

## RESEARCH ARTICLE

### Factors affecting the passing rate of licensure examination for teachers at Sulu State College

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**ABSTRACT.** This study was a descriptive-correlational study that analyzed the perceptions on the factors affecting the passing rate of students in Licensure Exams for Teachers (LET) in Sulu State College (SCC). Quota sampling (n=100) was used to sample the participants from different school/college/departments in SCC. The primary participants were faculties from School of Education, School of Arts and Sciences, SSC Senior High School, SSC Laboratory High School, Other SCC departments with License for Public Teachers (LPT). A survey questionnaire was developed to elicit the responses from the faculty and staff with four scales—(i) Student-related factors, (ii) School-related factors, (iii) Home-related factors, and (iv) Teacher-related factors. Findings indicated that for SCC faculty and staff, the student-related factors, school-related factors, home-related factors, and teacher-related factors *most likely* influenced the student's outcomes in LET. There were also significant correlations observed between the variables from high (home-teacher factors), moderate (student-school, home-school, teacher-school factors), and low (student-home, teacher-student factors) correlation levels. Recognizing the salience of student-related challenges, such as socio-economic backgrounds, motivation, and study habits, underscores the importance of providing targeted support mechanisms to address these issues. Similarly, focusing on enhancing school-related factors, such as curriculum design, teaching quality, and support services, can contribute to creating conducive learning environments conducive to students' success.

**KEYWORDS:** *home-related factors, LET, school-related factors, student-related factors, teacher-related factors*

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## Introduction

Education is universally recognized as a fundamental tool for societal advancement and individual empowerment (Cremin & Nakabugo, 2012; Khan, 2015; Tilak, 2002). In the Philippines, as in many countries, education is perceived as a pathway out of poverty, with significant numbers of Filipinos striving to attain high standards of education for themselves and their families (Bañez & Pardo, 2016; Maimad et al., 2023). The quality of education provided by teacher education institutions (TEIs) is often assessed through licensure examinations. These

examinations serve as benchmarks for evaluating graduates' competencies and skills acquired from these institutions (Barrera et al., 2013).

Teacher quality is identified as a primary factor affecting student achievement, with teacher licensure systems globally serving as mechanisms to ensure educators' competence and proficiency (Goldhaber, 2011; Jaekel et al., 2023; Tabroni et al., 2022). These systems typically mandate that teachers graduate from approved TEIs, complete student teaching, and pass licensure examinations (Yaune, 2022). As international institutions and agencies place considerable emphasis on licensure examination passing rates (Silvestri et al., 2013), studies found out that individuals' performance in licensure examinations is closely tied to the educational standards provided by their respective institutions (Nool & Ladia, 2017; Dagdag et al., 2017).

Within the context of the Philippines, the licensure examination has emerged as a significant indicator of the caliber of educators and the instructional practices they employ. The employment of teachers in schools has increasingly relied on a key ensure to ensure their competence. The standard provided by this assessment allows for the evaluation of a graduate's level of competence, ensuring that they possess the essential skills required for effective participation in the field of education. It is a common practice for most professions to require licensing tests in order to grant admission to qualified graduates within their respective sectors (Cahapay, 2021).

However, analyzing the literatures revealed that no specific study about factors affecting the passing rates in LET within the context of Sulu, Philippines. Hence, the purpose of this study was to bridge the knowledge gap about how pre-identified factors could potentially affect the performance of SCC in LET.

This study explored factors influencing the passing rates of SCC students in the LET. By examining student-related, school-related, home-related, and teacher-related factors, the study seeks to provide insights into the multifaceted challenges students face and identify areas for targeted support and intervention. Recognizing the interconnected nature of these factors was crucial for devising holistic strategies to enhance student outcomes in licensure examinations and promote educational quality within SCC.

## **Research Questions**

This study aimed to discover potential factors that could influence the passing rate of LET at Sulu State College. Below were the questions sought to be answered in this study.

1. What is the demographic profile of SCC faculty members and staff based on their sex, age, employment status, and educational attainment?
2. What factors could potentially influence the passing rate in LET of SCC?
3. Did the factors correlate with each other?

## **Literature Review**

Quality education and literacy are considered valuable resources in all countries, including the Philippines (Chavez et al., 2023c). Bañez and Pardo (2016) noted that significant number of Filipinos are highly motivated to attain a high standard of education for both them and their families. This is primarily driven by the belief that education plays a crucial role in addressing the issue of poverty (Chavez et al., 2023b; Murro et al., 2023). Multiple studies have been conducted to establish the role of licensure examinations as an indicator or measure of quality education in HEIs, including TEIs. The study conducted by Barrera et al. (2013) suggests that licensure examinations serve to assess the competencies and skills acquired by graduates from high-quality HEIs.

Notably, the effects of licensure exams to the concept of quality education has been verified by several international institutions and agencies. They place significant emphasis on the passing rate of licensure examinations as a key indicator of the quality of education provided (Silvestri et al., 2013; Amanonce & Maramag, 2020). The success rate of licensure examination takers from various fields, including Medicine, Accountancy, Engineering, Criminology, Agriculturists, and others, is widely regarded as a reliable indicator of the quality of education provided by HEIs (Abao et al., 2023; Chan-Rabanal, 2016; Gatpandan et al., 2023; Minoza, 2016).

Moreover, the research conducted by Nool & Ladia (2017) and Dagdag et al. (2017) has indicated that the performance of individuals taking the LET for the first time is closely linked to the educational standards offered by their respective institutions. Therefore, it is expected that individuals who pass the licensure examination have acquired sufficient knowledge and skills that will enable them to effectively carry out their teaching responsibilities.

Esmeralda and Perez-Espinosa (2015) conducted a study that provided evidence of a positive relationship between the passing rate of the LET and the proficiency of students from educational programs for future teachers.

Empirical research has identified teacher quality as the primary in-school factor that affects student achievement. Policymakers regulate the admission of teachers to employment through teacher licensure (Goldhaber, 2011). Various countries employ distinct teacher licensure systems to guarantee the competence and proficiency of those aspiring to become educators. A teaching license grants its possessor the legal authority to engage in the profession of teaching in a designated jurisdiction. It is referred to as a teaching certification, eligibility, or credentials in certain locations (Deady, 2020).

Teacher licensure globally often mandate that teachers must graduate from approved TEIs, successfully complete a period of student teaching, and pass a licensure examination (Goldhaber, 2011; Yauney, 2022). Teacher training programs offered by colleges and universities are the most widely chosen route for individuals aspiring to become teachers. Additionally, there are alternative certification programs that aim to tackle the issues related to the quality and quantity of teachers in countries like the United States (Boyd et al., 2007). However, some scholars argue that teacher training through formal pre-service and in-service college coursework has little impact on teacher productivity (Harris & Sass, 2011) or student achievement (Boyd et al., 2007).

It is worth noting that the nursing grade point average (GPA) serves as a reliable measure of a student's academic performance, which in turn has a positive impact on their performance in the Nursing Licensure Examination (NLE) over a period of time (Almazan, 2019; Horton et al., 2012; Schooley & Kuhn, 2013; Romeo, 2013). Research suggests that there was a positive correlation between higher GPA scores and better NCLEX-RN outcomes. These results align with the findings of a previous study, which indicated that students who received grades of C or D were less likely to successfully pass the NCLEX-RN examination (McCarthy et al., 2014). Thus, it can be concluded that the Grade Point Average plays a crucial role in determining the passing score for the NLE.

This study wanted to determine some factors that could potentially influence the passing rates of SCC in LET. Firstly, the identification of student-related, school-related, home-related, and teacher-related factors as significant influencers of student outcomes in the LET underscored the importance of adopting a holistic approach to student support and preparation. By recognizing the multi-contextual nature of challenges students face, educators and policymakers can design interventions and support systems that address various aspects of students' lives, including socio-economic backgrounds, motivation, and study habits.

## Methods

This study employed descriptive-correlational design in analyzing the perceptions of Sulu State College faculty members and staff about some factors that could affect the passing rate for LET within the institution. The LET passing rate is a crucial metric for educational institutions, reflecting their effectiveness in preparing future educators. By focusing on the perceptions of both faculty members and staff, this research aimed to provide a holistic understanding of the factors at play.

Descriptive analysis involves a meticulous examination of data to summarize and present the characteristics or attributes of a particular phenomenon or population (Chavez, 2020ab; Chavez & Lamorinas, 2023; Murro et al., 2023). In this study, the descriptive component involved a thorough exploration of the perceptions held by faculty members and staff regarding factors influencing the LET passing rate using standard metric for measuring levels of (i) student-related factors, (ii) school related factors, (iii) home-related factors; and (iv) teacher-related factors.

The correlational aspect of the analysis aimed to identify any patterns and relationships in perceptions between faculty members and staff. By assessing the correlation, the researchers sought to uncover potential discrepancies or areas of concerns regarding the factors influencing the LET passing rate.

### 1. Population and Sampling Design

The respondents of this study were the faculty members and staff of Sulu State College coming from different academic departments. The participants of this study came from the School of Education, School of Arts and Sciences, SSC Senior High School, SSC Laboratory High School, Other SCC departments with LPT.

This study employed quota sampling (n=100) to sample the participants from each of the school/college/department. As shown in **Table 1**, each of these had corresponding number of participants to be surveyed. The researcher considered the proportions of faculty with LPT ensuring they generally represent the population of teachers in the SCC.

**Table 1.** Summary of Participants based on School/College/Department

Participants	N
School of Education	38
School of Arts and Sciences	24
SSC Senior High School	12
SSC Laboratory High School	15
Others	11
<b>Total</b>	<b>100</b>

Quota sampling, a non-probability sampling method, involves predetermining the number of participants required for the study. Researchers distributed questionnaires randomly among individuals meeting specific demographic criteria until the desired participant count was attained. Employing selection techniques, such as online and face-to-face surveys, facilitated this recruitment process. Throughout, researchers thoroughly monitored quotas to ensure their fulfillment.

### 2. Research Instruments

This study adapted a survey questionnaire to elicit the responses from the SCC faculty and staff regarding the factors they feel could affect the passing rate in LET. The questionnaire had two major parts—the demographic profiles and the perception scale.

Part I determined the demographic profiles of SCC faculty and staff based on their age, sex, employment status, and educational attainment. Part II gathered data regarding their perceptions about factors that potentially affect the passing rate of students in LET. Part II was subdivided into four scales namely the (i) Student-related factors, (ii) School-related factors, (iii) Home-related factors, and (iv) Teacher-related factors. The scales were based on Alshammari et al. (2017) study regarding the factors affecting the academic performance of nursing students.

### *3. Data Gathering Procedure*

Initially, quotas were assigned to each subgroup to represent the distribution of these characteristics in the target population. A sampling plan was then devised, detailing recruitment strategies, sampling techniques, and data collection methodologies to be employed. Both online and face-to-face surveys were conducted to collect data from the participants. This ensured flexibility on data collection process of the study.

The researcher provided a detailed consent regarding the purpose of the study and assured participants of data confidentiality. Participants were then requested to sign the waiver or consent form, signifying their voluntary participation in the study. This document also elucidated the survey's purpose, participation details, potential risks or benefits, and guarantees of confidentiality and anonymity. Through signing the waiver, participants expressed their informed consent to partake in the study.

Upon recruitment, questionnaires were administered. Researchers remained available throughout the survey administration process to address any participant queries or concerns and to offer clarification on survey instructions or questions if necessary. Each participant was given enough time (30 minutes to one hour) to respond to the questionnaire.

Throughout the data collection phase, diligent monitoring of quotas was maintained to ensure proportional representation and sample diversity. Subsequently, collected data underwent thorough analysis employing appropriate statistical techniques, with emphasis on assessing the correlations between the variables. Findings were interpreted within the context of the research objectives and the inherent strengths and limitations of quota sampling.

### *4. Data Analysis Process*

This study employed statistical analysis to interpret empirical data from survey responses. Specifically, the analysis utilized the Jeffreys's Amazing Statistics Program (JASP) version 0.18.2, which is an open-source software tool endorsed by the University of Amsterdam. JASP is known for its user-friendly interface, resembling SPSS, and offers a variety of standard analysis methods in both classical and Bayesian forms.

In descriptive analysis, *percentage* was utilized to compare different demographic groups, assessing the proportions of respondents within each category or group. The study calculated the weighted mean to determine the average of the dataset, with each value being multiplied by its respective weight, considering the responses from each data point. This approach allowed for the derivation of composite means for all items or statements within the dataset.

For inferential analysis, the study used the Person's product-moment correlation coefficient  $r$  (Pearson's  $r$ ) to analyze the correlation between the variables of the study. Pearson's  $r$  is a statistical

measure that quantifies the strength and direction of the linear relationship between two continuous variables.

## Results

*Question 1. 1. What was the demographic profiles of SCC faculty members and staff based on their sex, age, employment status, and educational attainment?*

**Table 2** presents the summary of the demographic profiles of the SCC faculty members who participated in the study. Findings indicated that in terms of age, majority of participants were of ages  $\leq 30$  years old ( $n=34$ ; 34.0%). One-third of them were ages 31-40 years old ( $n=30$ ; 30.0%). There were 26% of ages 41-50 years old while only 10% were ages  $\geq 51$  years old.

In terms of sex, the findings indicated that out of 100 participants, 60% of them were females and 40% were males.

**Table 2. Summary table of teachers' demographic profile**

Demographics	Frequency (N=100)	Percentage	
Age	30 years old and below	34	34%
	31 – 40 years old	30	30%
	41 – 50 years old	26	26%
	51 years old and above	10	10%
Sex	Male	40	40%
	Female	60	60%
Status of Employment	Permanent	46	46%
	Contract of Service	29	29%
	Job Order	10	10%
	Part-time	15	15%
Educational Attainment	Bachelor's Degree	7	7%
	With MA Units	20	20%
	Master's Degree	30	30%
	With Doctorate Units	13	13%
	Doctorate Degree	30	30%

For employment of status, majority of the participants were permanent ( $n=45$ ; 46.0%). There were 29% who were contract of service and 15% working as part-time. Only 10% were employed as job orders.

Analyzing the demographics of participants based on their educational attainment revealed that majority of them have a doctorate degree ( $n=30$ ; 30.0%). One-third ( $n=30$ ; 30.0%) have their master's degree and one-fourth ( $n=20$ ; 20.0%) have a bachelor's degree with some MA units. Only 13% had a master's degree and some doctor's units.

*Question 2. What factors could potentially influence the passing rate in LET of SCC?*

This study analyzed the perceptions of the SCC faculty and staff regarding different factors that could influence the passing rate of LET within the institution. In **Table 3**, findings indicated that some student-related factors ( $\bar{x}=4.59$ ;  $\sigma=0.186$ ) were *more likely* to serve as a factor affecting the passing rate of SCC in LET. For instance, the faculty and staff believed that wanting to get good grade on different academic engagements ( $\bar{x}=4.80$ ;  $\sigma=0.444$ ), active participation in discussions ( $\bar{x}=4.75$ ;  $\sigma=0.435$ ), and exerting effort with difficult assignment ( $\bar{x}=4.76$ ;  $\sigma=0.553$ ) could have relevant effects on the student's performance in LET.

**Table 3. Teacher’s perceptions on student-related factors**

Student-related factors	$\bar{x}$	$\sigma$	Rating
How well do you listen to your teacher?	4.59	0.494	Most Likely
How well do you actively participate in the discussion, answering, and clarifying things you did not understand?	4.75	0.435	Most Likely
How well do you want to get good grades on test, quizzes, assignments, and projects?	4.80	0.444	Most Likely
How well do you make yourself prepared for the subject?	4.25	0.557	Most Likely
How well do you get frustrated when discussion is interrupted, or the teacher is absent?	4.49	0.611	Most Likely
How well do you exert more effort with your difficult assignment?	4.76	0.553	Most Likely
How well do you study the lessons you missed if you were absent from the class?	4.57	0.624	Most Likely
How well do you study and prepared for quiz and test?	4.64	0.772	Most Likely
How well do you see to it that extracurricular activities do not hamper your studies?	4.41	0.854	Most Likely
How well do you spend your vacant time doing assignment or studying your lesson?	4.29	0.756	Most Likely
<b>Composite</b>	<b>4.555</b>	<b>0.193</b>	<b>Most Likely</b>

Remarks: 1.00-1.80 (Least Likely); 1.81-2.60 (Less Likely); 2.61-3.40 (Moderate); 3.41-4.20 (More Likely); 4.21-5.00 (Most Likely)

In **Table 4**, findings indicated that school-related factors *most likely* ( $\bar{x}=4.396$ ;  $\sigma=0.186$ ) served as a factor affecting the passing rate of LET in SCC. Specifically, the faculty and staff believed that school-related factors such as location of school ( $\bar{x}=4.71$ ;  $\sigma=0.456$ ), space in the library ( $\bar{x}=4.60$ ;  $\sigma=0.603$ ), learning facilities at school ( $\bar{x}=4.58$ ;  $\sigma=0.496$ ), and learning facilities for course work ( $\bar{x}=4.43$ ;  $\sigma=0.498$ ), could potentially influence the passing rate in LET.

**Table 4. Teacher’s perceptions on school-related factors**

School-related factors	$\bar{x}$	$\sigma$	Rating
How well do you use the learning facilities provided by the university (Library, computer laboratory, and chalkboard)?	4.58	0.496	Most Likely
How well do you use the learning facilities in performing our course work?	4.43	0.498	Most Likely
How well do you think the facilities provided by the university meet the standards for physical requirement (classroom size, lighting, air conditioning, tables, and chairs)?	4.29	0.756	Most Likely
How well do you can easily access the internet in the library?	4.02	0.853	More Likely
How well do you adhere to the “Speak English Policy” of the university?	4.32	0.750	Most Likely
How well do you followed your time schedule when going to school?	4.28	0.766	Most Likely
How well do you find your classroom comfortable?	4.37	0.761	Most Likely
How well do you think the space is enough in the library?			
How well do you use the learning facilities provided by the university (Library, computer laboratory, and chalkboard)?	4.60	0.603	Most Likely
How well do you find that there are available library references?	4.36	0.759	Most Likely
How well do you think the location of your school?	4.71	0.456	Most Likely
<b>Composite</b>	<b>4.396</b>	<b>0.186</b>	<b>Most Likely</b>

Remarks: 1.00-1.80 (Least Likely); 1.81-2.60 (Less Likely); 2.61-3.40 (Moderate); 3.41-4.20 (More Likely); 4.21-5.00 (Most Likely)

In **Table 5**, teachers believed that several home-related factors ( $\bar{x}=4.180$ ;  $\sigma=0.461$ ) could impact the passing rate of SCC in LET. For instance, the faculty and staff believed that home-related factors like parent’s motivating their children ( $\bar{x}=4.88$ ;  $\sigma=0.328$ ), availability of learning materials ( $\bar{x}=4.72$ ;  $\sigma=0.453$ ), and use of mobile phones ( $\bar{x}=4.72$ ;  $\sigma=0.453$ ) could potentially be factors in the outcomes of students in LET.

**Table 5. Teacher’s perceptions on home-related factors**

Home-related factors	$\bar{x}$	$\sigma$	Rating
Are you motivated by your parents to improve your studies?	4.88	0.328	Most Likely
Do you use your learning materials (book, dictionary, and laptop) suitable for your learning?	4.72	0.453	Most Likely
Do you have tutorial session after class?	3.35	0.716	Moderate
Do your parents help you in your homework?	4.07	0.154	Moderate
Do you ask guidance from elders and/or family?	4.65	0.675	Most Likely
Do you easily get distracted by your friends?	3.83	0.457	Moderate
Do you do too many household chores?	3.83	0.457	Moderate
Do you get disturbed by your siblings?	3.83	0.457	Moderate
Do your mobile phone/television/radio/gadgets distract you while studying lesson?	4.24	0.771	Most Likely
Do your family experience financial problem?	4.400	0.309	Most Likely
<b>Composite</b>	<b>4.180</b>	<b>0.461</b>	<b>Most Likely</b>

Remarks: 1.00-1.80 (Least Likely); 1.81-2.60 (Less Likely); 2.61-3.40 (Moderate); 3.41-4.20 (More Likely); 4.21-5.00 (Most Likely)

In **Table 6**, findings indicated that teacher-related factors could also have relevance on the passing rate of SCC in LET. For example, they believed that teachers showing smartness, confidence, ( $\bar{x}=4.77$ ;  $\sigma=0.424$ ), appealing personality ( $\bar{x}=4.77$ ;  $\sigma=0.424$ ), and those explaining the learning objectives ( $\bar{x}=4.79$ ;  $\sigma=0.411$ ), could potentially influenced the performance of students in LET.

**Table 6. Teacher’s perceptions on teacher-related factors**

Teacher-related factors	$\bar{x}$	$\sigma$	Rating
Do your teachers have a good relationship with the students and co-teachers?	4.63	0.483	Most Likely
Do your teachers impose proper discipline and are not lenient in following the prescribed rules?	4.66	0.477	Most Likely
Do your teachers open to suggestion and opinion and is worthy of praise?	4.65	0.690	Most Likely
Do your teachers show smartness, confidence, and firmness in making decision?	4.77	0.424	More Likely
Do your teachers have an appealing personality with good sense of humor?	4.77	0.424	Most Likely
Do your teachers explain the objectives of the lesson clearly at the start of each period?	4.79	0.411	Most Likely
Do your teachers have mastery of subject matter?	4.46	0.501	Most Likely
Are your teachers organized in presenting subject matter by systematically following course routine?	4.71	0.457	Most Likely
Do your teachers updates themselves with present trends relevant to the subject matter?	4.71	0.457	Most Likely
Do your teachers shows various strategies, teaching aids/ devices, and techniques in presenting the lesson?	4.71	0.457	Most Likely
<b>Composite Mean</b>	<b>4.686</b>	<b>0.096</b>	<b>Most Likely</b>

Remarks: 1.00-1.80 (Least Likely); 1.81-2.60 (Less Likely); 2.61-3.40 (Moderate); 3.41-4.20 (More Likely); 4.21-5.00 (Most Likely)

Question 3. Did the factors correlate with each other?

Findings of this study revealed that variables for LET passing rate were correlated with each other. For instance, home-related factors and teacher-related factors were highly correlated ( $r=0.549$ ;  $p=0.00$ ). Additionally, student related factors and school-related factors were moderately correlated ( $r=0.364$ ;  $p=0.00$ ); same thing for school-related factors and both home-related ( $r=0.348$ ;  $p=0.00$ ) and teacher-related factors ( $r=0.31$ ;  $p=0.00$ ).

**Table 7. Correlation among factors for LET passing rate**

		r value	Sig.	Remarks
Student-related factors	School-related factors	0.364	0.00*	Moderate
	Home-related factors	0.192	0.00*	Low
	Teacher-related factors	0.292	0.00*	Low
School-related factors	Home-related factors	0.348	0.00*	Moderate
	Teacher-related factor	0.310	0.00*	Moderate
Home-related factors	Teacher-related factors	0.549	0.00*	High

\*Correlation Coefficient is significant at  $\alpha = 0.05$

Correlation Scales adapted from Hopkins (2002): 0.0– 0.1 = Nearly Zero; 0.1 – 0.3 = Low; 0.3 – 0.5 = Moderate; 0.5 – 0.7 = High; 0.7 – 0.9 = Very High; 0.9 – 1.0 = Nearly Perfect

## Discussion

This study analyzed the factors that could potentially influence the passing rate of SCC in LET. As indicated by the findings, determined factors such as student-related, school-related, home-related, and teacher-related factors could *most likely* influence the results of LET within the institutions. The SCC faculty and staff believed that these factors could have significant effects on the overall performance of the SCC students to take LET after graduation.

Different studies were conducted determining the factors that widely affect the outcome of students in licensure exams. Non-academic factors such as increased family commitments and demands, inadequate financial resources, high stress levels, situational crises, anxiety, and isolation were found to be major predictors of academic failure (Beeson & Kisslings, 2001). The nursing faculty may experience a sense of failure due to the high rates of failure among nursing graduates. This phenomenon mostly arises when the process of testing is seen as synonymous with the process of learning, leading students and teachers to prioritize the knowledge and skills required to achieve a passing grade (Poorman & Webb, 2000; Crow et al., 2004). This perspective results in a limited scope, lack of confidence, a cutthroat and indifferent atmosphere where graduates may pass the exam but fall short of meeting professional performance standards (Nyangena et al., 2013). This analysis was strengthened in this study indicating that some faculty and teachers may feel how much responsible they are when the students fail in the licensure exams. For instance, they feel that their pedagogical approaches and instructional practices could likely contribute to the passing or failing of the student.

Additionally, the study of Nyangena et al., (2013) revealed that 55% of the nursing students “had easy access to the library when revising for exam”. The authors the importance of including more hands-on experiences in school training, as well as avoiding condensed teaching of theoretical knowledge. Furthermore, it underlined the significance of lecturers being readily available to assist students with their revision. In parallel to this, the findings of this study observed relevant role of instructional practices and curriculum implementation in the success of students in LET as perceived by the LET passer faculty and staff in SCC.

Similarly, Igcasama, et al. (2021) conducted a study in Saint Michael College of Caraga from 2017-2019. Their findings revealed that the curriculum, teacher’s competence, and facilities and

resources could have significant impact on the outcomes of students in the LET. This was also observed in this study indicating that the faculty and staff of SCC treat the teachers, facilities, and quality of education in SCC as relevant factors that could potentially determine the passing rate in LET.

Remarkably, this study also observed correlations between the variables measured. For instance, home-related factors can be correlated with teacher-related factors. This means that there could be linearity on the effects of interactions happening within student's homes, the teacher's competence, and how both collectively influence the outcomes of students in LET. This was possible because home-related factors also influence the performance of students academically (Abrantes & Casinillo, 2020; Egunsola, 2024) or even the careers they choose (Chavez et al., 2023; Kazi & Akhlaq, 2017). Although this opened new questions about factors affecting the passing rates, this study was not able to accurately represent the effect of the variables to the outcome of students. Perceptions were not enough in quantifying the influence nor effect of variables; instead, a more structured analysis should be done to elicit strong mathematical representations.

One critical implication arises from the recognition of non-academic factors, such as family commitments, financial constraints, stress levels, and anxiety, as significant predictors of academic success or failure. These findings emphasize the importance of providing comprehensive support systems and interventions that address students' socio-emotional well-being alongside their academic needs. The study highlighted the need to reconsider the prevailing perception of testing as synonymous with learning, advocating for pedagogical approaches that prioritize holistic development and professional standards attainment.

## **Conclusion**

This study has shed light on the factors influencing the passing rate of SCC students in the LET. The findings underscored the significant roles played by student-related, school-related, home-related, and teacher-related factors in shaping student outcomes in licensure examinations.

It was evident that non-academic factors such as family commitments, financial constraints, stress levels, and anxiety can serve as major predictors of academic success or failure, emphasizing the importance of providing comprehensive support systems to address students' socio-emotional well-being. Moreover, the study highlights the need to reassess the perception of testing as synonymous with learning, advocating for pedagogical approaches that prioritize holistic development and professional standards attainment.

This study reinforced the importance of considering various dimensions of students' educational experiences and the interconnectedness of factors influencing their academic outcomes. The correlations observed between home-related and teacher-related factors further underscore the need for collaborative efforts between families and educational institutions to support students effectively. However, it is essential to acknowledge the study's limitations, particularly its reliance on perceptions rather than structured quantitative analysis to assess the impact of variables on student outcomes. Future research should employ more robust methodologies to provide stronger mathematical representations of these relationships.

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