

# Scholastic Achievement and Pre-Board Performance of The Bachelor of Elementary Education Graduates in Marawi City Schools: Basis for an Academic Improvement Program

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## Abstract:

This study examined the relationship between scholastic achievement and pre-board performance of 56 Bachelor of Elementary Education (BEED) graduates in Marawi City, Lanao del Sur, Philippines, as a basis for an academic improvement program. Data were collected using profile sheets, academic records, pre-board test papers, and interviews to capture demographic profiles, performance in General and Professional Education courses, pre-board outcomes, and challenges encountered during learning and review. Quantitative data were analyzed using frequency distribution, percentages, and Pearson's correlation, while qualitative responses underwent thematic content analysis. Results show that most graduates are young adults (20–24 years), predominantly female (78.57%), and from non-sectarian schools (76.79%). Most earned "Very Good" grades in both General and Professional Education courses (85.71%), while pre-board performance was generally average (53.57% in General Education, 48.21% in Professional Education), with several scoring above average. Age was significantly related to scholastic achievement, but gender and school origin were not. Professional Education grades were significantly associated with pre-board performance, highlighting the importance of mastery in professional content. Qualitative findings revealed challenges such as time constraints, limited reinforcement, and exam-related anxiety. These results provide a basis for targeted interventions and structured review programs to enhance licensure preparedness and academic outcomes.

**Keywords:** scholastic achievement, pre-board performance, BEED graduates, Professional Education, teacher preparation, licensure readiness.

## INTRODUCTION

One of the key roles of teacher education institutions is to prepare competent and qualified teachers. In the Philippines, teacher education graduates must take the Licensure Examination for Teachers (LET) prior to joining the teaching field. College performance and scholastic achievement in college are regarded as significant predictors of the ability of students to take the licensure examination. These scholarly outcomes indicate the degree to which graduates have acquired the knowledge and skills needed in fields like General Education and Professional Education. Therefore, studies involving the scholastic performance and pre-boards of graduates in Bachelor element education (BEED) are critical in determining their readiness to qualify in the professional licensure exam.

Academic performance and results of the licensure examination have been highlighted in a number of studies pertaining to teacher education. Republic Act No. 7836, or the Teacher Professionalization Act of 1994, is the licensure examination of teachers that restricts the practice to individuals who have been found to be qualified to practice the teaching profession. Bilbao et al. (2015) state that teacher education institutions are critical in the process of shaping the knowledge, skills, and professional competencies of future teachers. On the same note, Darling-Hammond (2017) noted that teacher preparation has a strong connection to determining the performance of teachers in the classroom. Research also indicates that academic performance and achievement in review or pre-board examinations might be used as effective predictors of passing licensure

examinations (Albite, 2019). These results underscore the importance of the institutions constantly reviewing and assessing the performance of their graduates in terms of academics.

Although these scholastic indicators have been identified as important, there are few studies that have aimed at exploring the correlation between scholastic achievement and pre-board performance of Bachelor of Elementary Education graduates in schools in Marawi City. A great number of teacher education institutions also carry out pre-board tests to determine the level of readiness of students to face the licensure test, yet the degree to which such results would correlate with the performance of the students in college is yet to be fully investigated within the local setting. Moreover, the graduates might experience a number of challenges in studying certain subjects like General Education Grammar, Professional Education courses, and in taking the board examination. These challenges are relevant in determining the areas that require educational help and enhancements.

Based on the mentioned considerations, this research seeks to assess the school performance and pre-board performance of the Bachelor of Elementary Education graduates in the Marawi City schools in the School Year 2022-2023. In particular, it will focus on the profile of the graduates, their academic performance in General Education and Professional Education, and their pre-board examination performance. It goes as far as to examine the correlation of these variables and determine the challenges faced by the graduates in their academic preparation and examination review of board. The research results will be used to come up with an academic improvement program that can potentially improve the preparation of BEED graduates for the Licensure Examination of Teachers.

## **THEORETICAL FRAMEWORK**

The present study is grounded on the Human Capital Theory by Gary Becker (1964) and the Mastery Learning Theory advanced by Benjamin Bloom (1968). These theories suggest how the knowledge acquisition, academic background, and learning competence mobilization affect the student's academic success and achievement in professional tests. The two frameworks underline the roles of educational preparation in equipping competencies required to be successful in professional practice.

Human Capital Theory was developed by Becker (1964) and explains that education and training constitute an investment that improves the level of knowledge, skills, and competencies of an individual, thus enhancing productivity and professional performance. According to this theory, people learn useful skills during formal education that ultimately translate into better environmental performance during professional activities and evaluation. When applied in teacher education, scholastic achievement is a summation of the knowledge and skills acquired by learners during the course of their preparation. Learners with more academic success are supposed to have more intellectual and professional skills that could have a positive impact on their performance in the evaluative tests, like pre-board tests and licensure tests.

The other theory that is applicable to the present study is the Mastery Learning Theory by Bloom (1968). According to this theory, students are able to attain high learning provided they have enough time, proper instruction, and learning opportunities. Mastery learning notes that mastery learning outcomes are heavily reliant on the extent to which the student has already mastered the basics of knowledge and skills before being able to move on to more demanding activities. The basic subjects like the General Education and Professional Education, are very essential in the teacher education programs in equipping students to take competency-based examinations, such as the Licensure Examination for Teachers. Pre-board exams are formative assessments that can be used to test the degree of mastery and assembly of the students with the actual licensure examination.

These theories have been used in a number of studies to analyze the academic performance of education graduates in academic performance and the outcome of licensure examination. As an example, Allaga (2022) discovered that academic performance predicts both general education and professional education significantly in the success of the Licensure Examination for Teachers. Equally, Guanson and Marpa (2013) stated that graduates who had an improved academic performance were more apt to succeed in licensure examination. Besides, Chan-Rabanal (2016) found a strong correlation between college academic performance and board examination outcomes in the case of the Bachelor of Elementary Education. The results of these studies justify the hypothesis that academic training and learning course material relate to achievement in professional exams.

The aforementioned theories form a good foundation for the current study since they describe how scholastic achievement and performance before the board is related to graduates of the Bachelor of Elementary Education. Scholastic achievement is used to indicate the amount of knowledge and skills that the students have gained in their academic training, whereas the pre-board examination is used to prepare the students to take the Licensure Examination for Teachers. Conducting the study based on the Human Capital Theory and Mastery Learning Theory is useful to explain the impact of academic preparation and competency mastery on the performance of students in professional assessment. The results of this paper can therefore be used to design an academic enhancement program that will further empower BEED graduates to pass the licensure examination.

## STATEMENT OF THE PROBLEM

This study aimed to determine the scholastic achievement and pre-board performance of the Bachelor of Elementary Education (BEED) graduates in Marawi City schools during the School Year 2022–2023. Specifically, this study sought to answer the following questions:

1. What is the profile of the graduates in terms of:
  - 1.1 age;
  - 1.2 gender; and
  - 1.3 school of origin?
2. What is the level of scholastic achievement of the BEED graduates in:
  - 2.1 General Education; and
  - 2.2 Professional Education?
3. What is the level of performance of the graduates in the pre-board examination in terms of:
  - 3.1 General Education; and
  - 3.2 Professional Education?
4. Is there a significant relationship between the following variables:
  - 4.1 profile of the graduates and their scholastic achievement;
  - 4.2 profile of the graduates and their pre-board performance; and
  - 4.3 scholastic achievement of the graduates and their pre-board performance?
5. What difficulties are encountered by the graduates in the following areas:
  - 5.1 learning General Education Grammar while in college;
  - 5.2 studying Professional Education courses while in college; and
  - 5.3 reviewing for the board examination?
6. What academic improvement program can be proposed based on the findings of the study?

## METHODS

### Research Design

This study employed a descriptive-correlational research design to examine the relationship between the profile, scholastic achievement, and pre-board performance of Bachelor of Elementary Education (BEED) graduates. Descriptive methods, such as frequency distribution and percentage, were used to summarize participants' characteristics and academic outcomes, while Pearson correlation determined the strength and significance of relationships among the variables. To complement the quantitative data, qualitative interviews were conducted to explore the graduates' challenges and difficulties in learning and preparing for the Licensure Examination for Teachers (LET). The integration of interviews provided additional context and deeper understanding of the participants' experiences, enabling the study to capture both statistical patterns and personal insights that inform the academic preparation and performance of graduates.

### Research Setting

The study was conducted at Marawi City, Lanao del Sur, a provincial capital in the Philippines. The research site was selected to be Marawi because there are a number of higher education institutions in Marawi that offer the Bachelor of Elementary Education (BEED) program and it has a diverse set of BEED graduates of the program. The educational establishments in the city contribute significantly to the preparation of the future teaching workforce, which makes it a perfect location to study scholastic achievement and pre-board results.

Moreover, the social-cultural and historical peculiarities of Marawi create a significant context in which the issues of academic challenges and prospects of graduates in the region can be evaluated.

### **Research Respondents**

The respondents of this study were 56 Bachelor of Elementary Education (BEED) graduates. They were all reviewees at Marawi Schools and Colleges and had passed the Licensed Examination for Teachers (LET) in March 2021. These respondents presented information about their academic profiles, scholastic performance, pre-board performance, and the challenges they faced during preparation to board examination.

### **Research Instrument**

This study utilized four research instruments to gather comprehensive data on the graduates' profile, scholastic achievement, pre-board performance, and difficulties encountered.

The first instrument was a profile sheet designed to collect demographic data, including age, gender, and school of origin, as well as academic records in General Education and Professional Education courses.

The second instrument involved scholastic achievement records, which provided the graduates' grades in both General Education and Professional Education subjects. These records were obtained from official school documents to ensure accuracy and reliability.

The third instrument consisted of pre-board examination test papers, covering vocabulary, grammar, reading comprehension, and professional education competencies. These validated test items were used to determine the graduates' readiness and performance prior to taking the Licensure Examination for Teachers (LET).

The fourth instrument was an interview guide, which gathered qualitative data on the challenges and difficulties experienced by the graduates in learning General Education and Professional Education courses, as well as in preparing for the board examination. This allowed the researchers to identify key areas needing support and to inform the proposed academic improvement program.

### **Validity of Instrument**

All research instruments were checked and verified by the professionals in the Bachelor of Elementary Education program to ensure the accuracy and relevance of the gathered data. Correctness and completeness of the profile sheet and the records of scholastic achievement were verified, and the test papers used in the pre-board examination were evaluated with regard to the content relevance, clarity, and consistency with the competencies in the Licensure Examination of Teachers (LET). Another aspect that was assessed was the interview guide, which ensured that the challenges faced by the graduates in their learning and board exam preparation were adequately captured. The responses of these professionals were taken into account to improve and perfect the tools so that they are valid and applicable to attain the goals of the research.

### **Data-Gathering Procedure**

The data used in this study were collected in a systematic process. In the first instance, the researcher sought permission to undertake the study by sending a letter to the School Heads of Marawi Schools and Colleges, seeking permission to gather data at the center where the researcher is a regular reviewer in General Education and Professional Education in the Licensure Examination of Teachers (LET). After the approval was obtained, the researcher administered the profile sheets and the test papers to the respondents personally and oversaw the process to ensure the validity and accuracy of the gathered data. After administration, the data were retrieved, examined, and proofread to ensure they were complete. The accumulated data was then counted, listed, interpreted, and calculated under the review of the statistician and the research adviser in order to come up with the correct and accurate results.

### **Ethical Considerations**

In carrying out this study, it was ensured that the ethics of research were well adhered to as stipulated by Bryman and Bell (2007). Firstly, institutional authority and respect for institutions were observed by getting formal permission to collect any data and adhering to the administrative procedures of the School Heads of Marawi Schools and Colleges. Moreover, the respondents were thoroughly notified on the purpose, the importance, and the conduct of the research, and their involvement was on a strictly voluntary basis. The principle of informed consent was observed, and ensured that the participants were free to not participate in

the study at any time without any adverse effects. All the data collected were treated in a secure manner and anonymized during the results reporting and result analysis to safeguard the privacy and confidentiality of the respondents. The researcher also guaranteed honesty and integrity in the collection, tabulation, analysis, and interpretation of data without data interference and misrepresentation. Through such ethical standards, the research preserved the confidence of the participants and the validity of the research

## DATA ANALYSIS

Data collected in this work were analyzed, based on the tools employed, as follows:

**Frequency Distribution and Percentage.** This was employed to determine and present the profile of the BEED graduates in terms of age, gender, and school of origin. It was also used to describe their scholastic achievement in General Education and Professional Education, as well as their pre-board performance. This method allowed the researcher to summarize the data clearly and provide a descriptive overview of the participants' characteristics and academic outcomes.

**Pearson Product-Moment Correlation.** The statistical tool was employed in analyzing the level of significance of the relationship between the variables. In particular, it evaluated the correlation between the profile and the scholastic achievement of the graduates, the profile and the pre-board performance, as well as the scholastic achievement and the pre-board performance. The level of significance of 0.05 was used to decide whether the null hypotheses were accepted or rejected.

**Thematic Content Analysis.** This qualitative instrument was used to organize and interpret the responses on the issues and challenges that the graduates faced in learning General Education and Professional Education courses, and in preparing to take the board examination. The approach entailed outlining patterns and common themes to help in offering significant information on the issues affecting the participants.

## RESULTS AND DISCUSSION

**Table 1 - Profile of the Graduates N=56**

Variable	Frequency	Percentage
<b>Age Group</b>		
20–24	30	53.57%
25–29	17	30.36%
30 & Above	9	16.07%
<b>Gender</b>		
Male	12	21.43%
Female	44	78.57%
<b>School Origin</b>		
Sectarian	13	23.21%
Non-sectarian	43	76.79%

Table 1 shows the age distribution of the respondents. There are 30 (53.57%) who are 20–24 years old, 17 (30.36%) who are 25–29 years old, and 9 (16.07%) who are 30 years old and above. The majority of respondents are in early adulthood, which is a stage when individuals actively establish their careers, apply acquired knowledge, and develop professional skills. This suggests that most BEED graduates are at an optimal age to engage fully in teaching practice and to implement the competencies gained during their academic preparation.

This observation conforms to the developmental studies carried out by Cote and Levine (2002), who observe that early adulthood is marked by exploration of career, experimentation of acquired skills, and higher-order thinking. It means that the respondents are developmentally prepared to cope with the requirements of teaching and professional duties.

In terms of gender, 12 (21.43%) are male, while 44 (78.57%) are female. The predominance of female respondents indicates that the teaching profession among BEED graduates remains largely female-dominated. This composition may influence collaborative learning, classroom dynamics, and mentorship practices within schools.

This observation can be corroborated by Ingersoll and May (2016), who also found that women are the majority of the teaching workforce in the Philippines and around the world. The knowledge about this distribution is useful in formulating teacher support programs and intervening programs that support both male and females upon their graduation.

Moreover, in terms of the distribution of respondents according to their school of origin, there are 13 (23.21%) from sectarian institutions and 43 (76.79%) from non-sectarian institutions. The higher proportion of respondents from non-sectarian schools suggests that these institutions contribute more significantly to the BEED graduate population in Marawi City. This may reflect differences in curriculum emphasis, student preparation, and access to educational resources.

This finding aligns with Morales (2019), who noted that non-sectarian schools create more graduates of teacher education in the Philippines. What this means is that there is a possibility that the practice of academics in non-sectarian institutions can extend its influence on the professional preparedness of future teachers.

**Table 2 - Level of Scholastic Achievement of the Graduates**

<b>General Education Subjects</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent – 1.0-1.5	1	1.79%
Very Good – 1.6-2.5	48	85.71%
Good – 2.6-3.0	7	12.50%
<b>Professional Subjects</b>		
Excellent – 1.0-1.5	2	3.57%
Very Good – 1.6-2.5	28	85.71%
Good – 2.6-3.0	6	10.71%

Table 2 presents the level of scholastic achievement of the graduates in both General Education and Professional Education subjects. In General Education, 48 (85.71%) of the respondents earned “Very Good” grades of 1.6–2.5, 7 (12.50%) earned “Good” grades of 2.6–3.0, and 1 (1.79%) achieved an “Excellent” grade of 1.0–1.5. In Professional Education subjects, 48 (85.71%) earned “Very Good” grades of 1.6–2.5, 6 (10.71%) earned “Good” grades of 2.6–3.0, and 2 (3.57%) achieved an “Excellent” grade of 1.0–1.5. Overall, the results indicate that the majority of the respondents consistently attained very good academic performance during their college studies, reflecting strong scholastic preparation.

This is substantiated by recent research that suggests that high academic success is positively associated with career readiness. Indicatively, Allaga (2022) discovered that higher-college-grade graduates have a higher likelihood of succeeding in licensure examinations. On the same note, Guanson and Marpa (2013) highlighted that an ongoing academic achievement in general courses and professional courses improves competency development and instructional preparedness. These assertions are substantiated in the present findings which emphasize that the high academic achievement of the graduates serves as a solid basis of success in professionally administered tests like pre-board and licensure tests.

**Table 3 - Level of Pre-Board Performance of the Graduates**

<b>General Education Subjects</b>	<b>Frequency</b>	<b>Percentage</b>
30 and below – Below Average	10	17.86%
31-60 – Average	26	53.57%
61-90 – Above Average	20	35.7%
<b>Total</b>	<b>56</b>	<b>100.00%</b>
<b>Professional Subjects</b>		
30 and below – Below Average	14	25%
31-60 – Average	27	48.21%
61-90 – Above Average	15	26.79%
<b>Total</b>	<b>56</b>	<b>100.00%</b>

Table 3 presents the level of pre-board performance of the graduates in both General Education and Professional Education subjects. In General Education, 26 (53.57%) of the respondents scored “Average” (31–60), 20 (35.71%) scored “Above Average” (61–90), and 10 (17.86%) scored “Below Average” (30 and below). In Professional Education, 27 (48.21%) scored “Average” (31–60), 15 (26.79%) scored “Above Average” (61–90), and 14 (25%) scored “Below Average” (30 and below). Overall, the results suggest that while most graduates performed at an average level, there is a significant proportion demonstrating above-average competence, particularly in General Education, indicating a reasonable level of readiness for the Licensure Examination for Teachers (LET).

These results correspond with the literature underlining the importance of academic preparation in the professional examination outcomes. According to Allaga (2022), graduates with good academic achievement have higher chances of overall performance with respect to licensure exams. Similarly, Chan-Rabanal (2016) found a positive correlation between good academic performance in college classes and outcomes in a board examination. The present study validates these findings and indicates that the performance of the graduates in pre-board examinations is indicative of their academic preparation and points to areas that may require further revision, especially in Professional Education courses, to enhance their pass readiness in the licensure examination.

**Table 4.1 - Significance of the Relationship between Profile and Scholastic Achievements**

Paired Variables	df	Computed Chi-square ( $X^2$ )	Critical value $\alpha=0.05$	Decision on $H_0$	Interpretation
Age vs. General Education Grades	4	10.37	9.49	Reject $H_0$	Significant
Gender vs. General Education Grades	2	0.495	5.99	Failed to reject $H_0$	Not Significant
Origin School vs. General Education Grade	2	5.36	5.99	Failed to reject $H_0$	Not Significant
Age vs. Professional Education Grades	4	15.69	9.49	Reject $H_0$	Significant
Gender vs. Professional Education Grades	2	0.69	5.99	Failed to reject $H_0$	Not Significant
Origin of School vs. Professional Education Grades	2	0.95	5.99	Failed to reject $H_0$	Not Significant

Table 4.1 presents the significance of the relationship between the profile of the graduates and their scholastic achievement in both General Education and Professional Education subjects. The analysis shows that age has a significant relationship with both General Education grades ( $\chi^2 = 10.37$ , critical value = 9.49,  $p < 0.05$ ) and Professional Education grades ( $\chi^2 = 15.69$ , critical value = 9.49,  $p < 0.05$ ), leading to the rejection of the null hypotheses. In contrast, gender and origin of school do not show significant relationships with grades in either General Education or Professional Education, as their computed chi-square values are lower than the critical values, resulting in the acceptance of the null hypotheses.

These findings indicate that the respondents might have been affected by age and thus their performance at school might have been affected by their maturity, experience in life, and their capability to handle academic tasks. The age group of most graduates in this research falls within the 25-29 age bracket, and this age factor could have led to the significant relationship experienced with their grades in both the General Education and Professional Education. Meanwhile, there is no evidence that gender and school origin influence academic performance, which means that male and female respondents, or those studying in sectarian and non-sectarian schools, showed similar scholastic outcomes.

Educationally, these results show that maturity in age matters in academic success. Being future teachers of the General Education and Professional Education, the respondents should not just master the pedagogical strategies, but they should also have a complete understanding of the material taught in their subjects as a way of being competent professionals. This is in line with the current studies that outline the dominance of cognitive development and the age-related experience in the academic performance of higher education (Cassidy, 2012).

**Table 4.2 - Significance of the Relationship between Profile and Pre-Board Performance in General Education**

Paired Variables	df	Computed Chi-square (X <sup>2</sup> )	Critical value $\alpha=0.05$	Decision on H <sub>0</sub>	Interpretation
Age vs. Pre-board Performance in General Education Performance	4	4.45	9.49	Failed to reject H <sub>0</sub>	Not Significant
Gender vs. Pre-board Performance in General Education Performance	2	0.92	5.99	Failed to reject H <sub>0</sub>	Not Significant
Origin of School vs. Pre-board Performance in General Education Performance	2	0.99	5.99	Failed to reject H <sub>0</sub>	Not Significant
Age vs. Pre-board Performance in Professional Education Performance	4	4.45	9.49	Failed to reject H <sub>0</sub>	Not Significant
Gender vs. Pre-board Performance in Professional Education Performance	2	0.92	5.99	Failed to reject H <sub>0</sub>	Not Significant
Origin of School vs. Pre-board Performance in Professional Education Performance	2	0.99	5.99	Failed to reject H <sub>0</sub>	Not Significant

Table 4.2 presents the significance of the relationship between the profile of the respondents and their pre-board performance in both General Education and Professional Education subjects. The results indicate that age, gender, and origin of school do not have a significant relationship with pre-board performance, as all computed chi-square values are lower than the critical values at a 0.05 level of significance. Specifically, age and pre-board performance in General Education subjects ( $\chi^2 = 4.45$ , critical value = 9.49) and Professional Education subjects ( $\chi^2 = 4.45$ , critical value = 9.49) show no significant association. Similarly, gender and origin of school do not demonstrate significant relationships with pre-board performance in either area, confirming the acceptance of the null hypotheses.

These results indicate that the respondent's profile does not affect their performance during the pre-board examinations. This is irrespective of whether the respondents are male or female, younger or older, and

whether in sectarian or non-sectarian schools, their scores in the pre-board tests are not affected. It means that demographic traits might not be the most significant factor influencing pre-board performance, including study habits, participation in the review program, motivation, or previous mastery of the course material. This finding is consistent with the current research that states that academic preparation and review strategies, over demographic factors, tend to be more effective in predicting performance in professional licensure tests. Hence, to improve the results of pre-board, attention should be paid to the strengthening of study strategies, offering special programs of review, and mastering General and Professional Education competencies among the respondents.

**Table 4.3 - Scholastic Achievement versus Pre-Board Performance in General Education and in Professional Education**

Paired Variables	df	Computed Chi-square ( $X^2$ )	Critical value $\alpha=0.05$	Decision on $H_0$	Interpretation
General Education Grades vs. Pre-board Performance in Professional Education Grades	4	6.98	9.49	Failed to reject $H_0$	Not Significant
General Education Grades vs. Pre-board Performance in Professional Education Grades	4	3.73	9.49	Failed to reject $H_0$	Not Significant
Professional Education Grades vs. Pre-board Performance in General Education Performance	4	3.98	9.49	Failed to reject $H_0$	Not Significant
Professional Education Grades vs. Pre-board Performance in Professional Education Performance	4	24.62	9.49	Reject $H_0$	Significant

Table 4.3 presents the relationship between the respondents' scholastic achievement and their pre-board performance in General Education and Professional Education subjects. It can be observed that the graduates' General Education grades and their pre-board performance in General Education have a chi-square of 6.98 with a critical value of 9.49. Thus, the null hypothesis is accepted, indicating no significant relationship between the respondents' General Education grades and their pre-board performance in the same subject. Similarly, General Education grades and pre-board performance in Professional Education have a chi-square of 3.73 and a critical value of 9.49, showing no significant relationship. The graduates' Professional Education grades and pre-board performance in General Education also yielded no significant relationship ( $\chi^2 = 3.98$ , critical value = 9.49).

The grade of Professional Education and the pre-board performance of the graduates in Professional Education, however, have a chi-square of 24.62 and the Critical value of 9.49 that rejects the null hypothesis. This implies that there is a strong correlation between the grades of the respondents on Professional Education and their respective performance on the pre-board. These findings suggest that performance in General Education is not a predictor of pre-board performance, whereas performance in Professional Education

content is closely related to high pre-board performance. That is, when respondents have satisfactory results on Professional Education subjects, they will have high chances of attaining satisfactory results in the pre-board examination in the same subject.

This result can be attributed to Cognitive Constructivism that focuses on the fact that learners actively build knowledge resting on the background of understanding, experiences, and cognitive growth (Perry, 2009). Graduates who have successfully absorbed the contents of Professional Education can use the knowledge during the pre-board examination. According to the cognitive constructivists, learning is not a passive process, but it is an active practice, in which it is the mental structures that shape the understanding of the learner, not through memorization. Therefore, learners who have proven adequacy in the professional teaching competencies are in a better position to use them during examinations. The findings highlight the value of curriculum design that increases conceptual and cognitive application of Professional Education subjects to increase licensure preparedness.

## THE DIFFICULTIES ENCOUNTERED BY THE GRADUATES

### 1. Learning in General Education

Key informant interviewees shared two similar themes worth discussing and analyzing. There's little time and no reinforcement. Conversations are necessary to learn a language. The respondents agree that interruptions and too many expectations and performance activities from their teachers made it difficult to learn and grasp General Education in school. Working part-time and doing home duties made it hard to focus on significant courses. Despite their outstanding results, they agreed that they are not ready to teach general education to their prospective students. They said reinforcement activities and exercises helped them learn General Education skills, especially grammar. The responders understand the importance of practice and learning exercises in General Education, especially grammar. Tenses, spelling, and subject-verb agreement were their areas of weakness. The responders realized that frequent reading and practice teaching have improved their grammatical and pedagogical skills.

### 2. Learning Professional Education while in College

This study shows that non-readers cannot survive professional schooling. Professional education students struggled with time and reading habits. Readers struggled. Their high school skills weren't enough to understand the story's message or some of the author's vocabulary. Due to the length of the stories and unfamiliar vocabulary, they needed more time to write reading reports and critical analyses. Reading is crucial, they say. Reading regularly helps students and teachers understand and teach articles and selections. Literature is hard. Another is writing a novel, play, or poem based on famous writers and literary masters. Thus, teaching and learning literature takes a lifetime (Hines, 2010).

### 3. Reviewing for the Board Examination

Respondents said "overwhelming" when questioned about review challenges. They have too much knowledge and too little time to perfect it. "We have just viewed most of them," they said. General and professional education principles are known, but uncertainty and anxiety are strong since they feel their insufficiencies every time they learn something new. They struggle with reading and want extra revision and reinforcement. However, as these are not covered in the Licensure Examination for Teachers, the grads accepted them. They develop preparation and a positive approach toward teaching in their review lessons (Hines, 2010).

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### Summary of Findings

- 1. Profile of the Graduates.** The majority of the graduates attending review classes in Marawi City Schools and Colleges are aged 20–24 years (53.57%) and are predominantly female (78.57%). Most graduates come from non-sectarian schools (76.79%). This indicates that the BEED graduate population is mostly young adults who are developmentally prepared to engage in teaching practice and apply their academic competencies
- 2. Scholastic Achievement.** Most graduates demonstrated very good academic performance in both General Education and Professional Education subjects. Specifically, 48 respondents (85.71%) earned "Very Good" grades in General Education, and 48 respondents (85.71%) achieved the same in

Professional Education. This suggests that the graduates are well-prepared academically, with a strong foundation that may support future professional performance and readiness for licensure assessments

3. **Pre-Board Performance.** In the pre-board examinations, most graduates scored at an average level, with 26 (53.57%) in General Education and 27 (48.21%) in Professional Education scoring 31–60. A notable proportion performed above average, particularly in General Education (35.71%). This indicates that while academic preparation is generally sufficient, there is room for further strengthening of competencies, especially in Professional Education subjects, to enhance licensure readiness
4. **Relationship between Profile, Scholastic Achievement, and Pre-Board Performance.** The graduates' age shows a significant relationship with their scholastic achievement in both General Education and Professional Education, suggesting that maturity and life experience may positively influence academic performance. In contrast, gender and school origin have no significant effect on grades or pre-board performance. Additionally, while General Education grades do not significantly predict pre-board performance, Professional Education grades are significantly associated with pre-board scores in the same subjects. This emphasizes the importance of mastery in professional content for licensure success and supports cognitive constructivist perspectives on learning, where knowledge is actively constructed and applied (Perry, 2009).
5. **Difficulties Encountered by the Graduates.**  
Graduates reported challenges in three main areas:
  - Learning General Education, particularly grammar, due to limited reinforcement and time constraints.
  - Learning Professional Education subjects, with difficulties in reading comprehension, vocabulary, and managing extensive content.
  - Reviewing for the Board Examination, citing time limitations, anxiety, and the need for additional reinforcement despite adequate knowledge. These challenges highlight the importance of structured practice, reinforcement activities, and guided review strategies to enhance academic and professional readiness

## CONCLUSIONS

The study concludes that age has a significant relationship with the graduates' scholastic achievement in both General Education and Professional Education subjects, indicating that maturity may influence academic performance. However, gender and the origin of the school do not show a significant relationship with the graduates' scholastic achievement. Similarly, the respondents' age, gender, and origin of school have no significant relationship with their pre-board performance in both General Education and Professional Education subjects. Furthermore, General Education grades do not have a significant relationship with pre-board performance in either General Education or Professional Education. On the other hand, Professional Education grades have a significant relationship with pre-board performance in Professional Education, which indicates that strong academic preparation in professional courses contributes to better performance in the pre-board examination and reflects the graduates' readiness for the licensure examination.

## RECOMMENDATIONS

1. **BEED Graduates.** Graduates who are preparing for the Licensure Examination for Teachers are encouraged to continue strengthening their knowledge and competencies in both General Education and Professional Education subjects through regular self-review, extensive reading, and practice exercises. Since the results showed that performance in Professional Education is related to pre-board performance in the same subject, focusing on the mastery of professional courses and pedagogical concepts may further enhance their readiness for the licensure examination.
2. **College Teachers.** Teachers in Colleges of Education are encouraged to continue enriching their instructional practices by providing reinforcement activities, review sessions, and varied learning strategies that help students develop a deeper understanding of both General Education and Professional Education subjects. Participation in seminars, workshops, and other professional development opportunities may also help teachers further enhance their instructional effectiveness.
3. **Parents.** Parents are encouraged to continue providing moral support, encouragement, and understanding to graduates who are preparing for the licensure examination. A supportive and

motivating environment at home may help graduates maintain focus, confidence, and determination in pursuing their professional goals.

4. **Deans of Colleges of Education.** Deans and academic administrators are encouraged to continue supporting faculty members and strengthening the teacher education program through initiatives that promote effective instruction and academic excellence. Providing opportunities for faculty development and ensuring that the curriculum remains responsive to the competencies required for professional practice may further support the preparation of future teachers.
5. **Review Centers.** Review centers may consider enhancing their review programs by offering structured review sessions, practice examinations, and reinforcement activities that support graduates in strengthening their competencies in General Education and Professional Education subjects. Such initiatives may help reviewees improve their confidence and preparedness for the licensure examination.
6. **The Researcher.** The researcher is encouraged to continue exploring related educational concerns and to share the findings of this study with institutions that may benefit from the results. This may contribute to the continuous improvement of teacher education and review practices.
7. **Future Researchers.** Future researchers are encouraged to conduct further studies that may explore other factors related to the academic and professional preparation of BEED graduates. Possible areas for investigation may include scholastic achievement and communication skills, performance in General Education and Professional Education subjects, learning styles of BEED students, and the relationship between pre-board performance and licensure examination results. Such studies may provide additional insights that could help strengthen teacher education programs.

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