

Academic Excellence and Licensure Success as Predictors of Professional Achievement

Juan C. Nodalo., *Lea Ann A. Villanueva., Angelica C. Bustamante., Frincess Mae Bilar., & Junalyn Cortes

College of Education, University of the Visayas, Población, Dalaguete 6022, Cebu, Philippines

* Corresponding Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.907000338>

Received: 23 May 2025; Accepted: 30 May 2025; Published: 16 August 2025

ABSTRACT

Key standards of professional preparedness are academic excellence—performance in courses—and licensure success, expressed as outcomes on the Licensure Examination for Teachers (LET). Examining the link between academic achievement and LET success among Bachelor of Elementary Education (BEED) graduates from the University of the Visayas-Dalaguete Campus, encompassing the cohorts from 2012 to 2022, this paper investigates. Employing a quantitative research methodology, the study examines first-time LET takers' passing rates, contrasts institutional performance with national norms, and assesses graduates' general and professional education topic performance. Although UV-Dalaguete regularly beats national LET passing rates, academic performance shows a weak negative link with licensure success. This implies that outstanding performance on courses does not directly indicate LET results. Rather, license performance may be more influenced by outside elements including test-taking techniques, review programs, and exam-specific preparation. Such outcomes point out the need of targeted efforts to close the discrepancy between licensing results and academic achievement. Structured LET review programs and competency-based examinations among other institutional assistance tools could help graduates be more ready for professional certification. The study emphasizes the need of ongoing observation and improvement of academic courses and licensing preparation techniques to maintain excellent performance in both educational and licensing spheres.

Keywords: academic excellence, licensure success

INTRODUCTION

The foundation of every progressive society is its educational system, and the core of any effective educational system is its pool of skilled and experienced educators. Licensure exams are an essential tool for confirming the competence of prospective teachers, which is crucial in the effort to guarantee the competence and professionalism of educators. When it comes to teacher recruitment, accreditation, and professional growth, few exams are as influential as the Licensure Examination for Teachers (LET).

The Professional Regulation Commission (PRC) in the Philippines administers the Licensure Examination for Teachers (LET), which is a vital milestone on the road to getting a teaching license. A thorough evaluation of pedagogical knowledge, subject matter expertise, and professional skills is comprised in the LET, which is designed to examine the competency and readiness of persons seeking to join the teaching profession. General Education and Professional Education both account for 40% and 60% of a teacher's overall evaluation score when they earn a Bachelor of Elementary Education (BEED) degree. There is a 75% success rate for the LET. Teachers in the elementary school level are regarded responsible and competent if they pass this exam. However, the LET is not only a licensure gatekeeper; it also has far-reaching consequences for educational governance, teacher education, and the socioeconomic status of the Philippines.

Performance in the LET reflects not only the qualifications of individual examinees but also the rigor of their academic preparation. Institutions such as the University of the Visayas-Dalaguete Campus are continuously

evaluated based on their graduates' LET results. These outcomes influence institutional reputation, eligibility for CHED recognition as Centers of Development (COD) or Centers of Excellence (COE), and even broader policy and funding decisions. As a result, teacher education institutions (TEIs) are compelled to enhance their curricula, enforce stringent academic policies, and implement intensive pre-board review programs to improve licensure outcomes.

However, national data shows persistently low passing rates for both elementary and secondary LET examinees. For instance, in the September 2019 LET, only 31.34% of elementary-level takers and 39.58% of secondary-level takers passed (Professional Regulation Commission [PRC], 2019). These figures have been relatively consistent over the past decade, revealing critical gaps in teacher preparation and raising questions about the alignment of TEI curricula with licensure competencies and the K–12 curriculum.

In an effort to explore academic readiness and success factors, several studies have emphasized the importance of foundational skills such as reading comprehension and sociolinguistic competence in shaping academic performance and professional outcomes (Villanueva, 2023; Villanueva et al., 2025). For example, Villanueva (2023) highlights the relationship between reading comprehension skills and academic performance among BEEd students, underscoring its influence on licensure preparedness. In a related discourse analysis, Furthermore, Villanueva et al. (2025) review the implementation of sociolinguistic competence strategies in English language instruction, emphasizing how such strategies can impact both academic and licensure outcomes when effectively applied.

Consequently, the University of the Visayas-Dalaguete Campus and other teacher education institutes (TEIs) in the Philippines build their reputation for high-quality education based on how well their graduates do on the LET. For TEIs to be recognized as Centers of Development (COD) or Centers of Excellence (COE) by the Commission on Higher Education (CHED), the LET is an important requirement. Furthermore, the institution's success on the licensing examination is seen as an important measure of quality assurance by both domestic and foreign accrediting bodies. Due to the significance of the LET, TEIs must complete their duties in a board test. Training and Employment Institutes are reviewing their curricula, revising their course syllabi, and enforcing stringent policies on enrollment and progression in order to achieve this goal. Additionally, TEIs conduct a variety of preboard reviews to help teacher education students get ready for the LET. These programs are audits of courses designed to simulate the real board exam that students must pass in order to graduate.

Only a small percentage of applicants in the Philippines actually possess the bare minimum of qualifications needed to become teachers, according to the LET results. There were 28,973 elementary teachers (31.34%) and 54,179 secondary teachers (39.58%) who passed the LET that was given on September 29, 2019, according to the PRC and the Professional Regulatory Board for Professional Teachers (BPT) in 2019. About 28% of test takers have passed the LET since 2009. The passing rates of elementary level LET exams have fluctuated between 18% in 2010 and 48% in 2012. Comparable passing rates for secondary LETs are 37% on average, with a range of 26% to 48%. Concerns about the education course admissions process stem from the calibre of pre-service education graduates. The alignment of current teacher education programs with the goals of K-12 curricula is also debatable. Last but not least, it sheds light on the administration of teacher education institutions (TEIs): some TEIs consistently keep their doors open while failing to produce a single LET passer.

University of the Visayas-Dalaguete Campus and other teacher preparation programs have the weighty obligation of increasing the pool of competent educators who can uphold the values of the school by adhering to a rigorous code of conduct and a set of predetermined evaluation criteria. Many people think that a school is successful if its alumni do well on the licensing exam. A teacher education program's LET performance is a measure of the program's quality at the institution.

Therefore, the ultimate goal of any school offering a teacher preparation program should be to turn out highly qualified individuals who can teach elementary school students well and pass the related licensing exams. To become a teacher, you need to pass the LET exam, which provides you an edge over other candidates who didn't. Academic achievement is significantly correlated with LET performance, according to the research of Orlanda- Ventayen (2020). These results are consistent with Results on the Certified Public Accountant (CPA) exam are positively correlated with students' academic performance, according to research.

In light of this, the purpose of this study is to examine the factors that contribute to academic achievement and the likelihood of successful licensing application among BEED graduates from the UV Dalaguete campus from the years 2012 to 2022. The overall importance of academic performance and licensing attainment has been discussed in the literature, but there are still some significant gaps that need to be filled.

There is a lack of comprehensive knowledge about what makes BEED graduates succeed academically and in the licensing exam, especially when looking at UV-Dalaguete specifically. Academic achievement and licensure results have been studied and found to be influenced by a number of factors; nevertheless, UV-Dalaguete's distinct institutional setting, instructional methods, and student body characteristics necessitate more investigation. The development of targeted interventions and support systems to increase student achievement requires an understanding of how these environmental influences intersect with individual qualities and experiences. Moreover, although there is ample evidence of a symbiotic relationship between high-quality academic work and successful licensure, very little is known about the long-term trends and dynamics of this relationship. The goal of this research is to find out how academic success affects licensure outcomes by looking at data from BEED cohorts across a decade. Such understanding is critical for predicting new problems, measuring the success of solutions, and directing policy choices regarding teacher education in the future.

There may be inequalities and discrepancies in academic and licensure attainment among subgroups of BEED graduates, as most previous research has only looked at aggregate outcomes. A complex knowledge of the ways in which privilege, socioeconomic status, and educational opportunity interact to impact academic and licensure outcomes is necessary to address these inequalities. This study aims to shed light on the lived experiences of marginalized groups and find ways to increase diversity and inclusion in teacher education by taking an equity-focused approach.

In conclusion, there is a need for more in-depth, contextually informed research to fill in the gaps in our current understanding of the correlation between BEED graduates' academic performance and their licensure achievement. The overarching goals of this research are to fill these knowledge gaps so that future discussions on teacher education can be more informed, that evidence-based methods can be better implemented, and that teachers will be better equipped to succeed in their careers.

Objective(s)

Covering the cohorts 2012 to 2022, this study examines the complex dynamics of academic brilliance and licensing performance among Bachelor of Elementary Education (BEED) graduates from the University of the Visayas (UV) Dalaguete campus. Understanding the critical contribution of education to society development and the basic need of qualified teachers, the study aims to deepen the knowledge of elements influencing both academic performance and licensure success in the framework of UV-Dalaguete.

The study specifically looks at the characteristics of BEED LET takers in terms of category (first-time test takers) and batch, so offering a whole picture of the licensure path of the graduates. It also contrasts the average LET performance of every cohort with the national passing %, therefore providing information on the institution's position in relation to more general national patterns. The study also examines the average evaluations of BEED graduates in general education and professional education, therefore pointing up trends in subject-specific performance. Finding whether a notable correlation exists between academic performance in general education courses and LET results in the same field is a main concentration of the research. In professional education, the study also investigates the relationship between professional education performance and LET achievement, therefore evaluating the degree to which classroom competency translates into licensure test outcomes.

RESEARCH METHODOLOGY

1. Population and Samples

This study utilizes a quantitative research methodology and data mining tools to investigate the relationship between academic performance and license achievement among Bachelor of Elementary Education (BEED)

graduates from the University of the Visayas (UV) Dalaguete campus.

The study participants are BEED graduates from the College of Education at the University of the Visayas-Dalaguete Campus, Población, Dalaguete, Cebu, Philippines. They are the graduates who participated in the LET from September 2011 to September 2022. Only individuals taking the examination for the first time were included in the study. Comprehensive enumeration was employed. The study involved 1,017 BEED graduates.

2. Research Instrument

The principal data source for this study was the academic records and license examination outcomes of BEED graduates from UV-Dalaguete, covering the cohorts from 2012 to 2022. The data were sourced from the university's registrar office and the Professional Regulation Commission (PRC) database.

3. Collection of Data

The Campus Administrator's approval for the study's conduct was principally requested. Upon obtaining the consent of the Campus Administrator, request letters for the academic records of graduates, including college GWA and LET results, were sent to the Registrars and College Deans of the University of the Visayas-Dalaguete Campus. The graduates' academic records, including their General Weighted Average (GWA) in college and Licensure Examination for Teachers (LET) results, were obtained from their respective Registrars and College Deans.

Furthermore, the LET performance data of the BEED graduates were obtained from the Professional Regulation Commission (PRC). The PRC offered the graduates' ratings in General Education and Professional Education. Before analysis, data processing procedures will be employed to cleanse and prepare the dataset. This may entail addressing absent values, eliminating outliers, and normalizing variables to guarantee consistency and precision in the analysis.

4. Data Analysis

Data mining methodologies, such as regression analysis, correlation analysis, and classification algorithms, will be utilized to examine the dataset. Regression analysis is employed to ascertain the correlation between academic performance indicators (e.g., GPA) and licensure examination results.

Correlation analysis investigates the strength and direction of relationships between diverse variables, including demographic traits and licensure results. Classification techniques, like decision trees and logistic regression, are employed to forecast licensure success based on academic performance and other pertinent characteristics.

The mean and standard deviation were employed to characterize the academic success and LET performance of the BEED graduates. These were classified according to the following descriptive attributes: 90% or higher: Excellent; 85%-89%: Very Satisfactory; 80%-84%: Satisfactory; 75% - 79%: Satisfactory; 74% and below: Impoverished. Pearson Product Moment Correlation was employed to examine the association between graduates' academic achievements and LET performance. The power of the association was interpreted according to the framework established by Dagdag et al. [23] and the criteria proposed by Cohen [24], specifically: 0.10-0.29: Small/Weak, 0.30-0.49: Medium/Moderate, 0.50-1.0: Large/Strong.

RESULT

Table 1. BEED LET Takers from UV Dalaguete

Batch	No. of First Time Takers	Passing Percentage (%)	National Passing Percentage (%)
March 2012	1	100	42.46
September 2012	7	85.71	49.30

March 2013	1	100	27.80
August 2014	21	80.95	35.74
September 2015	29	75.86	31.36
September 2016	30	70	30.18
September 2017	46	63.04	26.33
September 2018	52	42.31	20.29
March 2019	4	50	27.29
September 2019	49	63.27	31.34
January 2022	1	100	56.90
March 2022	2	50	48.89
October 2022	41	85.37	54.45
March 2023	33	93.94	40.77
September 2023	6	100	47.01

The data in Table 1 demonstrates that from March 2012 to September 2023, a changing number of first-time takers and passing percentages compared to national passing percentages:

The institution's passing percentage for most years routinely exceeds the national average, indicating the good academic foundation given by UV Dalaguete. For example, in March 2012, the passing percentage was 100% vs the national which was 42.46%. In September 2012, UV Dalaguete got 85.71% passing percentage whereas the national passing percentage was 49.30%. Lastly, in the September 2023 exam 100% of the takers passed compared to the 47.01% national passing percentage.

However, there is a noteworthy fall in performance between 2017 and 2019, where passing rates were closer to national percentages. This interval could suggest a gap in preparation, academic rigor, or external influences affecting performance.

After a drop in 2018 and 2019, the data shows a considerable recovery in passing percentages, with several batches exceeding 100% (March 2012, March 2013, January 2022, and September 2023). The most recent performances demonstrate a resurgence with much higher passing rates, possibly implying improvements in teaching tactics, academic support, or curricular adjustments.

The persistent remarkable success of UV Dalaguete LET takers above the national passing rates suggests that the institution's curriculum, faculty, and teaching methods are efficiently preparing students for the license exam. In spite of this, there was a discernible decrease in the percentage of students who passed throughout the period of 2017– 2019, which implies that there may be periodic swings in performance. This suggests that there is a requirement for constant monitoring and evaluation of academic programs. There is a chance that students in certain batches receive inconsistent support, as seen by the reduction that occurred in specific years. As a result of changes in faculty, student motivation, or the availability of review programs, even high-performing academic institutions might experience oscillations in licensure outcomes, according to research (Sewell & Hossain, 2023). In light of this variability, it is necessary to maintain a continual monitoring of teaching methods and institutional support mechanisms in order to guarantee that students receive consistent preparation throughout the whole year. This is especially important during periods in which academic programs may

undergo changes or when students are confronted with external problems. For the purpose of mitigating the effects of these dips, strengthening support systems such as review sessions or preparing courses during such periods could be beneficial. The quick rebound that has occurred over the past few years suggests that modifications or improvements have been successfully implemented; but, in order to maintain this level of performance as consistently as possible, a strategy that is more persistent is essential.

Table 2. Ratings of BEED Graduates in General Education and Professional Education

LET Ratings	Mean	Standard Deviation
General Education	73.65	11.09
Professional Education	75.05	9.18

According to the table, the following is true: While the mean score for General Education is 73.65, with a standard deviation of 11.09, the mean score for Professional Education is 75.05, with a standard deviation of 9.18. The difference between the two may be seen in the standard deviation. When compared to general education, the higher mean in Professional Education implies that students generally perform better in their professional topics. This may be a reflection of a stronger focus or affinity towards the field of study that they have chosen.

Furthermore, the larger standard deviation in General Education indicates that there is a greater degree of variability in student performance, with some students achieving scores that are significantly higher or slightly lower than others. A smaller standard deviation in Professional Education, on the other hand, shows that students' performance in this area is more constant, showing a more uniform level of understanding and competence in their specialized topics. This is in contrast to the larger standard deviation in General Education. It is possible that this heterogeneity in general education is an indication that more support or interventions are required in order to guarantee a more uniform performance across the board for all kids in these areas.

Based on the findings, it can be inferred that although graduates of the BEED program perform satisfactorily in both General Education and Professional Education, there is a greater degree of variation in their performance in General Education. According to Luna and Martinez (2022), this heterogeneity may be the result of variances in the earlier academic experiences of the individuals involved or a lack of consistent concentration on broad subjects during their overall training. The fact that this is the case shows that students may have a more difficult time comprehending the concepts that are covered in General Education, which suggests that there may be a requirement for customized instruction, remedial programs, or expanded curriculum delivery in these disciplines. However, the higher and more consistent scores in Professional Education indicate that the institution's concentration on professional subject areas is beneficial; however, sustained attention is required to maintain and improve this outcome across both domains. This is because the scores in Professional Education are higher.

Table 3. General Education Performance and their LET Performance in General Education

Variables	r - value	P - Value	Decision	Interpretation
General Education Performance and LET Performance in General Education	-0.098	0.00	Reject Ho	Significant

The fact that the r-value is -0.098 implies that there is a modest negative correlation between the two variables indicates that a higher academic achievement in General Education does not necessarily predict a better performance in the LET. In light of this, it appears that other aspects, such as test-taking tactics or efforts to obtain an external review, might have a more substantial influence in determining whether or not an individual is successful in passing the license exam. It is clear from the p-value of 0.00 that the association is statistically significant, despite the fact that the correlation is not particularly strong. The fact that this is the case

demonstrates that there is a significant, albeit weak, correlation between academic achievement and LET results, highlighting the significance of taking into consideration extra elements that influence the outcomes of examinations.

Given that there is only a small negative link between academic success in General Education and performance on the LET, it appears that a high level of academic achievement in this area does not necessarily ensure superior marks on the LET. This modest link is consistent with the findings of other educational studies, which indicate that students who score well academically may nevertheless perform poorly on standardized tests due to factors such as test anxiety, disparities in assessment methods, or the topic focus of licensure exams (Jones & Tan, 2022). When it comes to determining whether or not an individual will be successful in obtaining a license, this suggests that other criteria, such as test-taking tactics, psychological readiness, or the connection of the curriculum to the actual substance of the licensure exam, may be more important. The educational establishment might need to place greater emphasis on preparing students for the unique requirements of the LET. This could be accomplished by the implementation of tailored review sessions, resources that are focused on the examination, or practice tests.

Table 4. Professional Education Performance and their LET Performance in Professional Education

Variables	r - value	P - Value	Decision	Interpretation
Professional Education Performance and LET Performance in Professional Education	-0.0847	0.00	Reject Ho	Significant

There is a modest negative correlation (-0.0847) between academic achievement in Professional Education and LET performance, which further reinforces the premise that academic success is not the only predictor of license success. This association is similar to the one that exists in General Education. Despite the fact that the correlation is weak, the p-value of 0.00 indicates that the association is statistically significant. This suggests that even if the connection between these variables is modest, it is still useful and should be taken into consideration when examining the elements that contribute to the outcomes of licensure exams.

The poor negative correlation in Professional Education implies that greater academic scores during coursework do not greatly anticipate better LET results. This is similar to the situation in General Education, where the connection was weak. The significance of developing students' test-taking skills and preparing them for the specific content and format of the Legal Education Test (LET) is highlighted by this realization. Given that the negative association is statistically significant, it may be deduced that academic performance alone is not a reliable indicator of licensure success. As a result, the educational establishment might need to reevaluate the ways in which it assists students in transferring their academic knowledge into successfully passing exams. It is possible that the fact that performance in these topics does not directly correspond with success on licensure exams is due to the fact that Professional Education courses are typically more practical and applied in character. According to Smith and Delgado (2023), licensure examinations, such as the LET, frequently place an emphasis on particular competencies and theoretical knowledge that may not necessarily be emphasized in practical classroom settings. The implication of this is that educational institutions ought to prioritize the incorporation of both theoretical knowledge and practical application into their course offerings, while simultaneously ensuring that students receive specialized preparation for licensure examinations through the use of mock examinations and structured review programs.

DISCUSSION

The modest negative associations imply that academic accomplishment does not guarantee success in obtaining a license. This highlights the necessity of addressing other issues (such as preparation for the licensure exam and stress management) that may affect exam performance.

It has been proven through research that academic success in coursework and performance on standardized tests frequently differs due to a variety of circumstances. In a classroom setting where assessments are formative and more reflective of daily learning, students may perform quite well; nevertheless, when they are placed in the

high- pressure environment of licensing tests, they may suffer considerably. It is common for standardized tests like as the LET to demand not only understanding of the subject matter, but also excellent test-taking skills. These tactics include the capacity to successfully manage time, analyze questions, and handle multiple-choice questions (Ryan & Weinstein, 2022). In addition, it has been demonstrated that pressure and anxiety during high-stakes examinations can have a negative impact on performance, even for students who have achieved a high level of success (Cassady & Gridley, 2021). For this reason, programs that combine academic training with preparation for licensure exams and stress management may be more effective in ensuring success.

Variability in passing rates throughout different time periods, particularly the lower rates in 2017–2019, suggests the need for more inquiry into what might have caused these swings. Inconsistent performance is a sign of this need. If these gaps are addressed, it may be possible to sustain high passing rates on a constant basis.

Inconsistencies in the results of licensure exams are not commonplace and can be caused by a wide range of causes, both inside and external to the organization. Alterations to the teaching staff or the manner in which review programs are administered, for instance, have the potential to impact the efficiency of student preparation. Research reveals that maintaining constant license success rates is largely dependent on maintaining consistent instructional quality, in addition to having effective review programs (Beck & Rosenberg, 2023). Furthermore, changes to the curriculum that are not fully matched with the content or methodology of the licensure exam might result in temporary decreases in performance as students and staff adjust to the new framework (Smith & Webb, 2022). In order to address these deficiencies, a proactive approach is required, which includes conducting regular curriculum reviews, participation in faculty development programs, and close monitoring of the effectiveness of review programs.

The statistical significance of the weak relationships and the shifting passing rates show that non-academic elements, like review programs, mental preparedness, and external assistance, might be key in assuring constant success in the license exam. This is because the passing rates fluctuate.

There is abundant evidence that demonstrates the significance of non-academic elements in the achievement of licensure. According to Garcia and Jones (2023), review programs that emphasize the format, content, and organization of licensing examinations have been shown to be helpful in increasing the percentage of candidates who pass the examinations. In addition, it is essential to have mental preparation, which includes the capacity to control test anxiety and to keep one's concentration even when under pressure. The findings of a study conducted by Linnenbrink-Garcia and Patall (2022) indicate that interventions such as mindfulness training, stress reduction workshops, and peer support networks have the potential to dramatically improve students' performance on examinations by assisting them in managing the psychological pressures that are associated with assessments with high stakes. The provision of assistance and motivation can also be provided by external supports, such as mentorship programs. This is particularly beneficial for students who may have difficulty with independent study or preparation for exams.

Although there is a correlation between academic achievement in BEED programs at UV Dalaguete and high institutional passing rates, the association between academic grades and licensure performance is limited. This is seen across all of the different data points. This shows that the curriculum and teaching methods are effective in imparting core information; nevertheless, it may be necessary to supplement these with more targeted preparation for the license test in order to guarantee that students not only perform well academically but also succeed in the LET. Increasing the effectiveness of interventions that are targeted on the LET, enhancing review programs, and taking into consideration the psychological and strategic components of license test preparation are all potential ways to further improve student achievement. It is imperative that educational establishments acknowledge the fact that for students to be adequately prepared for licensure examinations, a multidimensional approach that integrates academic rigor with practical support systems is required. Students can want additional individualized instruction in order to comprehend the formats of examinations, learn how to cope with stress, and concentrate on the skills that are most pertinent to the LET. For students who perform well academically but struggle with exam-taking tactics, the implementation of these measures could lead to enhanced licensure success rates (Garcia & Lee, 2023). This is especially true for students who have a strong academic background.

Suggestion

Despite the fact that UV Dalaguete has shown good performance that is above the national average, the institution would be well served to conduct an analysis of the period of decrease that occurred between 2017 and 2019 in order to identify any causes that contributed to the fall and to prevent future performance lapses. The institution may be able to maintain consistently high passing rates if it is able to gain an understanding of the underlying causes of this reduction.

Furthermore, in light of the fact that there is only a minimal association between academic success and the outcomes of licensure exams, the institution should also think about providing more targeted licensure exam preparation. The implementation of tactics such as mock tests and test-taking seminars could help bridge the gap between academic accomplishment and performance on the license examination by providing students with more comprehensive preparation for the unique requirements of the LET,

In addition, the research could investigate additional factors that may have an effect on the achievement of licensing, such as the level of student engagement, the number of times they attend review centers, and how well they handle stress. Examining these aspects could provide a more comprehensive method of providing assistance to individuals who are seeking licensure. This would ensure that students are not only academically prepared but also armed with the tools and tactics that are required to perform exceptionally well on the licensure examination.

REFERENCE

1. Beck, D., & Rosenberg, M. (2023). Sustaining teacher preparation program success: Strategies for consistency in licensure exam outcomes. *Teacher Education Quarterly*, 50(1), 92-107.
2. Cassady, J. C., & Gridley, B. E. (2021). The influence of test anxiety on exam performance: Insights and implications for educators. *Assessment in Education: Principles, Policy & Practice*, 28(3), 346-360.
3. Garcia, J. A., & Lee, M. R. (2023). The role of non-academic factors in licensure exam performance: A case study. *International Journal of Teacher Education*, 28(1), 112-125.
4. Garcia, J. M., & Jones, K. M. (2023). The role of review programs in teacher licensure exam success: Evidence from a longitudinal study. *Journal of Educational Policy*, 39(1), 119-133.
5. Jones, B. H., & Tan, C. (2022). Predicting licensure exam success: The role of academic performance and exam preparation. *Educational Assessment Quarterly*, 33(2), 89-102.
6. Linnenbrink-Garcia, L., & Patall, E. A. (2022). Stress, motivation, and academic performance: Integrating insights from educational psychology and psychosocial research. *Educational Psychologist*, 57(2), 86-100.
7. Luna, S. P., & Martinez, K. (2022). Bridging gaps in general education: Strategies for improving teacher education programs. *Journal of Educational Development*, 38(4), 217-230.
8. Ryan, A. M., & Weinstein, C. E. (2022). The role of test-taking strategies in exam performance: Implications for academic achievement and licensure success. *Journal of Educational Psychology*, 114(4), 672-686.
9. Sewell, P., & Hossain, A. (2023). Academic program sustainability and licensure exam performance: A longitudinal study. *Journal of Teacher Education Quality*, 45(1), 101-112.
10. Smith, T., & Webb, J. (2022). Curriculum alignment and its impact on teacher licensure success: A case study. *Educational Research and Review*, 29(2), 58-71.
11. Villanueva, L. A. A. (2023). Exploring the Relationship Between Reading Comprehension Skills and Academic Performance Among UV-D Education Students. *Center for Research and Innovation*, October.
12. Villanueva, L. A. (2024). Rasha Dorgham's Implementation of Sociolinguistic Competence Strategies in Teaching and Learning English as a Foreign Language: A Review, 32(2), 136-140.