

Research Article

PREDICTORS OF LET PERFORMANCE AMONG COE GRADUATES: BASIS FOR THE DEVELOPMENT OF EDUCATION STUDENTS' EXCELLENCE PROGRAM (EduStEP)

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ABSTRACT

This survey-correlational study's objective was to analyze the academic and non-academic predictors of performance among the COE graduates in the LET. The data-gathering instruments included Critical Thinking Questionnaire, Comprehension Skills Questionnaire, Emotional Quotient Questionnaire, Adversity Response Profile, and Spiritual Intelligence Report Inventory. The study found out that the LET performance of the graduates when classified according to academic and non-academic factors was satisfactory. There were significant differences in the LET performance of the graduates when they were categorized based on critical thinking skills, comprehension skills, general weighted average (GWA) and adversity quotient but there were no significant differences when the graduates were classified according to emotional quotient and spirituality quotient. There was a slight positive link between LET performance and critical thinking skills and LET performance and comprehension skills. However, a high There was a strong link between LET performance and GWA. Furthermore, a small positive correlation existed between LET performance and emotional quotient, LET performance and adversity quotient and LET performance and spirituality quotient. Among the identified variables, GWA, spirituality quotient, and comprehension skills appeared as significant predictors of LET performance of the COE graduates. The graduates identified other factors or influences which made them perform well in the LET like social support from significant persons and personal values and attributes. As an offshoot of this study, the researcher developed the Education Students' Excellence Program (EduStEP) in order to assist the COE students in their journey towards an excellent performance in the LET.

Keywords: LET performance, COE graduates, academic factors, non-academic factors.

BACKGROUND OF THE STUDY

Licensure is the mark of a professional. It uplifts any profession to a dignified and prestigious status in the society. In the Philippines, the achievement of students pursuing tertiary teacher education in the Licensure Examination for Teachers (LET) is a solid proof of the level of instruction provided by teacher training institutions afford their students. The West Visayas State University-College of Education is one of the nation's teacher education institutions (TEIs), which produces a large number of graduates who take the annual LET. Records show that the passing percentages every year are always above the national passing percentage (NPP). However, one glaring fact is that the College of Education has attained a 100% passing rate only once (elementary level, March 2015) in the last five years and has not consistently produced a number of topnotchers for these past years. Thus, the researcher believes that countless variables may be used to predict the ability to succeed on the LET which need to be analyzed so as to come up with an intervention program that can improve the LET performance of the graduates. This investigation was based on the premise of professionalism by McElfresh (2012) which means that attaining a high level of education is important to be proficient in a field of expertise and adhere to a set of norms and on the attribution theory of Weiner (1986) which identifies ability, effort, task complexity, and luck as the primary determinants of success attributions.

OBJECTIVES

This study desired to analyze the non-academic and academic predictors of performance among WVSU-COE graduates in the LET. It specifically aimed to respond to the following questions:

1. What is the level of performance in the LET of the COE graduates group as a whole and classified according to the following academic factors: (a) critical thinking skills, (b) comprehension skills, and (c) general weighted average?
2. What is the level of performance in the LET of the COE graduates taken as an entire group and classified according to the following non-academic factors: (a) emotional quotient, (b) adversity quotient, and (c) spirituality quotient?
3. Are there significant differences in the performance in the LET of the COE graduates classified according to the following academic factors: (a) critical thinking skills, (b) comprehension skills, and (c) general weighted average?
4. Are there significant differences in the performance in the LET of the COE graduates classified according to the following non-academic factors: (a) emotional quotient, (b) adversity quotient, and (c) spirituality quotient?
5. Is there a significant relationship between performance in the LET of the COE graduates and each of the following academic factors: (a) critical thinking skills, (b) comprehension skills, and (c) general weighted average?
6. Is there a significant relationship between performance in the LET of the COE graduates and each of the non-academic factors: (a) emotional quotient, (b) adversity quotient, and (c) spirituality quotient?
7. Which among the academic factors: (a) critical thinking skills, (b) comprehension skills, and (c) general weighted average and non-academic factors: (a) emotional quotient, (b) adversity quotient,

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- and (c) spirituality quotient are significant predictors of performance in the LET of COE graduates?
8. What other factors or influences greatly contributed to passing the LET?
 9. Based on the results, what program can be developed that may ensure excellent performance of Education students in the LET?

RESEARCH DESIGN AND METHODOLOGY

The study desired to analyze the academic and non-academic determinants of performance in the Licensure Examination for Teachers among WVSU-COE graduates. It employed the mixed method of research where in order for the final database to have both quantitative and qualitative data, both text and numerical data were collected (Creswell, 2014). Specifically, this study used the survey-correlational research design. A survey, also known as a descriptive study, involves gathering information to test theories or respond to inquiries about the current situation of the study subjects (Gay & Alrasian, 2003). Contrarily, correlational research seeks to establish the existence and strength of a relationship between two or more quantifiable variables. (Fraenkel & Wallen, 2013). The qualitative data were gathered through narrative inquiry. According to Glesne (2011), narrative inquiry is a model to cover meanings people assign to their experiences.

Respondents

The study's participants were the 186 first time takers of the September 2016 LET from the College of Education who graduated in March 2016. There were 348 takers of the LET, 223 from the elementary level and 125 from the secondary level; but only 308 passed, 190 from the elementary level and 118 from the secondary level. Among the takers, 40 students failed to pass, 33 from the elementary level and seven (7) from the secondary level. In this study, stratified random sampling was employed. In choosing the participants, the researcher obtained the list of LET takers from the Office of the College of Education. From the list, the total number of the LET takers from every program was determined. Using the Sloven formula, the number of participants from each program was determined. After which, the researcher randomly selected the respondents from every program.

Data gathering Instruments

Five instruments were used to gather the quantitative data. One adopted questionnaire (Critical Thinking Questionnaire), one researcher-made questionnaire (Comprehension Skills Questionnaire), one modified questionnaire (Emotional Quotient Questionnaire) and two were standardized tests (Adversity Response Profile and Spiritual Intelligence Self-Report Inventory). These instruments were face and content validated by three (3) experts and were pilot tested using the Master's students of the College of Education Graduate School to establish the validity and reliability. Kuder-Richardson or KR21 was used to confirm the accuracy of the Comprehension Skills Instrument and Cronbach alpha for the Emotional Quotient Questionnaire, Adversity Response Profile, and Spiritual Intelligence Self-Report Inventory.

Data Collection Procedure

This study was conducted among 186 September 2016 LET takers from the College of Education of West Visayas State University. The respondents were contacted and upon arrangement, the administration of the instruments was done by group because it was

not possible to gather all the respondents in one venue. The instruments were given to the participants by the researcher in person. The first test to be administered was the Comprehension Skills Questionnaire. They were given 25 minutes to answer the test. The second test given was the Emotional Intelligence Quotient Questionnaire, followed by the Adversity Response Profile (ARP) and lastly, the Spiritual Intelligence Self-Report Inventory (SISRI-24). No time limit was required for these tests. The entire data gathering period for each respondent was approximately one hour. The respondents indicated in the questionnaire their general weighted average based on their records in the Registrar's Office. Likewise, the general LET rating including the specific rating in the different areas like general education subjects, professional education subjects and specialization or major subjects was provided by the participants themselves because they were given a copy of the rating by the Philippine Regulation Commission. All the data were calculated, analyzed, and processed using the Statistical Package for the Social Sciences (SPSS) software and relevant descriptive and inferential statistical tools. After the survey, the qualitative data were collected through an in-depth interview of the informants. Nine passers were chosen from among the respondents, each representing a program in the College of Education. These programs include BEED ECE, BEED Gen. Ed., BSPED, BSED Biology, BSED English, BSED Filipino, BSED Mathematics, BSED Physical Science/Physics, and BSED Social Studies. Willing participants were given the informed consent forms. The researcher explained the condition of their participation, and if they agree, they were requested to sign the consent form.

As an offshoot of this study, the researcher developed the Education Students' Excellence Program (EduStEP) for the COE students of WVSU to assist them on their journey towards an excellent performance in the LET. The program anchored on the findings of this research was designed to be a part of the Homeroom Advising periods of the COE. This special enhancement program will involve all the students of COE from first year to fourth year. The program has two phases. The first phase is a series of seminar-workshop for first- and second-year students and the second phase is an intensive review program for the third year and fourth year students.

Data Analysis Procedure

The quantitative data acquired for this study were subjected to appropriate descriptive and inferential statistics. The descriptive statistics included frequency count, mean, rank, and standard deviation, while the inferential statistics included the Kruskal-Wallis test, t-test for independent samples, one-way analysis of variance, Pearson's r , and multiple linear regression analysis. The Statistical Package for the Social Sciences (SPSS) software was used to process the statistical calculations. The significance of the differences and correlation was set at .05 level.

RESULTS AND DISCUSSIONS

Level of LET performance of students grouped according to academic factors.

Table 1 displays the LET performance level of WVSU-COE graduates when seen as a whole and categorized in accordance with academic factors namely, critical thinking, comprehension skills, and general weighted average (GWA). The data gathered showed that as an entire group, the LET performance of WVSU-COE graduates was satisfactory ($M = 80.01$, $SD = 3.39$). This means that the COE graduates' performance was good enough in the licensure exam. It implies that they possessed some of the requisite knowledge, skills, and values to pass the LET. Given the training they had undergone

under the College of Education, they were able to develop the competencies expected of them by the time they finished their program. Hence, while these students passed the LET, their performance in the examination was not very commendable. When the students were classified according to critical thinking skills, those from the basic level had fair (M = 78.91, SD = 3.95) performance while those who are from the proficient group had satisfactory (M = 80.33, SD = 2.95) performance. Lastly, the students from the advanced group had very satisfactory (M = 83.20, SD = 3.18) performance. This suggests that even the COE graduates from the basic group can pass the LET, but those from the proficient and advanced groups had higher chances of passing since they probably possessed an adequate number of skills in interpreting information, employing reflective information processing, reacting and adjusting to shifting circumstances, making complicated decisions, resolving issues, and assessing performance. The results imply that the COE graduates will be able to pass the LET but would be able to pull off an excellent performance each time if they have better training in critical thinking abilities. There appears to be a direct correlation between LET scores and students' critical thinking. In this case, it shows that the higher the student's critical thinking, the better is his/her performance in the LET and vice versa. This result concerns with the assertion of Onapan (2010) that critical thinking is domain-general, meaning that skills which have been learned through a different activity may translate into benefits with information not yet encountered, thus affecting the probability of those with higher critical thinking skills scoring higher in spite of unfamiliar items in the LET. Moreover, when the students were classified according to comprehension skills, the novice group failed (M = 73.60, SD=0) in the LET. Students from the basic group had fair (M = 78.21, SD = 4.16) performance while students from proficient and advanced group had both satisfactory performance (M = 80.19, SD = 3.22 and M = 81.50, SD = 1.89 respectively). This means that the COE graduates who are proficient and advanced in their comprehension skills can pass the LET since they possess some of the skills under the dimensions of reading comprehension like the literal comprehension, interpretation, evaluation, integration, and creative reading. However, the novice group should be given thorough assistance in the preparation for the LET because their chances of passing the examination may be slim. Reading comprehension can spell a difference in one's preparation for taking high stake examinations such as LET. As what has been found out in the study of Reynolds and Symons (2001) because good readers are more skilled at knowing when and how to utilize their selective attention strategy, they are able to absorb and remember more crucial information. Using a selective attention technique, individuals seem to learn more and can quickly recall more essential text information. Students should develop good reading comprehension which is a guarantee of performing satisfactorily in any endeavor in the future.

Furthermore, when students were grouped according to their general weighted average (GPA), those with a GWA of 2.25 failed (M = 65.00, SD=0) in the LET performance, those with GWAs of 2.00 and 1.75 had fair (M = 77.33, SD = 3.74 and M = 79.60, SD = 2.65 respectively) performance while students with GWA of 1.50 had satisfactory (M = 81.35, SD = 2.14) performance and students with 1.25 GWAs had very satisfactory (M = 83.49, SD = 1.61) LET performance. This means that the COE graduates with higher GWAs pass the LET. This group of students had higher grades also in the subjects under the general education, professional education, and major or specialization areas. Apparently, as shown by this investigation, the students' GWA could help determine their performance in the LET. Therefore, students to get good grades in all subject areas. During the review, the faculty and the administration

have to provide interventions for those students with low GWAs because they have the tendency of failing the test. A narrow dispersion of the means, indicating homogeneity, was demonstrated by the obtained standard deviations, which ranged from 1.61 to 4.16 of the students' performance in the LET.

Table 1 Level of LET Performance of WVSU-COE Graduates Taken as an Entire Group and Classified According to Academic Factors: Critical Thinking, Comprehension Skills, and GWA

	N	SD	M	Description
Entire group	186	3.39	80.01	Satisfactory
Critical thinking				
Basic	56	3.95	78.91	Fair
Proficient	123	2.95	80.33	Satisfactory
Advanced	7	3.18	83.20	Very satisfactory
Comprehension skills				
Novice	1	-	73.60	Failure
Basic	31	4.16	78.21	Fair
Proficient	128	3.22	80.19	Satisfactory
Advanced	26	1.89	81.50	Satisfactory
General weighted average				
2.25	1	-	65.00	Failure
2.00	39	3.74	77.33	Fair
1.75	62	2.65	79.60	Fair
1.50	69	2.14	81.35	Satisfactory
1.25	15	1.61	83.49	Very satisfactory

Note: 97.01-100.00 "Excellent," 93.01-97.00 "Highly Outstanding," 89.01-93.00 "Outstanding," 87.01-89.00 "Very Good," 85.01-87.00 "Good," 83.01-85.00 "Very Satisfactory," 80.01-83.00 "Satisfactory," 77.01-80.00 "Fair," 75.00-77.00 "Passing."

Level of LET performance of students grouped according to non-academic factors.

Table 2 displays the WVSU-COE graduates' collective LET performance level and categorized in accordance with non-academic factors, namely emotional quotient, adversity quotient, and spirituality quotient. The findings revealed that as an entire group, the LET performance of WVSU-COE graduates was satisfactory (M = 80.01, SD = 3.39). This means that the students' performance in the LET was acceptable and that the graduates' emotional, adversity, and spirituality quotients may have been adequate in helping them pass the test. When the students were classified according to emotional quotient, students with high EQ and very high EQ level had both satisfactory (M = 80.16, SD = 3.31; M = 81.8, SD = 1.98, respectively) performances in the LET; while the students with average EQ had fair (M = 78.91, SD = 3.86) performance. This means that the emotional quotient can help determine the performance level of the students in the LET since those who have higher EQ may possess some of the emotional skills necessary for passing the LET. This supports Elias *et al.*, (1997) who believe that it's vital to teach emotional and social skills in schools because these skills have a long-term effect on achievement. Daniel Goleman (1996) also said that among the 67% the abilities he found deemed essential for effective performance is emotional competency, thus, equipping the students with these skills is important to ensure their passing in the LET.

In addition, when the students were grouped according to adversity quotient, the LET performance of students with low AQ was fair (M = 79.38, SD = 2.95). Students with moderate low AQ, moderate AQ and high AQ had satisfactory (M = 80.12, SD = 4.01; M = 81.03, SD = 2.45; M = 80.53, SD = 4.69, respectively) performance and students with moderately high AQ had very satisfactory (M = 83.13, SD = 2.86) performance in the LET. This suggests that students who can

deal well with adversity can perform better in the LET since they have more resilience, persistence and are more of risk-takers, drawing from old knowledge to reach success. Dr. Stoltz (1997) believes that the important predictor of success is AQ since it may affect the flexibility, adaptability, perseverance, creativity, productivity, longevity, motivation, risk-taking, stamina, and overall good health of the person and the institution. In his study, Odio (2010) affirmed that success in an educational context will be strongly influenced by people's capacity to tolerate and manage hardship.

Finally, when the students were grouped according to spirituality quotient, students with average SQ and high average SQ both had fair (M = 79.30, SD = 1.27; M = 79.70, SD = 3.01, respectively) performance, while students from high SQ and very high SQ both had satisfactory (M = 80.01, SD = 3.64; M = 80.05, SD = 2.92). This means that students who have strong spirituality have a higher probability of performing well in the LET. Their satisfactory performance, however, seems to suggest that spirituality does have a bearing on their test scores. Roces (2010) acknowledged spirituality as significant within the Filipino culture, thus spiritual elements are likely to be used by Filipino college students in the context of dealing with various life stressors and adversities. The LET is considered as a primary concern that the College of Education students have to face. Pabiliton (2007, in Abardo, 2007) claims that across all college year levels among the frequently used strategies by Filipinos to cope with problems and concerns is the use of prayer and meditation, implying that the university may have to develop in their students, the spirituality as well through integration in some subjects.

Table 2 Level of LET Performance of WVSU–COE Graduates Taken as an Entire Group and Classified According to Non-academic Factors: Emotional Quotient, Adversity Quotient, and Spirituality Quotient.

	N	SD	M	Descriptive Rating
Entire group	186	3.39	80.01	Satisfactory
Emotional quotient				
Average EQ	26	3.86	78.97	Fair
High EQ	158	3.31	80.16	Satisfactory
Very high EQ	2	1.98	81.80	Satisfactory
Adversity quotient				
Low AQ	79	2.95	79.38	Fair
Moderately low AQ	71	4.01	80.12	Satisfactory
Moderate AQ	30	2.45	81.03	Satisfactory
Moderately high AQ	3	2.86	83.13	Very Satisfactory
High AQ	3	4.69	80.53	Satisfactory
Spirituality quotient				
Average SQ	2	1.27	79.30	Fair
High average SQ	32	3.01	79.70	Fair
High SQ	121	3.64	80.01	Satisfactory
Very high SQ	31	2.92	80.05	Satisfactory

Note: 97.01-100.00 "Excellent," 93.01-97.00 "Highly Outstanding," 89.01-93.00 "Outstanding," 87.0-89.00 "Very Good," 85.0-87.00 "Good," 83.01-85.00 "Very Satisfactory," 80.01-83.00 "Satisfactory," 77.01-80.00 "Fair," 75.00-77.00 "Passing."

The standard deviations that ranged from 1.27-4.69 showed a narrow dispersion of the means indicating homogeneity among the responses.

Inferential Data Analysis

Differences in the LET performance of COE graduates classified according to academic factors. The Kruskal-Wallis was used to establish the difference that was significant which existed in the LET performance of WVSU-COE graduates when categorized according

to critical thinking skills; while the one-way ANOVA was utilized when the students were grouped according to comprehension skills and GWA. Table 3 shows that significant differences existed among the students' LET performance when they were classified according to critical thinking skills ($X^2 = 8.476, p = 0.014$). The pair wise comparison using Mann-Whitney test further indicated that there was no significant difference ($p = 0.067$) which existed in the LET performance of students in the basic group and proficient group. However, a significant difference ($Z = 2.595, p = 0.009; Z = 2.053, p = 0.040$) existed in the LET performance of students in the advanced group and basic group and between proficient group and basic group, respectively. This means that the advanced group and the proficient group who took the LET performed similarly. Moreover, it is noted that the advanced and proficient group had better performance than the basic group in the LET. This result implies that students who have exhibited higher critical thinking skills can perform better in the examination. Friedel *et al.*, (2008) identified these skills as interpretation, analysis, evaluation, inference, explanation, and self-regulation.

Table 3 Kruskal–Wallis Results on the Difference in the LET Performance of COE Graduates Classified According to Academic Factor: Critical Thinking Skills

	N	Mean Rank	df	X ²	Sig
Basic	56	80.88	2	8.476*	0.014
Proficient	123	96.66			
Advanced	7	138.86			

* p < .05

Table 4 reveals that significant difference existed in the LET performance of the students when they were classified according to comprehension skills ($F = 8.625, p = 0.000$). The Scheffe test further showed that there was no significant difference ($p = .176$) existed in the LET performance between students in the advance group and proficient group. However, a significant difference ($p = 0.000; p = 0.005$) existed between the LET performance of students in the advanced group and basic group and between proficient group and basic group. This means that the advanced group and proficient group have more or less similar performance in the LET. On the other hand, the basic group needs to exert more effort to perform better in the LET. The result suggests that students should have mastered the different dimensions of reading comprehension, namely the literal comprehension, interpretative comprehension, evaluation, integration, and creative reading (Hermosa, 1996).

Moreover, Table 8 reflects that a significant difference existed in the LET performance of students when they were classified according to GWA ($F = 28.051, p = 0.000$). The Scheffe test further revealed that no significant difference ($p = .073$) existed in the LET performance between students with 1.25 and 1.50 GWA. However, a significant difference existed in the LET performance of students with 1.25 GWA and students with 1.75 and 2.00 GWA ($p = 0.000; p = 0.000$, respectively). In addition, significant difference existed between the performance of students with 1.50 GWA and students with GWA 1.75 and 2.00 ($p = 0.007; p = 0.000$, respectively).

Table 4 One-way ANOVA Results on the Difference in LET Performance of COE Graduates Classified According to Academic Factors: Comprehension Skills and GWA

	Sum of squares	df	Mean square	F	Sig
Comprehension skills					
Between groups	183.565	2	91.782	8.625**	0.000
Within groups	1947.453	183	10.642		
Total	2131.018	185			

General weighted average					
Between groups	673.792	3	224.597	28.051**	0.000
Within Groups	1457.226	182	8.007		
Total	2131.018	185			

** p < .01

Furthermore, students with 1.75 GWA perform significantly better than those with 2.00 GWA. This possibly means that students with higher GWA perform better in the LET than those with lower GWA in the LET. The Quiambao *et al.*, (2015) study revealed that the students' GPA contributes to the students' performance in board examinations. Likewise, Pacheco and Allaga (2013) confirmed that the students' academic standing is a good indicator of their likelihood of passing the board examination with a 90% passing rate.

Differences in the LET performance of COE graduates when classified according to non-academic factors. The significant difference that existed was determined using the t-test for independent samples in the LET performance of WVSU-COE alumni when classified according to emotional quotient, while the one-way ANOVA was utilized when the students were grouped according to adversity quotient and spirituality quotient. Table 5 shows no significant differences in the LET performance of students when classified according to emotional quotient ($t = 1.685, p = 0.094$). This means that regardless of the students' emotional quotient level, they perform similarly in the LET.

Table 5 The t-test Results on the Difference in the LET Performance of COE Graduates Classified According to Non-academic Factor: Emotional Quotient

	t	df	Sig	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Equal variance assumed	1.685	184	0.094	-1.20317	-2.61209	0.20574
Equal variance not assumed	1.503				-2.8358	0.42945

Table 6 reflects that significant difference existed in the LET performance of the students when they were classified according to adversity quotient ($F(2, 183) = 3.575, p = .000$). The Scheffe test further revealed that a significant difference ($p = 0.032$) existed in the LET performance of the students with moderate AQ and students with low AQ, but no significant difference existed in the LET performance between the students with moderate AQ and with students with moderately low AQ and between students with moderately low AQ and with low AQ students. This means that students whose AQ is moderately low and pupils whose AQ is moderate and students with low AQ and moderately low AQ perform the same, while students with moderate AQ perform better in the LET than those in the low AQ. The students' skills on how to deal with the adversities of life should be developed for them to pass the licensure examination as affirmed by Cornista and Macasaet (2013) who found out that those who have high level of AQ likewise have strong levels of internal resources, high levels of interpersonal skills, and high levels of motivation for success but people with low AQ have poor work habits and motivation. Moreover, no significant differences were noted in the LET performance of students when classified according to spirituality quotient. This means that regardless of the spirituality quotient of the students, their LET performance remains the same.

Table 6 One-way ANOVA Results on the Difference in the LET Performance of COE Graduates Classified According to Non-academic Factors: Adversity Quotient and Spirituality Quotient

	Sum of Squares	df	Mean Square	F	Sig
Adversity Quotient					
Between Groups	80.13	2	40.065	3.575*	0.030
Within Groups	2050.888	183	11.207		
Total	2131.018	185			
Spirituality Quotient					
Between Groups	4.703	2	2.351	0.202*	0.817
Within Groups	2126.315	183	11.619		
Total	2131.018	185			

*p<.05

Relationship among LET performance and academic factors. Pearson's r determined whether significant relationship existed in the LET performance of WVSU-COE graduates when classified according to academic factors: critical thinking skills, comprehension skills, and GWA. Table 7 shows that significant but small positive correlation ($r = 0.305, p = 0.000$) existed between the LET performance and critical thinking skills. This indicates that students who perform better on the LET the more critical thinking they have. The computed r^2 value of 0.093 yields the coefficient of determination. This implies that the 9.30% of the variation of the students' scores in the LET performance can be attributed to the students' critical thinking. This finding demonstrates how little critical thinking actually contributed to the range in LET ratings.

Furthermore, the scores in critical thinking may not be the only factor that contributed to the difference in the scores between or among students' scores in the LET, but there were other factors as well that were not considered in this study. These could have possibly been the other factors that may have caused the variation in scores in the LET. Moreover, small positive correlation ($r = 0.396, p = 0.000$) existed between the students' LET performance and comprehension skills. This means that as the comprehension skills increase, the LET performance also increases. The computed r^2 value of 0.1568 yields the coefficient of determination. This implies that the 15.68% of the variation of the students' scores in the LET performance can be attributed to their comprehension skills. This observation notes that the contribution of the comprehension skills to the variation in the LET scores was small. Furthermore, scores in comprehension skills may not be the only factor that contributed to the difference in the scores between or among students' scores in the LET, but there were other factors as well that were not considered by this study. These could have possibly been the other factors that may have caused the variation in scores in the LET. Furthermore, a high positive correlation ($r = 0.639, p = 0.000$) existed between the students' LET performance and GWA. This indicates that students who do better on the LET the greater their GWA. The result of the study is supported by the study of Montebon (2005). It discovered a substantial correlation between the LET score and the academic success as well as the practicum performance of University of Mindanao Tagum College BSED and BEED students. Likewise, Pascua and Navalta (2011) found out that in addition to the degree program, grade point average, and English proficiency score, the graduates' LET performance is significantly influenced by their admission test score.

The computed r^2 value of 0.4083 yields the coefficient of determination. This implies that the 40.83% of the variation of the students' scores in the LET performance was attributed to the students' GWA. This observation notes that the influence of the GWA to the variation in LET scores was high. Furthermore, scores in GWA skills may not be the only factor that contributed to the difference in

the LET scores between or among students, but there were other factors as well that were not considered by this study. These other factors may have caused the variation in the students' scores in the LET.

Table 7 Pearson r Results on the Significant Relationship Between the LET Performance and Academic Factors

	N	r	Sig	r ²
Academic factors				
Critical thinking	186	0.305**	0.000	.0930
Comprehensions skills	186	0.396**	0.000	.1568
GWA	186	0.639**	0.000	.4083

** p < .01

Relationship between LET performance and non-academic factors. To determine if significant relationship existed in the LET performance of WVSU-COE graduates when classified according to non-academic factors: emotional quotient, adversity quotient, and spirituality quotient, Pearson's r was used. Table 8 shows that significant but small positive correlation (r = 0.190, p = 0.009) existed between the LET performance and emotional quotient. This means that the higher the emotional quotient of the students, the higher the students' performance in LET.

The result of this study supports the study of Ogundokun& Adeyemo (2010) which revealed that emotional intelligence has a significant relationship with the academic performance of students. They attested that emotional intelligence competences such as ability to regulate one's feelings, problem solving, and interpersonal skills are highly relevant to academic success. Thus, Kirkwood and Keck (2008) pointed out that introducing college students to emotional intelligence can improve success and persistence by encouraging systematic personal evaluation and supporting students. Further, emotional intelligence is correlated with higher academic achievement as reported by teachers (Barchard, 2003). Manley (2009, as cited by Villagonzalo, 2016) asserted that children who understand how emotions affect their lives will have a stronger basis for creating successful futures. The computed r² value of 0.0361 yields the coefficient of determination. This implies that the 3.61% of the variation of the students' scores in the LET performance was influenced by students' emotional quotient. This result displays that the contribution of emotional quotient to the variation in the LET scores was small. Furthermore, scores in emotional quotient may not be the only factor that contributed to the variation in the LET scores between or among students, but there were other factors as well that were not considered by this study. These could have possibly been the other factors that may have caused the variation in the graduates' scores in the LET. Moreover, small positive correlation (r = 0.256, p = 0.000) existed between the students' LET performance and adversity quotient. This implies that when the adversity quotient improves, so does the LET performance. The study's findings support the research of Huijuan (2009) which revealed that there is a strong correlation between the students' academic success and AQ. Likewise, Liu and Ginther (2011) affirmed that AQ has positive influence on work performance.

However, this result contradicts the results of the study conducted by Maiquez, *et al.*, (2015) which found out that UST College students' academic performance is neither predicted by nor correlated with their emotional quotient or their adversity quotient. The computed r² value of 0.0655 yields the coefficient of determination. This implies that the 6.55% of the variation of the students' scores in the LET was attributed to their adversity quotient. This seems to show that that the

adversity quotient may have small contribution to the variation on LET scores. Furthermore, scores in adversity quotient may not be the only factor that contributed to the difference in the scores between or among students' scores in the LET, but there were other factors as well that were not considered by this study. These could have possibly been the other factors that may have caused the variation in the graduates' scores in the LET.

Furthermore, a small positive correlation (r = 0.214, p = 0.003) existed between students' LET performance and spirituality quotient. This means that the higher the spirituality quotient, the higher the LET performance of the students. The computed r² value of 0.0458 yields the coefficient of determination. This implies that the 4.58% of the variation of the students' scores in the LET was influenced for by students' spirituality quotient. This observation notes that the contribution of the spirituality quotient to the variation in the LET scores was small. Furthermore, scores in spirituality quotient skills may not be the only factor that contributed to the difference in the scores between or among students' scores in the LET, but there were other factors as well that were not considered by this study. These could have possibly been the other factors that may have caused the variation in scores in the LET.

Table 8 Pearson's r Results on the Significant Relationship Between LET Performance and Non-Academic Factors

	N	r	Sig	r ²
Non-academic Factors				
Emotional quotient	186	0.190**	0.009	.0361
Adversity quotient	186	0.256**	0.000	.0655
Spiritual quotient	186	0.214**	0.003	.0458

** p < .01

Predictors for LET performance. The multiple linear regression was used to determine which among the academic and non-academic factors are significant predictors of LET performance.

Table 9 shows that there were variables that can significantly predict (F (3, 182) = 48.369, p = 0.000) the LET performance of the students. Moreover, among the variables tested, only GWA (t = 9.33, SD = 0.000), spirituality quotient (t = 2.255, SD = 0.025) and comprehension skills (t = 2.135, SD = 0.034) were significant predictors of the LET. In fact, 40.9% of the variance in the LET is accounted for by GWA, 2.1% by spirituality quotient and 1.4% by comprehension skills, LET performance = 92.430 - 10.444 (GWA) + .043 (Spirituality Quotient) + .148 (Comprehension skills). This means that if the College of Education will investigate these variables and focus on them, these can help improve the performance of COE students in the LET. These findings support the study of Pacheco and Allaga (2013) which demonstrated that the students' academic performance was a significant predictor of their ability to pass the 2010 Board examination with a 90% passing rate. Further, the studies of Pascua and Navalta (2011), Guanzon and Marpa (2014) and Montebon (2005) found out that GPA is one of the significant predictors in the success of education graduates in the LET. However, the result of the study conducted by Garcia (2010) revealed that academic performance (grade average) of examinees is not an assurance (not a determinant) in passing the PRC (LET) examination. This is supported by the result of the study of Pacheco and Allaga (2013) on the academic predictors of the Licensure Examination for Teachers. It discloses that there is a very weak relationship between the performance of the students in the said exam and their academic grades. In her study, Roces (2010) found out that emotional quotient, spirituality quotient, and other personal factors are significant

predictors of career success. Likewise, Allen (2006) presents emotional quotient and spirituality quotient along with intelligence quotient as interesting ingredients for success which may maximize an individual's potentials to succeed, and these may have positive bearings on one's success in the LET. Generally, the GWA, spirituality quotient, and comprehension skills are recognized to have predictive ability and value. These variables play an important role in assisting the WVSU-COE graduates consistently attain excellent performance in the LET.

Table 9 Multiple Linear Regression Result on the Significant Predictors for LET Performance of WVSU-COE Graduates

	Sum of squares	df	Mean square	F	Sig
Regression	945.325	3	315.108	48.369**	0.000
Residual	1185.693	182	6.515		
Total	2131.018	185			

** p < .001

	Unstandardized Coefficients		R	R ²	t	Sig
	B	Std Error				
LET Performance						
Constant	92.430	2.734			33.803	.000
GWA	-10.444	1.118	0.639	0.409	9.339*	.000
Spirituality quotient	0.043	0.019	0.655	0.430	2.255*	0.025
Comprehension skills	0.148	0.069	0.666	0.444	2.135*	0.034

* p < 0.05

Qualitative Findings

The themes presented indicate the factors or influences which greatly contributed to passing the LET of COE graduates. The researcher did not focus on the frequency of the narratives given by the respondents but rather focused on the quality of the narratives as support to the themes presented. Albacete (2015) mentioned that in qualitative research, the primary goal is to give a comprehensive and in-depth account of the case being researched rather than to make generalizations.

Factors or influences which greatly contributed to passing the LET. After the interview with the chosen respondents, the data were analyzed and the researcher was able to generate two general themes for the factors or influences which greatly contributed to the COE graduates' passing the LET. These are the social support of the significant persons and personal values and attributes. **Social support of the significant persons.** The respondents considered the social support from the significant persons around them as a factor which made them pass in the LET. Robles (2016) stressed that when needed, others can offer concrete assistance in the form of social support, which might involve evaluation of various circumstances and emotional support. She added that The social support students receive from the institution, their families, friends, and mentors has a significant impact on their performance and achievement. The respondents mentioned their parents and other family members, teachers or professors whom they encountered in their quest for education, and their classmates and friends who were with them in their preparation and struggle to take and pass the LET. These circumstances show a person's tendency to seek support in managing an issue or concern by discussing it with others (Frydenberg & Lewis, 1997).

Personal values and attributes. The respondents agreed that there are personal values and attributes which made them hurdle the LET successfully. Some of these include having faith in God, being goal-oriented, being highly motivated, being prepared, being resourceful, being determined, and for being a positive thinker at all times.

DEVELOPMENT COMPONENT

Program that may ensure excellent performance in the LET.

Among the identified variables, GWA, spirituality quotient, and comprehension skills appeared as significant predictors of LET performance of the COE graduates. Taking these results into consideration, the researcher developed the Education Students' Excellence Program (EduStEP) to be used in preparing the COE students in their journey towards taking the LET. Topics which the researcher considers as essential in developing the academic and non-academic factors were included in the four sessions. Moreover, the researcher created a tool to assess the EduStEP, and experts validated it with regards to its objectives, content, activities, presentation and organization, and assessment. Three experts were able to validate the EduStEP. Their feedback and recommendations were incorporated into this program. The over-all mean of the EduStEP as noted by the validators was 3.87 which means that the program is very acceptable. Comments were given by the validators after validation of the program.

CONCLUSION

The following conclusions were made as a result of the findings that were provided:

The satisfactory performance of WVSU College of Education graduates indicates that they have been armed with the necessary knowledge, skills, and values to pass the Licensure Examination for Teachers during their stay with the University. This also implies that the College has provided them with appropriate training and preparation as well as helped them gain the knowledge, attitudes, values, and skills which make them perform in the LET successfully and beyond. On the other hand, it was also observed that their level of performance as an entire group was only satisfactory based on academic and non-academic factors. This means that while their capabilities allow them to pass the LET, their scores are not that commendable. There were graduates who were able to master the required competencies fully but then there were also those who failed to master the desired competencies. Therefore, the students still need to develop more competencies in order to ensure a consistently excellent performance in the licensure. In terms of critical thinking, it appears that the WVSU has honed most of their students well in the area in the duration of their stay with the university. It is also worthy to note that those who have advanced critical thinking skills, showed very satisfactory performance in the LET, thus, it is safe to conclude that fully developed critical thinking skills translate to success lending even more credence to the fact that the ability to think clearly and rationally is important, whatever one chooses to do in the future. Based on the results, one can say that reading comprehension can spell a difference in one's preparation to take high stake examinations such as the LET. In this investigation, it was found out that the COE graduates who were proficient and advanced in their reading comprehension had satisfactory performance in the LET, while those who were in the basic and novice levels showed fair performance only. Therefore, it can be inferred that reading comprehension is a basic skill every education graduate should possess because if one is a good reader, one can also easily recall more important information and make sound inferences. Reading comprehension is a skill which is very necessary for taking examinations such as the LET. Students,

in collaboration with their instructors, should always strive to develop good reading comprehension to guarantee success in any endeavor in the future. The results consistently show that the graduates' GWAs are reliable predictors of their performance in the LET. Many COE students, during their baccalaureate years were able to maximize the training and preparation offered by their teachers. Their good grades were proof of their good standing inside the classroom as well as their mastery of necessary competencies that would help them hurdle challenges such as the LET. In this study, it is safe to conclude that those who have higher GWA have a higher probability of performing very satisfactorily in the LET, while those who have lower GWA have slimmer chances of passing the examination. Emotional quotient is a factor that can significantly affect one's performance in the LET probably because the graduates who have strong emotional security can withstand crucial and challenging tasks such as the LET. The study's results lead to this conclusion that those with higher emotional quotients can hurdle stressful situations better and will emerge victorious when faced with stressful situations. The results of this study suggest that the graduates of COE are resilient and have the capability of dealing with adversity because they were able to persist and perform better in the LET. Events leading to the LET as well as the test itself are all highly stressful and may require resilience and high adversity quotient. This study affirms that the ability of individuals to withstand and manage adversity can influence success in any endeavor. The finding that a high spirituality quotient of the individual may propel him/her to perform well in examinations such as the LET is a proof that it is not only one's ability and intelligence that can contribute to his/her success but also his/her faith and belief in a Supreme Being. The strong spirituality of the COE graduates may have a hand in making them perform well in the LET. This may be attributed to the strong Filipino culture of being God-fearing and faithful.

There are always other factors that may influence one's potential to perform well as shown by the results of this study. Factors such as family, teachers, and other significant persons in one's life may help motivate individuals to succeed. A strong value system formation may be a great help too in attaining success. In this case, the strong spiritual orientation of the graduates may have enabled them to develop a set of values and attitudes which helped them achieve success in the LET. Based on the results of this study, an Education Students' Excellence Program (EduStEP) may be of help in assisting the COE students of WVSU attain an excellent performance in the LET.

RECOMMENDATIONS

The following recommendations are offered in light of the study's results and conclusions:

The West Visayas State University College of Education may utilize the results of this study in designing the curriculum for the Education students. The College may consider raising the admission standards by admitting high school students who have average or above average academic performance in their class. The passing score in the West Visayas State University College Admission Test (WVSU-CAT) and Teacher Aptitude Test (TAT) can be raised in order to get quality students deserving of becoming teachers. They will try to keep a GWA of 2.5 or greater without receiving a 3.0 in any of the course's subjects when they start their program in the College of Education. Further, the class adviser closely monitors the students' academic achievement and the LET performance of the graduates by the faculty members and staff of the College may be done. The College may implement the Education Students' Excellence Program (EduStEP) to assist the Education students on their journey

towards passing the LET. The teacher-advisers and guidance counselors may help facilitate the implementation. The program may be submitted for deliberation to the Academic Council for budget approval and implementation. Considering the predictors of LET performance, the College may opt to improve curriculum and instruction policies by focusing on these. The education students need to practice effective study habits beginning in first year, which must be maintained as students advance academically. Likewise, they have to develop deep understanding required in their general education subjects, professional education subjects, and major subjects. Self-regulation, resilience and other survival skills may also be incorporated into the curriculum so that students will learn and develop them as they have been seen to somehow benefit their performance. Likewise, to ensure that students receive the greatest possible preparation for the test, the administration may provide support for the curriculum and instruction. Furthermore, the administration may encourage teachers to do a simulation of LET scenario in the classrooms to familiarize the students with the LET. For example, the teachers may try giving the LET like questions to the students during exams and they can practice shading answers on test papers. Test questions for specific subjects may be presented praxis-type to encourage critical thinking as well. The University needs to revitalize the review program offered to the education students so that quality service has afforded them. A review coordinator and subject facilitators from the college may be assigned to facilitate the preparation for the LET review. It is likewise suggested that the reviewers can be former teachers of the students in the college who are considered experts in the course they are teaching. Other teacher education institutions may utilize the EduSTEP to further prepare their education students in taking the LET. Future researchers are urged to do a study that is similar to the one that focused on LET performance and preparation.

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