

Original Research Article

Predicting LET Success from GWA: A Regression Analysis of BEED Graduates at Davao Oriental State University – Cateel Campus

ABSTRACT

This study examined the predictive relationship between General Weighted Average (GWA) and performance in the Licensure Examination for Teachers (LET) among Bachelor of Elementary Education (BEED) graduates of Davao Oriental State University – Cateel Campus. Recognizing GWA as a key indicator of academic achievement, the research aimed to determine whether undergraduate academic performance could significantly predict licensure outcomes. Utilizing a correlational research design with complete enumeration of 2022 and 2023 BEED graduates, the study employed descriptive statistics, Pearson's correlation, and simple linear regression analysis. Results revealed that the graduates achieved an average GWA of 1.98 (Good) and an average LET score of 84.89 (Satisfactory), with a strong positive correlation between transformed GWA and LET performance ($r = .694$, $p < .000$). Regression analysis indicated that GWA significantly predicted LET scores, accounting for 48.2% of the variance ($R^2 = .482$), suggesting that students with stronger academic performance were more likely to succeed in the LET. These findings underscore the importance of academic consistency and foundational knowledge in preparing for licensure exams. While GWA emerged as a significant predictor, the study acknowledged that other factors—such as motivation, test preparation, and support systems—may also influence LET outcomes. The findings offer practical insights for students, educators, administrators, and policymakers seeking to enhance teacher education programs and licensure exam performance. The study addresses a gap in institutional research and contributes to the development of evidence-based strategies for enhancing academic and professional success among future educators.

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Keywords: LET, GWA, BEED graduates, academic performance, regression analysis

1. INTRODUCTION

Teacher education programs play a pivotal role in preparing future educators to meet the demands of the teaching profession. Academic achievement, frequently assessed through the General Weighted Average (GWA), is widely recognized as a crucial indicator of a student's understanding and proficiency within their respective academic disciplines (Anwar et al., 2024). A multitude of studies have investigated the correlation between academic achievement and professional licensure outcomes, indicating that a robust academic foundation enhances performance on licensure assessments (Ahmed, 2024; Amanonce &

Maramag, 2020). Within the domain of teacher education, the successful accomplishment of the Licensure Examination for Teachers (LET) constitutes an essential prerequisite for graduates aspiring to enter the teaching workforce (Salendab et al., 2024). Ideally, outstanding academic performance during undergraduate education should be positively associated with enhanced outcomes on the LET, thereby guaranteeing that graduates possess the requisite knowledge and competencies to function as competent educators.

Despite the assumption that academic achievement is associated with success in licensure examinations, a significant number of education graduates worldwide encounter challenges in passing these assessments successfully (Macalinao et al., 2024; Alasmari, 2024; Cadiente, 2019). Within the United States, concerns have been raised about the effectiveness of teacher preparation programs, as empirical research indicates that a substantial percentage of candidates fail to pass their state-required licensure examinations on their first attempt (Bardelli et al., 2022). Similarly, in developing countries, Petchauer (2018) emphasized that teacher licensure examinations are often perceived as a considerable impediment in the transition from pre-service training to full professional teaching roles. In the Philippines, the pass rates for the Licensure Examination for Teachers (LET) have consistently remained low, raising alarms about the readiness of graduates from teacher education programs (Alova, 2021). The passing rate for LET in the field of elementary education has fluctuated between 27% and 55% over the past decade (Salendab et al., 2024), indicating that a significant proportion of graduates fail to satisfy the criteria for professional teaching positions upon graduation.

At the national level, Salendab and Cogo (2024) articulated that the persistent low passing rates in the Licensure Examination for Teachers (LET) indicate a systemic issue within teacher education programs, thereby inciting deliberations regarding curricular efficacy, educator competencies, and the preparatory processes for licensure. The Commission on Higher Education (CHED), in conjunction with the Department of Education (DepEd), has implemented various initiatives aimed at enhancing the quality of teacher education. One of these initiatives is the Teacher Education Council (TEC) Framework, designed to strengthen pre-service training and readiness for licensure. Nevertheless, despite these initiatives, the challenge remains unresolved (Cabahug, 2023). At the local level, within Davao Oriental State University – Cateel Campus, a notable absence exists in research investigating the correlation between General Weighted Average (GWA) and LET performance among its Bachelor of Elementary Education (BEED) alumni. This dearth of institutional data creates a significant void in understanding whether undergraduate academic performance serves as a valid predictor of success in the LET within the university context.

The relationship between GWA (independent variable) and LET performance (dependent variable) is a crucial area of study, as it can provide insights into whether academic success in teacher education translates into licensure exam success. While GWA is a measure of students' performance across multiple academic subjects (Kondraske & DiSalvi, 2024), the LET assesses subject-matter knowledge, pedagogical skills, and general education competencies (Dela Cruz et al., 2024). Suppose a strong correlation exists between these two variables. In that case, universities may use GWA as an indicator to predict and improve LET performance by refining their academic programs and implementing targeted interventions for at-risk students.

Previous studies have examined the factors influencing LET performance, such as study habits, review attendance, and personal motivation (Camañero et al., 2024). Some researchers have investigated the impact of teacher education curricula and teaching methodologies on licensure outcomes (Delos Angeles, 2019). However, limited research has focused specifically on GWA as a predictor of LET performance, particularly in the context of

Davao Oriental State University – Cateel Campus. This study seeks to address this gap by providing empirical evidence on whether academic performance during undergraduate studies is a significant factor in passing the LET. The novelty of this research lies in its institutional focus, as it is the first study conducted in this university to examine the correlation and regression between GWA and LET success among BEED graduates.

The findings of this study hold significant implications for various educational stakeholders. For students, the results highlight the importance of maintaining high academic performance as a potential indicator of success in licensure exams. For teacher educators and university administrators, the study may provide valuable insights into the effectiveness of the BEED program and inform potential curriculum improvements. For policymakers and accrediting bodies such as CHED and PRC, the study may serve as supporting evidence in revising licensure preparation frameworks. Ultimately, this research contributes to the broader goal of enhancing the quality of teacher education, ensuring that future educators are well-prepared to meet the challenges of the profession.

2. OBJECTIVES

This study aimed to determine the predictive relationship between GWA and LET performance among BEED graduates of Davao Oriental State University – Cateel Campus, specifically:

1. To describe the average academic performance (GWA) and LET performance of BEED graduates.
2. To determine the degree of correlation between GWA and LET performance of BEED graduates.
3. To assess whether GWA is a significant predictor of LET performance among BEED graduates.

Where is literature review?

3. MATERIALS AND METHODS

Research Design

This study utilized a correlational research design to examine the relationship between General Weighted Average (GWA) and Licensure Examination for Teachers (LET) performance among BEED graduates of Davao Oriental State University – Cateel Campus. The design was appropriate for determining the strength and direction of the association between the two variables, as well as assessing the predictive power of GWA on LET outcomes. Simple linear regression analysis was employed to establish whether GWA significantly predicts LET performance. As a non-experimental study, it relied solely on existing secondary data, without manipulating variables.

Research Locale

The study was conducted at Davao Oriental State University – Cateel Campus, a public higher educational institution in District 1, Davao Oriental, that offers a Bachelor of Elementary Education (BEED) program. The institution is dedicated to cultivating proficient educators who comply with the national criteria established by the Professional Regulation Commission (PRC) and the Commission on Higher Education (CHED).

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Respondents and Sampling

The respondents of this study were the BEED graduates of 2022 and 2023 from Davao Oriental State University – Cateel Campus who had taken the Licensure Examination for Teachers (LET). This specific timeframe ensured that the data reflected recent trends in academic and licensure examinations.

Since the total number of BEED graduates who took the LET in 2022 and 2023 was manageable, the study employed a complete enumeration sampling method. This meant that all eligible BEED graduates from these two academic years were included in the study, provided that their GWA and LET performance records were accessible. This approach enhanced the accuracy of analyzing the relationship between undergraduate academic performance (GWA) and LET results, as well as evaluating the predictive value of GWA within the university's BEED program.

Data Collection

This study utilized secondary data obtained from institutional and BEED graduate sources to ensure accuracy and reliability. The Grade Weighted Average (GWA) records were collected from the university registrar's office. At the same time, performance data from the Licensure Examination for Teachers (LET) was gathered from graduates and the program's licensure performance database. To ensure the validity of self-reported LET results, graduates were requested to provide screenshots of their official LET results from their PRC accounts. Before data collection, the researcher sought official permission from the university administration and relevant offices to access the necessary academic and licensure records. To uphold ethical research standards, all personal identifiers, such as student names and ID numbers, were removed to ensure confidentiality and compliance with data privacy regulations.

Research Instrument

As this study relied on secondary data, no direct survey or test instrument was required. Instead, data recording sheets were used to systematically organize and analyze GWA and LET scores.

Data Analysis

Descriptive statistics, including means and standard deviations, were computed to provide a comprehensive assessment of the academic performance (GWA) and licensure outcomes (LET scores) of BEED graduates. To facilitate interpretability, GWA was classified into performance categories as follows: 1.00–1.25 (Excellent), 1.50–1.75 (Very Good), 2.00–2.25 (Good), 2.50–2.75 (Satisfactory), 3.00 (Passing), 4.00 (Conditional Failure), INC (Incomplete), and 5.00 (Failure). Similarly, LET performance was categorized into the following categories: 90% and above (Excellent), 85%–89% (Very Satisfactory), 80%–84% (Satisfactory), 75%–79% (Fair), and 74% and below (Poor).

To examine the relationship between academic performance and licensure outcomes, Pearson's correlation coefficient (r) was computed to assess the strength and direction of the relationship between GWA and LET scores. The correlation coefficient was interpreted using the classification of Emmanuel and Isiaq (2024): -0.7 to -1 (Very Strong Negative), -.5 to -.7 (Strong Negative), -.3 to -.5 (Moderate Negative), 0 to -.3 (Weak Negative), 0 (None), 0 to .3 (Weak Positive), .3 to .5 (Moderate Positive), .5 to .7 (Strong Positive), and .7 to 1 (Very Strong Positive).

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A simple linear regression analysis was conducted to determine whether GWA significantly predicts LET performance. The regression model follows the equation: $\text{LET Score} = \beta_0 + \beta_1(\text{GPA}) + \varepsilon$, where: β_0 = Intercept (constant); β_1 = Regression coefficient (change in LET score per unit increase in GWA); and ε = Error term.

Since GWA was initially measured on a scale where lower values indicate better academic performance (1.00 as the highest and 5.00 as the lowest), it was transformed so that higher values correspond to better academic performance (5.00 as the highest instead of 1.00). This transformation was applied to ensure an intuitive interpretation of correlation and regression results, aligning GWA and LET scores in the same directional relationship, where higher values indicate better performance.

The significance of the regression model was tested using the p-value ($\alpha = 0.05$) to determine statistical significance. Additionally, the R^2 value was computed to indicate the proportion of variance in LET scores explained by GWA.

4. RESULTS AND DISCUSSION

Average Academic Performance (GWA) and LET Performance of BEED Graduates

Descriptive statistics were computed to assess the academic performance (GWA) and licensure outcomes (LET scores) of BEED graduates. The results indicate that the average LET score was $M = 84.89$ ($SD = 4.39$), falling under the "Satisfactory" category (80%–84%) based on the predefined classification. However, since 84.89 is close to the "Very Satisfactory" range (85%–89%), this suggests that, on average, graduates nearly attained the next performance level, indicating a generally strong LET performance.

Table 1. Average academic performance (GWA) and LET performance of BEED graduates

Variable	Mean	Std. Deviation	Descriptive Value
LET Average	84.89	4.39	Satisfactory
GWA	1.98	.20	Good

The mean GWA in its original scale was $M = 1.98$ ($SD = 0.20$), corresponding to the "Good" category (2.00–2.25). The low standard deviation of GWA ($SD = 0.20$) indicates that academic performance among graduates was relatively consistent, with most students having similar GWAs. In contrast, the standard deviation of LET scores ($SD = 4.39$) indicates moderate variability, suggesting that performance in the licensure examination was more spread out across graduates.

These findings align with previous studies suggesting that students with strong undergraduate academic performance are more likely to achieve higher scores on professional licensure examinations (Ferrer, 2024; Navida & Cocal, 2022; Amanonce & Maramag, 2020). Prior research has emphasized that academic success during a teacher education program builds the foundational knowledge and competencies necessary for the LET (Ferrer, 2024; Esmeralda & Perez-Espinosa, 2015). Furthermore, the consistency in GWA scores may indicate that BEED graduates maintain a stable level of academic achievement, supporting the notion that sustained effort throughout undergraduate studies contributes to success in licensure examinations (Sicuan & Junio, 2025).

Relationship Between GWA and LET Performance of BEED Graduates

To determine the relationship between undergraduate academic (GWA) and LET performance, a Pearson correlation analysis was performed. Since GWA was transformed so that higher values indicate better academic performance, this transformation ensures an intuitive interpretation of the results.

The analysis revealed a statistically significant, strong positive correlation between transformed GWA and LET performance ($r=.694$, $p < .000$). According to Emmanuel and Isiaq's (2024) correlation scale, this falls within the "strong positive correlation" range (.5 to .7), indicating that graduates with higher academic performance tend to achieve higher LET scores.

Table 2. Average academic performance (GWA) and LET performance of BEED graduates

Predictor Variable	Outcome Variable	M	SD	p-value	R value	Interpretation
Transformed GWA	LET Average	3.02	.20	.000	.694	Strong

Note: $N = 54$. $p < .05$ (2-tailed). Interpretation is based on Emmanuel and Isiaq's (2024) correlation scale.

These findings align with previous studies emphasizing the importance of undergraduate academic performance in professional licensure examinations (Muico et al., 2024; Amanonce & Maramag, 2020; Puertos, 2015). Research has shown that students who perform well academically tend to develop effective study habits, critical thinking skills, and content mastery (Bose, 2024; Adeoye et al., 2024; Rivas et al., 2023), which are essential for success in high-stakes standardized tests like the LET.

Moreover, the statistical significance of the correlation ($p < .000$) confirms that the relationship between GWA and LET performance is unlikely to have occurred by chance. The positive direction of the correlation further supports the notion that higher academic performance is associated with better licensure exam results (Ferrer, 2024), reinforcing the role of undergraduate education in preparing teacher education graduates for professional certification.

However, while the correlation is strong, it is important to note that correlation does not imply causation. The relationship between GWA and LET performance does not mean that high GWA directly causes higher LET scores (Cahapay, 2020). Other factors, such as test-taking strategies, participation in review programs, and individual motivation, may also influence LET outcomes (Maghinay, 2024; Camañero et al., 2024; Tulud, 2023; Dela Fuente, 2021). Future studies may explore these additional factors to develop a more comprehensive understanding of LET performance predictors.

GWA as a Predictor of LET Performance of BEED Graduates

A simple linear regression analysis was performed to examine whether undergraduate academic performance (Transformed GWA) significantly predicts LET performance. As presented in Table 3, the model revealed that GWA significantly predicts LET performance ($R = .694$, $R^2 = .482$, $p < .000$), indicating that 48.2% of the variance in LET scores can be explained by undergraduate academic performance.

Table 3. Regression model summary for GWA as a predictor of LET performance

Model	R	R ²	Adjusted R ²	SE of Estimate
1	.694	.482	.472	.145

The ANOVA results in Table 4 confirm that the regression model is statistically significant, $F(1,52) = 48.35$, $p < .000$, indicating that GWA makes a meaningful contribution to the variance in LET scores.

Table 4. ANOVA for the regression model

Model	Sum of Squares	df	Mean Square	F	p-value
Regression	492.989	1	492.989	48.345	<.000
Residual	530.259	52	10.197		
Total	1023.248	53			

As shown in Table 5, the regression coefficient for Transformed GWA ($B = 15.284$, $p < .000$) suggests that for every one-unit increase in GWA, the LET score is expected to increase by 15.284 points. Since GWA was transformed such that higher values indicate better academic performance (5.00 as the highest instead of 1.00), this means that students with higher GWA scores are more likely to achieve higher LET scores. This positive relationship aligns with previous findings that academic achievement is a key factor in licensure exam success (Ucol, 2024; Cahapay, 2020; Solis-Foronda, 2017).

Table 5. Regression coefficients for GWA as a predictor of LET performance

Predictor	B	SE	β	t	p-value	95% CI (Lower, Upper)
Constant	38.735	6.653		5.822	<.000	(25.385, 52.085)
GWA	15.284	2.198	.694	6.953	<.000	(10.873, 19.694)

The constant ($B = 38.735$, $p < .000$) represents the predicted LET score when GWA is zero. However, since GWA values in this study do not approach zero, this value is not practically meaningful in interpreting LET performance. Instead, the focus remains on the predictive strength of GWA.

The strong predictive relationship between undergraduate academic performance and licensure examination performance is consistent with previous research. Studies have shown that students with high academic achievement tend to perform better on standardized assessments, including licensure examinations (Pangngay & Merza, 2023; Tayaben et al., 2017). This finding aligns with those of Ferrer (2024), Lento & Sayed (2014), and Salcedo et al. (2021), who found that undergraduate GWA significantly predicts success in professional licensure exams, reinforcing the notion that foundational knowledge and academic consistency contribute to test performance.

Moreover, Camañero et al. (2024) and Bose (2024) emphasized that academic performance is a crucial determinant of licensure exam success, as students with strong GPAs are more likely to have developed effective study habits, critical thinking skills, and knowledge

retention, all of which contribute to better LET outcomes. The results of the present study support these findings as they indicate that undergraduate GPA alone can account for nearly half of the variance in LET performance.

However, while the model explains 48.2% of the variance in LET scores, this also implies that 51.8% of the variability remains unexplained, indicating that other factors contribute to LET performance. Abdulmajid (2024), Balanquit et al. (2023), and Callena et al. (2019) suggest that LET results may be influenced by a range of factors, including student-related aspects (such as mental ability, self-efficacy, motivation, socioeconomic background, and study habits), school and teacher-related elements (including faculty qualifications, curriculum design, instructional practices, and support services), home-related circumstances (like family responsibilities and financial constraints), and participation in LET review programs. This is supported by Colicol et al. (2022) and Valle and Brobo (2022), who found that students enrolled in structured LET review programs performed better than those who relied solely on their undergraduate coursework. Future research may explore these additional predictors to develop a more comprehensive understanding of LET success.

5. CONCLUSIONS AND RECOMMENDATIONS

The results of this study confirm that undergraduate academic performance is significantly related to success in the LET. A strong positive correlation was established between GWA and LET scores, indicating that students who performed well academically were more likely to achieve higher LET scores. The significant predictive value of GWA further supports its role as an important factor in licensure exam outcomes, highlighting the effectiveness of academic preparation in teacher education programs. However, since academic performance alone does not fully account for LET results, other factors may contribute to licensure success.

Given these findings, teacher education institutions should enhance academic and licensure preparation strategies. Strengthening LET review programs, refining assessment methods, and integrating structured interventions can help improve graduates' examination readiness. Additionally, institutions should consider developing policies that reinforce academic excellence and provide targeted support to students needing further preparation to ensure their success in the LET.

While this study establishes the importance of GWA in LET performance, future research should analyze trends across multiple cohorts to assess consistency in the findings. Additionally, exploring other potential predictors, such as study habits, test-taking strategies, and motivation, may provide a more comprehensive understanding of licensure success. Addressing these areas further supports the continuous improvement of teacher education programs and the professional readiness of graduates.

DISCLAIMER (Use of Artificial Intelligence)

The author hereby declares that generative AI technologies, specifically Large Language Models, were used during the writing and editing of this manuscript. Details of the AI usage are as follows:

1. Name of the AI Tool: ChatGPT
2. Version/Model: GPT-4-turbo

3. Source/Provider: OpenAI (<https://chat.openai.com>)

Purpose of Use: The AI tool was employed to enhance the clarity and coherence of the discussion, improve grammar and academic tone, and refine the abstract for improved readability and adherence to scholarly standards.

Sample Prompts Provided to the AI:

1. "Please enhance this abstract to improve clarity, focus, and impact."
2. "Correct grammar and improve the flow of this discussion section."
3. "Summarize findings in a more concise academic style."
4. "Rephrase this paragraph to sound more formal and scholarly."

All intellectual content, data interpretation, and scientific conclusions remain the responsibility of the authors. The AI tool served only as an editorial assistant and did not generate original scientific ideas or perform data analysis.

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