point Averages (GPA) in General Education, Professional Education, and Specialization from the College Registrar's Office. At the same time, the Licensure Examination for Teachers (LET) ratings were obtained from the Professional Regulation Commission (PRC) office in Davao City. All data were treated with strict confidentiality and used solely for research purposes. The collected information was then encoded, organized, and analyzed to determine the relationship between the graduates' academic performance and their LET outcomes.

2.5 Ethical Considerations

This study strictly adhered to ethical research standards to protect participants' rights and maintain the integrity of the research process. Before data collection, permission was obtained from the college dean and the relevant offices to access graduates' academic and licensure records. The researchers ensured that all information gathered from the College Registrar's Office and the Professional Regulation Commission (PRC) was treated with utmost confidentiality and used exclusively for academic purposes. No personal identifiers were disclosed, and the data were presented in aggregate form to maintain anonymity. Furthermore, the study complied with institutional ethical guidelines, emphasizing transparency, voluntary participation, and respect for data privacy throughout the research process.

3.0 Results and Discussion

3.1 Number of Students in Terms of Their Program

The analysis of the data collected from teacher education graduates at Davao del Sur State College revealed several key findings regarding their academic performance and outcomes in the Licensure Examination for Teachers (LET). As shown in Table 1, the distribution of students across various programs indicates that the Bachelor of Secondary Education (BSED) in Mathematics had the highest frequency (32 students), followed closely by the Bachelor of Elementary Education (BEED) with 26 students. This distribution provides a solid foundation for understanding the performance metrics across different teacher education programs.

Table 1. *Number of Students in Terms of Their Program*

Program	Frequency	Relative Frequency
BEED	26	20.20
BTLED	23	17.80
BSED English	23	17.80
BSED Mathematics	32	24.80
BSED Science	25	19.40
Total	129	100.00

As shown, the Bachelor of Secondary Education (BSEd) major in Mathematics had the highest number of graduates with 32 students (24.80%), followed by the Bachelor of Elementary Education (BEED) with 26 students (20.20%). The Bachelor of Secondary Education (BSEd) majors in Science (25 students or 19.40%) and English (23 students or 17.80%), as well as the Bachelor of Technology and Livelihood Education (BTLEd) program (23 students or 17.80%), contributed almost equally to the total of 129 respondents.

3.2 The Undergraduate Performance of TEP Graduates in Terms of Professional Education, General Education, and Specialization

The results of the Licensure Examination for Teachers (LET) are summarized in Table 2, which presents the ratings for Major, Professional Education, General Education, and Specialization across different programs.

Table 2. *Undergraduate Performance of TEP Graduates in Terms of Professional Education, General Education, and Specialization*

Major	Professional Education	Description	General Education	Description	Specialization	Description
BEED	1.7282	Satisfactory	1.6115	Satisfactory	1.5691	Very Satisfactory
BTLED	1.8304	Satisfactory	1.5615	Very Satisfactory	1.7438	Satisfactory
BSED English	1.5993	Very Satisfactory	1.5049	Very Satisfactory	1.5262	Very Satisfactory
BSED Mathematics	1.5447	Very Satisfactory	1.5633	Very Satisfactory	1.7248	Satisfactory
BSED Science	1.6121	Satisfactory	1.5167	Very Satisfactory	2.2496	Good
Overall	1.6554	Satisfactory	1.5532	Very Satisfactory	1.7631	Satisfactory

The overall performance across the three areas of assessment indicates that the candidates achieved a satisfactory rating in Professional Education (1.6554) and Specialization (1.7631), while General Education received a very satisfactory rating (1.5532). This suggests that while candidates are generally competent in their specialized fields, there is room for improvement in their professional education training (Amanonce & Maramag, 2020; Darling-Hammond, 2000).

In the breakdown by major, the Bachelor of Elementary Education (BEED) and Bachelor of Technical-Vocational Teacher Education (BTLED) both received satisfactory ratings in Professional Education, with BEED scoring 1.7282 and BTLED scoring 1.8304. This indicates that candidates from these programs have a foundational

understanding of professional teaching practices but may benefit from further training or practical experience to develop their competencies further (Miller & Seller, 2015).

Conversely, the English and Math specializations demonstrated very satisfactory ratings in both General Education and Specialization, with scores of 1.5993 and 1.5447, respectively. This trend suggests that candidates in these areas possess a firm grasp of the subject matter and pedagogical strategies, aligning with findings from previous studies that highlight the effectiveness of focused training in language and mathematics education (Ingersoll, 2003; Shulman, 1986).

The Science specialization, however, presents an interesting case with a notably higher score of 2.2496 in Specialization, categorized as "Good." This indicates that candidates in this field not only meet but also exceed the expected competencies, possibly due to the integration of hands-on laboratory experiences and inquiry-based learning approaches in their curriculum. This finding is consistent with the literature, which emphasizes the importance of experiential learning in science education (Zeichner, 2010).

Overall, the results indicate a positive trend in candidates' preparedness for the teaching profession, particularly in General Education and Specialization. However, the satisfactory ratings in Professional Education highlight a critical area for development. Future training programs may need to focus on enhancing pedagogical skills and practical teaching experiences to ensure that all candidates are fully equipped to meet the demands of the teaching profession (Ampo, 2023).

In conclusion, while the LET results reflect a generally satisfactory level of competency among candidates, targeted improvements in professional education training could further enhance their readiness for effective teaching. This aligns with previous research advocating continuous professional development and practical training as essential components of teacher education programs (Darling-Hammond, 2000).

3.3 The Licensure Performance of TEP Graduates in Terms of Professional Education, General Education, and Specialization

The licensure performance of Teacher Education Program (TEP) graduates is summarized in Table 3, which presents the ratings across three key areas: Professional Education, General Education, and Specialization, along with the overall LET rating.

Table 3. *The Licensure Performance of TEP Graduates in Terms of Professional Education, General Education, and Specialization*

Major	Professional Education	General Education	Specialization	Overall LET Rating
BEED	80.0385	83.3846	-	81.3769
BTLED	81.0435	85.3043	73.5217	81.2435
BSED English	84.4783	88.2609	77.5217	84.6000
BSED Mathematics	83.1563	86.9375	78.7500	83.7875
BSED Science	84.3600	87.7200	83.6000	85.5520
Total	83.2718	87.0583	78.4854	83.8291

The results indicate that the overall performance of TEP graduates across the various assessment areas is commendable, with an overall LET rating of 83.8291, categorized as satisfactory. This suggests that the graduates possess a solid foundation in the competencies required for effective teaching (Abao et al., 2023).

In examining the individual majors, the Bachelor of Elementary Education (BEED) graduates achieved an overall LET rating of 81.3769, with Professional Education and General Education scores of 80.0385 and 83.3846, respectively. The absence of a specialization score indicates a focus on foundational teaching competencies, which align with the program's objectives. While the BEED graduates performed satisfactorily, there is potential for improvement in Professional Education, suggesting that further emphasis on pedagogical strategies and practical teaching experiences could enhance their readiness for the classroom dynamics (Miller & Seller, 2015).

The Bachelor of Technology and Livelihood Education (BTLED) graduates scored 81.2435 overall, with a notable General Education score of 85.3043. However, their Specialization score of 73.5217 indicates a significant area for development. This discrepancy may reflect the challenges faced in integrating specialized vocational training with pedagogical practices. Addressing this gap through targeted curriculum enhancements and practical training opportunities could improve the overall performance of BTLED graduates (Ingersoll, 2003).

In contrast, graduates from the English major demonstrated the highest overall LET rating of 84.6000, with impressive scores in both General Education (88.2609) and Professional Education (84.4783). This trend suggests that the English program effectively prepares its graduates with strong content knowledge and pedagogical skills, consistent with previous studies highlighting the importance of language proficiency for teaching effectiveness (Shulman, 1986).

Similarly, the Math and Science majors also performed strongly, with overall LET ratings of 83.7875 and 85.5520, respectively. The Science graduates, in particular, achieved commendable General Education scores of 87.7200 and Specialization scores of 83.6000, indicating well-rounded preparation for teaching in their respective fields. This aligns with research emphasizing the importance of hands-on experiences and inquiry-based learning in science education (Zeichner, 2010).

Overall, the total scores for Professional Education (83.2718) and General Education (87.0583) reflect a strong foundation among TEP graduates, while the Specialization score (78.4854) indicates an area that requires further attention. The findings suggest that while TEP graduates are generally well-prepared for the teaching profession, there is a need for continuous improvement in specialized training to ensure that all graduates are equipped with the necessary skills and knowledge to excel in their teaching careers.

In conclusion, the licensure performance of TEP graduates demonstrates a satisfactory level of competency across various areas, with particular strengths in General Education and Professional Education. However, targeted improvements in Specialization training are essential to enhance the overall effectiveness of teacher education programs. Future research and program development should focus on integrating specialized content with pedagogical practices to better prepare graduates for the challenges of the teaching profession (Ampo, 2023).

3.4 Relationship Between Undergraduate Performance and LET Performance of TEP Graduates

The analysis of the relationship between undergraduate performance and Licensure Examination for Teachers (LET) performance among Teacher Education Program (TEP) graduates is summarized in Table 4. The table presents the correlation coefficients (r-values), p-values, decisions on the null hypothesis, and interpretations for each assessment area: Professional Education, General Education, and Specialization.

Table 4. Relationship Between Undergraduate Performance and LET Performance of TEP Graduates				
Undergraduate Performance	LET Performance			
	r-value	p-value	Decision	Interpretation
Professional Education	0.512	0.000	Reject	Significant
General Education	0.445	0.000	Reject	Significant
Specialization	0.019	0.846	Fail to Reject	Not Significant

The results indicate a significant positive correlation between undergraduate performance and LET performance in both Professional Education ($r = 0.512$, $p < 0.001$) and General Education ($r = 0.445$, $p < 0.001$). This suggests that higher undergraduate performance is associated with better performance on the LET in these areas. The decision to reject the null hypothesis in both cases indicates a statistically significant relationship, reinforcing the notion that the foundational knowledge and skills acquired during undergraduate studies are crucial in preparing graduates for the licensure examination (Miller & Seller, 2015).

In the context of Professional Education, the moderate correlation ($r = 0.512$) suggests that candidates who excel in their undergraduate coursework are likely to perform similarly on their licensure examination. This finding aligns with previous research emphasizing the importance of a strong pedagogical foundation for success in professional assessments. It highlights the need for teacher education programs to maintain rigorous academic standards and provide comprehensive training that equips students with the necessary skills to excel in their future careers (Ingersoll, 2003).

Similarly, the significant correlation in General Education ($r = 0.445$) indicates that performance in undergraduate general education courses is also predictive of success in the LET. This finding underscores the importance of a well-rounded education that includes general education subjects, which are essential for developing critical thinking, communication, and analytical skills. These competencies are vital for effective teaching and are likely to contribute to a candidate's overall performance on the licensure examination (Amanonce & Maramag, 2020).

Conversely, the analysis revealed a negligible correlation in the Specialization area ($r = 0.019$, $p = 0.846$), leading to the decision to fail to reject the null hypothesis. This indicates that there is no significant relationship between undergraduate performance in specialization courses and LET performance (Zeichner, 2010). This finding may suggest that factors other than undergraduate specialization performance, such as practical teaching experience or the quality of the specialization curriculum, may play a more critical role in determining success in the LET. It may also indicate that the specialization content may not be adequately aligned with the licensure examination requirements, warranting further investigation into the curriculum and assessment practices in this area.

In conclusion, this study highlights significant relationships between undergraduate performance in Professional Education and General Education and LET performance among TEP graduates. These findings emphasize the importance of maintaining high academic standards in teacher education programs to ensure graduates are well prepared for licensure examinations. However, the lack of a significant relationship in the Specialization area suggests a need for further exploration and potential curriculum adjustments to better align undergraduate training with licensure requirements. Future research should focus on identifying additional factors that may influence LET performance, particularly in the specialization area, to support TEP graduates in their professional development better better (Ampo, 2023).

3.5 Course Areas Predictors of the LET Performance of TEP Graduates

The analysis of course areas as predictors of the overall Licensure Examination for Teachers (LET) performance among Teacher Education Program (TEP) graduates is summarized in Table 5. The table presents the regression coefficients (B), standard errors (SE), standardized coefficients (Beta), t-values, significance levels (Sig.), decisions regarding the null hypothesis, and interpretations for each predictor: Professional Education, General Education, and Specialization.

Predictors	Overall LET Rating						
	B	SE	Beta	t	Sig.	Decision	Interpretation
(Constant)	-0.216	0.143		-1.518	0.129	Fail to Reject	Not Significant
Professional Education	0.210	0.003	0.231	70.380	0.000	Reject	Significant
General Education	0.399	0.003	0.424	126.226	0.000	Reject	Significant
Specialization	0.393	0.003	0.434	141.708	0.000	Reject	Significant

The results indicate that all three course areas: Professional Education, General Education, and Specialization are significant predictors of the overall LET performance of TEP graduates. The regression analysis shows that the coefficients for each predictor are positive, indicating that higher performance in these areas is associated with better overall LET ratings (Abao et al., 2023).

The Professional Education predictor has a coefficient (B) of 0.210, with a standardized Beta of 0.231. This suggests that for every unit increase in the Professional Education score, the overall LET rating is expected to increase by 0.210 units, holding other variables constant. The t-value of 70.380 and a significance level of 0.000 indicate a highly significant relationship, leading to the rejection of the null hypothesis. This finding underscores the critical role that professional education plays in preparing graduates for the licensure examination, aligning with previous research that emphasizes the importance of pedagogical knowledge and skills in teaching effectiveness (Darling-Hammond, 2000; Miller & Seller, 2015).

Similarly, the General Education predictor has a coefficient of 0.399 and a standardized Beta of 0.424, indicating a strong positive relationship with overall LET performance. The t-value of 126.226 and the significance level of 0.000 further confirm the predictor's significance. This suggests that a solid foundation in general education subjects is essential for TEP graduates, as it equips them with critical thinking, communication, and analytical skills necessary for success in the teaching profession (Ingersoll, 2003; Koehler & Mishra, 2009). This finding is consistent with the literature, which highlights the importance of general education in fostering well-rounded educators.

The Specialization predictor also demonstrates a significant positive relationship with overall LET performance, with a coefficient of 0.393 and a standardized Beta of 0.434. The t-value of 141.708 and a significance level of 0.000 indicate that specialized knowledge is equally important in predicting LET success. This finding suggests that

graduates who perform well in their specialized subject areas are more likely to excel in the licensure examination, reinforcing the need for robust specialization training within teacher education programs (Zeichner, 2010).

The constant term of -0.216, while not significant ($p = 0.129$), indicates that when all predictors are held at zero, the overall LET rating would be negative, which is not practically interpretable in this context. However, it emphasizes the importance of the predictors in explaining LET performance variance.

In conclusion, this analysis highlights the significant predictive power of Professional Education, General Education, and Specialization on the overall LET performance of TEP graduates. These findings suggest that teacher education programs should continue to emphasize these areas to enhance graduates' preparedness for the licensure examination. Future research could explore additional factors that may influence LET performance, as well as the potential impact of curriculum enhancements in these key areas to support TEP graduates in their professional development further (Ampo, 2023).

4.0 Conclusion

In conclusion, this study provides valuable insights into the factors influencing the performance of Teacher Education Program (TEP) graduates in the Licensure Examination for Teachers (LET). The findings reveal that undergraduate performance in Professional Education, General Education, and Specialization significantly predicts overall LET success. This underscores the critical role that a well-rounded educational foundation plays in preparing future educators for the challenges of the teaching profession. The significant correlations identified between these course areas and LET performance highlight the necessity for teacher education programs to maintain rigorous academic standards and to integrate comprehensive training that encompasses both pedagogical knowledge and specialized content.

Moreover, the study emphasizes the importance of continuous improvement in teacher education curricula to ensure alignment with licensure requirements and the evolving demands of the educational landscape. By focusing on enhancing the quality of instruction in Professional Education and General Education, as well as refining specialization training, teacher education programs can better equip graduates for successful careers in teaching.

Future research could expand on these findings by exploring additional variables that may influence LET performance, such as practical teaching experiences, mentorship opportunities, and the impact of innovative teaching methodologies. Additionally, longitudinal studies could provide deeper insights into the long-term effects of undergraduate performance on teaching effectiveness and student outcomes. Overall, this study contributes to the ongoing discourse on teacher education and licensure, offering a foundation for further exploration and development in the field.

5.0 Contributions of Authors

All authors contributed significantly to the completion of this research paper. Ana Marie J. Matalines conceptualized the study, formulated the research design, and coordinated the overall conduct of the research. Allyn Mae D. Rubio handled the data collection and analysis, ensuring the accuracy and integrity of the statistical results. Rikka Bianca Condes contributed to the review of related literature and the preparation of the research instruments. Rodceal Malinao provided critical revisions, enhanced the discussion and interpretation of findings, and oversaw the final editing and formatting of the manuscript for submission. All authors read and approved the final version of the paper and agreed to be accountable for all aspects of the work.

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7.0 Conflict of Interests

The author declares that they have no conflicts of interest.

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