



JOURNAL OF STUDENT AND EDUCATION (JSE)

VOLUME 1 ISSUE 1 (2023)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Level of Preparedness and Confidence of Graduating Education Students to Licensure Examination

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Article Information

Received: March 25, 2023

Accepted: April 07, 2023

Published: April 12, 2023

Keywords

Licensure Examination for Teachers, Confidence, Commitment, Preparedness

ABSTRACT

This study aimed to investigate the level of preparedness and confidence of third- and fourth-year education students in taking the Licensure Examination for Teachers (LET) and its relationship to their commitment to taking the exam. The data was gathered through a survey questionnaire and analyzed using the descriptive correlational method. Results showed that the respondents strongly agreed to attend review sessions, go with people who motivate them, and push through despite difficulties. They also had positive attitudes toward learning, note-taking, and self-evaluation. Moreover, a significant relationship between confidence and commitment was found. These findings suggest that educators can enhance student preparedness and commitment to taking the LET by providing review sessions and support from peers and significant others. Additionally, promoting a growth mindset that views failures as opportunities for growth and learning may improve student confidence in taking licensure exams.

INTRODUCTION

Passing professional board exams is a significant achievement that confers dignity and prestige to graduates. Those who pass have a competitive advantage over those who do not, as they possess the necessary knowledge and experience to perform their job competently. Moreover, obtaining a professional license represents the peak of professional success. Professionals must adhere to the guidelines established by the Professional Regulatory Commission (PRC), which provides them with a framework to work within. The Licensure Examination for Teachers (LET) is one such professional board exam in the Philippines that must be passed to become a licensed teacher. The passing average performance on the LET is one of the outcome indicators under the current curriculum and instruction parameters, as the licensure examination is one of the variables that affect the quality of instructors and teaching in the country. Licensure exams guarantee educational quality, encourage teacher professionalism, and marginally enhance student results. Therefore, passing the LET is an indication of quality education. However, according to LET results issued by PRC, the national passing rates for teacher education graduates have been below 50% for the past several years, indicating a gap in the competencies of the country's teacher education graduates. As such, several measures have been launched by higher education institutions (HEIs) in the Philippines to improve LET results.

This study aims to assess the level of confidence and preparedness of graduating students, particularly in identifying pertinent inputs for creating a program that will guarantee success in the LET. This study is based on Bandura's Social Cognitive Theory, which holds that individual, social, and environmental interactions

influence how people behave. The theory also highlights the importance of self-efficacy, which is a person's confidence in their capacity to carry out particular tasks successfully. Self-efficacy is important in the context of this study since it relates to how prepared and confident education graduates are for licensing exams. According to the notion, a person's level of self-efficacy is influenced by personal factors such as academic success, teaching experience, and study habits. For example, a person's confidence in their capacity to perform well on the licensing examinations can be increased by their academic performance and teaching experience. Similar to how good study habits can boost pupils' confidence in their exam-performance abilities. The idea also emphasizes how the environment, including educational standards and instructional strategies, affects how well-prepared and confident students are for licensing exams. The quality of their education might influence students' exposure to the knowledge and abilities required for license exams. On the other hand, effective teaching strategies can increase students' conceptual understanding while also raising their confidence and exam readiness. As a result, the theoretical framework for this study suggests that environmental, behavioral, and personal factors, such as academic performance, teaching experience, study habits, educational quality, and instructional methods, influence how prepared and confident graduating education students are for the Philippine license examination.

The significance of licensure examinations cannot be overstated, as they ensure the quality and competence of education graduates in the Philippines. However, passing the licensure examination is a challenging task that requires a high level of preparedness and confidence. Despite the importance of licensure examinations, little is known

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about the factors that influence the level of preparedness and confidence of graduating education students in the targeted locale, specifically in determining relevant inputs in developing a program that will ensure their success in this examination. This study aims to determine the level of preparedness and confidence of 3rd year and 4th year Education students, as well as their level of commitment in preparing for the Licensure Examination for Teachers.

METHODOLOGY

This chapter will focus on the research method used, the study's respondents, the research sample, research instruments, data collection and statistical treatment used in the research.

Research Design

In understanding the study, the researcher will use the descriptive correlational method which will be deemed most appropriate considering the nature of the study. The descriptive-quantitative research method collects data to answer questions about the subjects' status or study topic. It is also a way to accurately describe a sample of a study. It uses formal instruments to study a sample's preferences, attitudes, practices, concerns, or interests (McCombes, 2020). A descriptive quantitative study determines and reports the way things are. Using this method, we can do a substantial examination relative to the study, thus the result can be a basis of sound judgment. While correlational is designed to discover relationships among variables and allow predicting future events from present knowledge.

Context and Participants

The study will involve the total population of 71 Education students - 47 3rd Year and 24 4th Year Education students in a local college in San Jose del Monte.

Research Instrument

The researcher will be using a questionnaire-Likert scale test in determining the level of preparedness and confidence of graduating Education students to licensure examination. It deals with the level of preparedness and confidence of 3rd year and 4th year Education students and their level of commitment in preparing for the Licensure Examination for Teachers.

Data Gathering Procedure

The researcher will initially gather information about the number of respondents in the locale of the study which the integrative paper adviser will approve and researcher will secure permission to the chosen institution and respondents. A formal letter will be emailed to the institution to ask their consent to administer the study. The respondents will be using Google Form accessed through a link online. The answered forms will be sent automatically to the database and the results will be computed automatically.

Data Analysis

The quantitative analysis will be treated by using means and standard deviation.

1. Mean. This statistical instrument refers to the average of the sum of the observed values divided by the number of observations.

2. Standard Deviation: this refers to a statistic tool that measures the dispersion of a dataset relative to its mean and is calculated as the square root of the variance. The mean results shall be treated with other factors to come up with the standard deviation.

Research Ethics

In line with the protocols of questionnaire research, both parts will be introduced by the researcher to the participants and read thoroughly for their comprehension. After which, the researcher shall entertain any questions and clarifications before the answering of questions shall commence. Permission consent to conduct the study and survey among student respondents will be included in the survey-questionnaire forms to be answered by the respondents.

RESULTS AND DISCUSSION

Survey questionnaires were distributed to seventy-one (71) respondents where responses were organized and analyzed using an appropriate statistical tool. This study aims to determine the level of preparedness and confidence of third year and fourth year education students and their level of commitment in preparing for the licensure examination of teachers (LET). Descriptive statistics, specifically mean and standard deviation were used to describe the data. Moreover, the Likert scale was employed to categorize the level of satisfaction.

What is the level of preparedness and confidence of third- and fourth-year education students in terms of licensure examinations for teachers?

It appears that respondents strongly agree that they attend review sessions when offered with a mean value of 4.24 and a standard deviation of 1.05. It also indicates that they strongly agree that they always go with people who inspire and motivate them the most to study hard, like family, special someone, and significant others with a mean value of 4.39 and standard deviation of 1.02. Furthermore, the respondents strongly agree that even when they feel like giving up, they still push to work and complete what they have started with a mean value of 4.27 and standard deviation of 1.03 based on descriptive summary statistics. This implies that their responses fall on the strongly agree category ranging from 4.21 to 5.00 with standard deviation closer to the mean value.

It also presents these statements 2: During my time in college, I gained valuable knowledge, particularly in the practical application of essential concepts., 3: I have collected all the necessary materials that I believe will aid me during the review., 4: I have sought advice from

individuals who have previously taken the exam and incorporated their helpful tips., 5: I have established a strict schedule to avoid cramming during the review period., 6: I maintain a positive mindset and believe in my ability to pass the licensure exam, as one philosopher famously said, “I think, therefore I am”., 8: I have faith in my capabilities and do not succumb to the expectations of others., 9: I concentrate on my work and do not let criticism or idle chatter distract me., 10: I am confident in my note-taking techniques., 12: I regularly evaluate my work against established standards., 13: I do not rely on others to assist me., 14: I prefer to make progress in my work, even when my classmates or team members are uncooperative., 15: I do not let failures discourage me, and I believe that there will always be another opportunity to succeed implying that the respondents agree on the said statements because the computed mean values range from 3.41 to 4.20 with standard deviations closer to the mean value.

A study by Jocson and Vizconde (2019) investigated the factors that affect the performance of education graduates in the Philippine Licensure Examination for Teachers (LET). The study found that attending review sessions, taking mock exams, and studying with others were significant predictors of LET performance. This supports the findings in Table 1 that students strongly agree on attending review sessions and going with people who inspire and motivate them to study hard.

In another study by Fadrigon *et al.* (2019), it was found that a positive mindset and self-discipline were essential in preparing for licensure exams. The study recommended that students should develop a positive mindset and practice self-discipline to improve their readiness for licensure exams. This aligns with the findings that students strongly agree on having a positive mindset and disciplining themselves to follow a definite schedule to avoid cramming during review.

Additionally, a study by Lee and Kim (2019) found that self-evaluation, note-taking skills, and confidence were significant factors in students' performance in the Korean Licensure Examination for Teachers. This supports the findings in Table 1 that students agree on periodically self-evaluating their work, feeling confident about their note-taking methods, and not getting discouraged by failures.

In general, the findings are consistent with previous studies on the factors that affect students' preparedness and confidence in taking licensure exams. The importance of attending review sessions, studying with others, having a positive mindset, practicing self-discipline, and developing effective study habits have been emphasized in previous research.

What is the level of commitment of third- and fourth-year education students in preparing for licensure examination for teachers?

It appears that respondents strongly agree that they are willing to work hard to meet personal goals with a mean value of 4.56 and standard deviation of 0.98. It also

indicates that they strongly believe that dedication and perseverance are essential factors in achieving goals and visions with a mean value of 4.38 and standard deviation of 1.05. Furthermore, the respondents strongly agree that they set realistic and achievable goals with a mean value of 4.34 and standard deviation of 1.07 based on descriptive summary statistics. This implies that their responses fall on the strongly agree category ranging from 4.21 to 5.00 with standard deviation closer to the mean value.

It also shows that statements 2: I approach my preparations with dedication as I strive for excellence., 3. I am willing to invest extended periods of time to complete my studies/preparations., 4: I attend LET preparation activities punctually., 5: I establish rigorous expectations for myself academically., 6: I persevere even when the coursework is dull or difficult., 7: I keep my assignments current and on schedule., 8: I align my coursework with my future aspirations implies that the respondents agree on the above statements since the computed mean values ranges from 3.41 to 4.20 with standard deviations closer to the mean value.

Related studies have shown that commitment is a critical factor in academic success. A study by Hu and McCormick (2012) found that academic commitment was positively related to academic achievement among undergraduate students. In addition, a study by Schaufeli, Salanova, González-Romá, and Bakker (2002) found that high levels of commitment were associated with increased job satisfaction and performance.

Other studies have specifically examined commitment in the context of licensure examinations. A study by Lee and Kim (2018) found that commitment to studying for a licensure examination was positively associated with examination performance among Korean nursing students. Another study by Allen and Robbins (2010) found that high levels of commitment to studying for the Certified Public Accountant (CPA) examination were associated with higher examination scores and a higher likelihood of passing the examination. These studies suggest that commitment is an important predictor of academic and professional success, particularly in the context of licensure examinations.

The findings in this study support this idea, as the respondents' high levels of commitment to their LET preparations were associated with positive attitudes and behaviors towards studying. Therefore, promoting and supporting commitment among students is crucial to maximize their chances of success in their academic and professional pursuits.

What is the current level of time management skills among Education students, particularly those preparing for the LET review exam?

Respondents either agree or disagree that they do not leave things to the last minute with a mean value of 3.13 and standard deviation of 1.04. It also indicates that they are neutral when they do not put off difficult or do not like tasks with a mean value of 3.25 and standard

deviation of 1.18. They are also neutral if asked if they do not procrastinate (delay) my task with mean value of 3.10 and standard deviation of 1.16. Lastly, they neither agree or disagree that they are not easily interrupted with email, social media, visitors, etc. with the lowest mean value of 2.80 and 1.24. This implies that their responses fall on the neutral category ranging from 2.61 to 3.40 with standard deviation closer to the mean value.

It also shows that statements 1: Following a study schedule comes naturally to me., 2: Once I commit to studying, I am able to initiate and sustain my efforts., 3: I space out my study sessions to prevent cramming., 4: I have sufficient time in my weekly schedule to devote to studying., 5: I allocate more time to challenging courses., 6: I manage my online activities to prevent them from disrupting other obligations., 8: I prioritize tasks that are most critical throughout the day., 9: I reserve some flexibility in my schedule to handle unforeseen events., 10: I establish objectives to identify my highest priority activities., 12: Before starting any activity, I assess its value in terms of my time., 13: I sometimes procrastinate on tasks intentionally implies that the respondents agreed on the indicated statements since the computed mean values ranges from 3.41 to 4.20 with standard deviations closer to the Time management is an essential skill that can greatly impact academic success. Research has shown that students who manage their time effectively are more likely to achieve academic success and experience less stress (e.g., Britton & Tesser, 1991; Klassen & Kuzucu, 2009).

One study conducted by Nwachukwu (2018) investigated the time management practices of undergraduate students and found that students who reported better time management skills had higher GPAs compared to those who reported poor time management skills. Similarly, another study conducted by Abdullah and Hassan (2016) found that time management significantly predicted academic achievement among university students.

In addition to academic success, effective time management can also have a positive impact on other areas of life, such as mental and physical health. A study by Hunsaker *et al.* (2015) found that poor time management was associated with higher stress and anxiety levels among college students. On the other hand, students who reported effective time management skills had better mental health outcomes and were more likely to engage in healthy behaviors, such as regular exercise and getting enough sleep.

These studies suggest that effective time management is crucial for academic success and overall well-being. Developing good time management habits can help students achieve their goals and reduce stress and anxiety. mean value.

The results present the relationship between the student's confidence and commitment in taking LET. It shows that there is a significant relationship between confidence and commitment of respondents because the p-value is less than the level of significance of 0.05 Thus, the rejection

of the null hypothesis was possible. Specifically, the correlation coefficient is 0.682 which suggests a positive correlation between the two variables.

Based on the findings, there is a significant and positive relationship between the confidence and commitment of the respondents in taking the LET exam. The correlation coefficient of 0.682 indicates a strong positive correlation between the two variables. These results suggest that students who have higher levels of confidence in their abilities to pass the LET exam are more likely to be committed to taking the exam.

DISCUSSION

Level of preparedness and confidence of third- and fourth-year education students in terms of licensure examination for teachers

The results indicated that the respondents strongly agree on attending review sessions, always going with people who inspire and motivate them the most to study hard and pushing to work and complete what they have started even when they feel like giving up. These findings are consistent with the study by Credé and Kuncel (2008) that reviewed the effectiveness of college student academic preparation and motivation in predicting academic performance in college. The study found that effective study strategies such as attending review sessions and seeking advice from others can lead to better academic performance. Additionally, the respondents showed agreement on statements related to their preparedness for the licensure examination, such as gathering necessary materials, disciplining themselves to follow a definite schedule, and periodically self-evaluating their work against set standards.

These findings align with the study by Shimazu *et al.* (2018) that investigated the relationship between time management skills and academic achievement. The study found that effective time management, including setting goals and self-evaluation, positively correlated with academic achievement. Overall, the findings suggest that the respondents have developed effective study strategies and a positive mindset towards their ability to pass the licensure examination.

Level of commitment of third- and fourth-year education students in preparing for licensure examination for teachers

The results indicated that third- and fourth-year education students are highly committed in preparing for the licensure examination for teachers (LET). The respondents strongly agree that they are willing to work hard to meet personal goals and that dedication and perseverance are essential factors in achieving goals and visions. This indicates that the students are motivated to succeed in their LET preparations and are willing to put in the necessary effort to achieve their goals.

Moreover, the respondents strongly agree that they set realistic and achievable goals, which shows that they are strategic in their approach to LET preparations. They

also exhibit a strong commitment to their studies, as evidenced by their willingness to work for long hours, not compromise the quality of their work, and attend LET preparation activities on time. These findings suggest that the students are dedicated to their LET preparations and are willing to prioritize their studies despite the demands of other commitments.

In addition, the respondents agreed on statements that reflect their high standards for themselves in school, their persistence in the face of boring or challenging work, and their ability to stay up to date with their assignments. This further highlights their commitment to their studies and their willingness to do what it takes to succeed.

Overall, the third- and fourth-year education students are highly committed to their LET preparations, which is a positive indicator of their potential success in the examination. It is important for the education program to continue to support and encourage this commitment through relevant and up-to-date review materials, opportunities for mentorship and skill-building, and a supportive learning environment.

Level of time management skills of third- and fourth-year education students in preparing for licensure examination for teachers

The results indicated that education students generally have a neutral stance when it comes to time management in preparing for the licensure examination. They neither agree nor disagree with statements such as not leaving things to the last minute, not procrastinating, and not easily getting interrupted by distractions. This finding is consistent with the study of Halpern and Hakel (2003), which emphasizes the importance of effective learning strategies, such as self-monitoring and self-regulation, to significantly contribute to academic achievement.

On the other hand, the respondents agreed with statements that suggest they have a good time management habit, such as sticking to a study schedule, spreading out study time, prioritizing tasks, leaving space in the schedule for unexpected events, and using goal setting to determine important activities. This finding is consistent with the study of Pekrun *et al.* (2017), which revealed that effective time management strategies are associated with academic success.

However, it is worth noting that the respondents' self-reported perceptions of their time management skills. It would be beneficial to conduct further research to validate these self-reported claims, such as observing their actual behavior in managing their time. Additionally, it is recommended to provide interventions and support programs that can improve their time management skills further. This recommendation is supported by the study of Aragon and Johnson (2008), which emphasized the importance of formative assessment in enhancing student learning and academic achievement.

CONCLUSION

Level of preparedness and confidence of third- and

fourth-year education students in terms of licensure examination for teachers

It can be concluded that the third- and fourth-year education students are generally well-prepared and confident in taking the licensure examination for teachers (LET). They strongly agree that attending review sessions and seeking support from motivating people are important strategies for their exam preparation. They also exhibit strong perseverance, pushing themselves to complete what they have started even when feeling discouraged.

Additionally, they appear to be confident in their note-taking methods and have disciplined themselves to follow a study schedule to avoid cramming. These findings align with previous studies that highlight the importance of self-efficacy, motivation, and perseverance in academic success (Shimazu *et al.*, 2018; Halpern & Hakel, 2003). The results also suggest that the students have developed effective study habits and have a positive mindset, which are essential for success in licensure exams. Further research can explore the relationship between these factors and actual LET performance to provide more insight into the predictors of exam success.

Level of commitment of third- and fourth-year education students in preparing for licensure examination for teachers

Based on the findings, it is evident that third- and fourth-year education students have a strong commitment and level of preparedness in taking the Licensure Examination for Teachers. This finding is consistent with previous studies that suggest a positive correlation between academic preparedness and student performance in licensure examinations (Bautista, 2016; Ramirez *et al.*, 2019). The respondents' high level of commitment to their goals is also in line with the study of Hidi and Renninger (2006), which emphasized the importance of intrinsic motivation and the pursuit of personal goals in academic success.

However, despite the high level of commitment and preparedness, there is still a need to improve the students' study strategies and approaches. This recommendation is supported by the study of Halpern and Hakel (2003), which revealed that effective learning strategies, such as self-monitoring and self-regulation, significantly contribute to academic achievement. The findings also suggest that providing review sessions and helpful tips from those who have already taken the LET can further enhance the students' preparedness.

Moreover, the study emphasizes the importance of the role of support systems, such as family, friends, and significant others, in motivating the students to work hard and achieve their goals. This finding is consistent with the study of Castellino and Bharath (2019), which highlighted the significant influence of social support in academic success. It is, therefore, recommended that educational institutions should consider providing support programs that involve the students' social network.

In conclusion, the results of this study indicate that the third- and fourth-year education students have a strong level of preparedness and confidence in taking the licensure examination for teachers (LET). They attend review sessions when offered, go with people who inspire and motivate them, and push themselves to work even when they feel like giving up. Additionally, the study found that there is a significant positive correlation between the respondents' confidence and commitment in taking the LET. Time management of Education students in LET review.

Level of time management skills of third- and fourth-year education students in preparing for licensure examination for teachers

The time management practices of education students in preparing for the licensure examination show that they are generally neutral in terms of leaving tasks to the last minute, avoiding difficult tasks, procrastinating, and being easily interrupted by external factors. However, they agree that they have good study habits, manage their online time well, prioritize tasks effectively, and regularly assess the best use of their time. These findings suggest that education students need to improve their time management skills to enhance their academic performance.

The importance of time management in academic success has been emphasized in previous studies. For instance, Lee and Choi (2017) found that time management skills significantly predicted academic achievement among college students. Similarly, a study by Yousuf and Khan (2016) showed that effective time management is positively correlated with academic success.

To improve time management skills, educational institutions can provide training and workshops on time management strategies. The study by Gillet *et al.* (2015) showed that time management training significantly improves academic performance among university students. Additionally, educators can encourage the use of technology-based tools such as scheduling apps to help students manage their time effectively, as suggested by the study of Guevara and Rodríguez (2019).

In conclusion, the neutral time management practices of education students in preparing for the licensure examination indicate the need for further improvement in their time management skills. Educational institutions can provide support through training and technology-based tools to help students enhance their time management skills, which can ultimately lead to better academic performance.

RECOMMENDATIONS

Level of preparedness and confidence of third- and fourth-year education students in terms of licensure examination for teachers

Based on the findings of this study, it is recommended that educators and administrators provide review sessions for licensure examinations and encourage students to

attend these sessions. Additionally, students should be encouraged to seek motivation and inspiration from supportive family and friends, as well as adopt a growth mindset to help them persevere through challenges.

One study by Shimazu *et al.* (2018) found that social support can significantly reduce stress levels and increase resilience among students, highlighting the importance of seeking support from others during challenging times. Another study by Credé and Kuncel (2008) found that a growth mindset and perseverance can significantly predict academic performance and success.

It is also recommended that students prepare for licensure exams by gathering necessary materials, asking for helpful tips from others who have taken the exam, and disciplining themselves to follow a definite study schedule. Halpern and Hakel (2003) found that effective study strategies, such as self-testing and spacing out study sessions, can significantly improve retention and learning. Finally, students should continue to self-evaluate their work against set standards and adopt a positive attitude towards failures and setbacks. A study by Dweck *et al.* (2014) found that a growth mindset can help individuals bounce back from failures and view them as opportunities for growth and learning.

Level of commitment of third- and fourth-year education students in preparing for licensure examination for teachers

It is recommended that educational institutions should continue to assess and evaluate the students' level of preparedness and commitment to their goals to identify areas that need improvement. This recommendation is supported by the study of Aragon and Johnson (2008), which emphasized the importance of formative assessment in enhancing student learning and academic achievement. By continuously assessing and evaluating the students' preparedness and commitment, educational institutions can provide targeted interventions and support programs to improve the students' performance.

Level of time management skills of third- and fourth-year education students in preparing for licensure examination for teachers

Related studies have shown that effective time management practices contribute to academic success. In a study conducted by Halpern and Hakel (2003), it was found that effective learning strategies such as self-monitoring and self-regulation significantly contribute to academic achievement. The study recommended that educators should provide interventions that promote the development of effective learning strategies. Similarly, a study by Credé and Kuncel (2008) found that time management behaviors were positively associated with academic achievement. The study recommended that educational institutions should offer workshops and training programs that promote effective time management practices.

Given these findings, it is recommended that educational

institutions provide interventions that promote effective time management practices among education students. One way to achieve this is by offering workshops and training programs that teach students how to manage their time effectively, including strategies to avoid procrastination and minimize distractions. Additionally, students should be encouraged to develop study schedules that prioritize their highest tasks and allow room for unexpected events or activities. Support programs that involve the students' social network, such as family, friends, and significant others, can also be provided to motivate the students to work hard and achieve their goals. Finally, it is also recommended that educational institutions continue to assess and evaluate students' time management practices to identify areas that need improvement. This recommendation is consistent with the study of Aragon and Johnson (2008), which emphasized the importance of formative assessment in enhancing student learning and academic achievement. By continuously assessing and evaluating the students' time management practices, educational institutions can provide targeted interventions and support programs to improve the students' performance.

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