

Selective Retention Policy of Teacher Education Program of Saint Louise De Marillac College of Sorsogon, Inc.

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Abstract— This research assesses the Selective Retention Policy of the Teacher Education program of Saint Louise de Marillac College of Sorsogon, Inc., through the correlation of the final general weighted average and LET results of the graduates who took the Licensure Examination for Teachers (LET) for the first time between 2016 and 2019, as well as in 2022. Selective retention policy refers to the practice of allowing students to progress to higher levels of education based on their academic performance and aptitude, ensuring that those who advance are adequately prepared for subsequent challenges. It is crucial in the academe to maintain standards and promote intellectual rigor while supporting students' growth and success especially in promoting a higher passing percentage in the Licensure Examination for Teachers.

It specifically examines the impact of the selective retention policy on their performance and explores correlation between their final general weighted average and LET rating. A developmental plan was proposed to enhance the LET performance of SLMCSI. Seventy-two graduates from teacher education program participated, with 31 holding a Bachelor's in Elementary Education and 41 with a Bachelor's in Secondary Education. Additionally, five full-time faculty members from the Teacher Education Program were chosen using purposive sampling.

The descriptive-correlational research design was utilized in this study where the data were analyzed qualitatively and quantitatively. The qualitative data were taken from the online messenger platform through chat messages and conducted by the researcher, while quantitative data were taken from the documents sourced from the SLMCSI Registrar's Office, the Final GWA and the records from the PRC, the LET ratings. The data were qualitatively and quantitatively analyzed using percentage and mean, weighted mean and Kendall's tau-b, respectively.

Results revealed that the assessed selective retention policy identified the following themes: gate-keeping role, holistic development, motivation and encouragement of students, student effort and effectiveness of SRP which emphasized that the school's SRP was good as it was a source of encouragement and motivation to study well in order to maintain the high academic standards of the Teacher Education Program while theme among teacher-respondents SRP served as an admission restriction of the Teacher Education Program. This was manifested in the trend of the final weighted general average and LET ratings in the last five years specifically in the BEED teacher education graduates. Hence, the SRP served as a gate-keeping mechanism of the Teacher Education Program. It further indicated that for the BEED teacher education graduates a moderate positive relationship that exists between the academic and LET performances of the BEED graduates for the last 5 years is significant. On the other hand, a weak, positive relationship that exists between the academic and LET performances of the BSED graduates for the last five (5) years is not significant.

The researcher then proposed a developmental plan anchored on her posited theory to address the pressing need to raise the bar of achievement in the Licensure Examination for Teachers both in the Bachelor in Elementary Education and Bachelor in Secondary Education. Moreover, a proposed revision of the policy was designed so that a stronger SRP may be implemented to assist the Teacher Education students and faculty members in the full implementation of the policy.

Keywords— Development Plan, General Weighted Average, Licensure Examination for Teachers, Student Retention Policy, Teacher Education Program

I. INTRODUCTION

An issue of concern in higher education institutions across the world is the retention and success of students in their studies. According to the National Student Clearinghouse, the retention rate for public, four-year institutions in higher education is 76.3% which means that about one in four students left their school to study anywhere or nowhere at all (Wiley University Services, 2023). Moreover, from the annual report of the National Center for Education Statistics in 2022, 64% of students who began seeking a bachelor's degree at a four-year institution in fall 2014 completed that degree at the same institution within six years.

Quality college education is very significant; it really matters in selecting any future career. This is the very reason for schools among Higher Education Institutions to ensure the quality of education they offer will surely prepare their graduates not only to land a job but also to be successful in their chosen field. To guarantee students in their chosen courses, institutions designed their own admission and retention policies to ensure that students will graduate and pass any board examinations intended in the program they are enrolled in.

Chimene (2022) mentioned in her study, Community colleges must design academic curricula and strategies to produce planned and comprehensible paths, with built-in improvement monitoring and feedback along the way. This structure ensures students enrolled in any quota program are closely monitored and evaluated in their academic track.

Given the considerable demand for graduates capable of excelling in local, national, and international markets and industries, institutions ensure the implementation of policies to ensure that their graduates meet the requisite quality standards. Additionally, they establish monitoring systems to track students' academic progress, aiming to refine their skills in their chosen careers.

Commission on Higher Education Memorandum Order (CMO) No.52 Series of 2007 addendum to CMO 30, Series of 2004 on Revised Policies and Standards for Undergraduate Teacher Curriculum Article 1 Section 7 on Admission and Retention states that Tertiary Education Institutions (TEIs) must have a system of Selective Admission into the program of Teacher Education. These criteria should include passing a standardized admission test and those who do not meet

the minimum cut-off scores in the standardized admission may be admitted under probation. However, they must meet certain minimum retention requirements to be set by the school before the student can proceed to the major/professional courses, for these purposes, Higher Education Institutions quality education for students must be guaranteed. To meet this goal, a certain policy is needed to ensure quality instructions are delivered as preparation for students' future careers. Students enrolled in the program should have met certain standards and provisions. To this effect the Teacher Education Program is one of the programs where quality assurance is considered through selective retention policy to monitor and evaluate future educators to be prepared according to the needed knowledge, skills, and competencies. In addition, complete the course and pass the Licensure Examination for Teachers.

To ensure the quality of teacher education program, the Licensure Examination is a significant quality measure to determine the graduates who have the required minimum degree of competence to practice the teaching profession in the field (Acosta, 2016). This is also one way of knowing how prepared graduates are, as they start their mission in educating the minds and hearts of their future educands.

Republic Act (RA) 7836 also known as the Teacher Professionalization Act of 1994 provides an avenue for Teacher Education graduates to undergo examination, registration and license required stipulated in Article 3 section 13. This is an assurance set by the government through the Philippine Regulation Commission (PRC) that teachers who are tasked to educate the minds and hearts of students are properly equipped of what is required of them in their teaching profession to deliver quality education.

As Philippine Accrediting Association of Schools Colleges and Universities (PAASCU) Level II accredited status, Saint Louise de Marillac College of Sorsogon, Inc., as a private catholic higher education institution adheres to continue quality catholic education. In recent years, SLMCSI has been consistently producing graduates in teacher education. Many educators and school administrators within the Department of Education in both the city and province of Sorsogon are alumni of SLMCSI and other tertiary institutions. SLMCSI has undergone a re-survey visit by the Philippine Accrediting Association of Schools,

Colleges, and Universities (PAASCU) to ensure quality assurance and excellence in academic services, particularly within the teacher education program. In 2015, SLMCSI was granted a five-year clean slate PAASCU Level II Accredited status, which was reaffirmed in August 2022 via an online submission process using Google Forms. The performance of the Teacher Education Program over the past five years played a crucial role in securing this accredited status. With SLMCSI's unwavering commitment to excellence like other institutions and universities, SLMCSI persists in delivering quality education with the aim of achieving PAASCU Level III accredited status. In order to maintain the standard of education and uphold the accreditation of its Teacher Education Program at PAASCU Level II, the institution ensures that students receive adequate academic preparation through the implementation of Selective Retention Policy (SRP) and aims to attain a high passing rate in the licensure examination for teachers. PAASCU handbook on Accreditation cited that PAASCU reflects the quality by which an educational institution or program conducts its business. It speaks to a sense of public trust, as well as professional quality. Therefore, accreditation provides benefits to the various members of the educational community.

Anchored to its commitment to educational excellence, the Higher Education Department of Saint Louise de Marillac College of Sorsogon, Inc. implements a Selective Retention Policy within its Teacher Education Program, catering to both Elementary and Secondary levels. The elementary curriculum offered General Education, while the Secondary curriculum offers specialized Majors in Filipino, English, Mathematics, Science, Social Studies, and Values Education. The Selective Retention Policy (SRP) is intentionally designed to help students meet the rigorous standards of higher education and also to prepare them for the teacher licensure examination. Stipulated in Student Handbook (2019), the Bachelor in Secondary Education (BSED) and Bachelor in Elementary Education (BEED) students must maintain an Average of 2.2 (85) and a grade not lower than 2.5 (80-81) in basic education and major subjects. In the implementation of the SRP students were monitored and evaluated during enrollment and at the end of the semester conducted by the Program Coordinator to ensure grades requirements are met. In addition, students in the teacher education program are honed to possess needed knowledge, skills and Vincentian/Louisean values.

For the past five academic years (2016-2019 & 2022), the enrollment patterns in the Teacher Education Program can be summarized as follows: In the academic year 2016, there were 22 enrollees in Elementary Education, consisting of 4 males and 18 females. The following year, 2017, saw a total of 16 enrollees, with 5 males and 11 females. Similarly, in 2018, there were 11 enrollees, comprising 2 males and 9 females. Additionally, in 2019, there were 10 enrollees, with 4 males and 6 females. Finally, in 2022, there were 19 enrollees, including 1 male and 18 females. For Secondary Education, in 2016, there were 8 enrollees, with 2 males and 6 females. In 2017, the total number of enrollees increased to 23, with 9 males and 14 females. Furthermore, in 2018, there were 21 enrollees, including 9 males and 12 females. In 2019, 11 students were enrolled, comprising 6 males and 5 females. Lastly, in 2022, 22 were enrolled, with 7 males and 15 females.

To hone students in the field of teaching and pass the LET, fourth-year curriculum is enhanced through pre-review classes covering general education subjects totaling 6 units in the first semester and an additional 6 units focusing on professional education and major subjects in the second semester. These classes are facilitated by proficient instructors specializing in their respective fields of expertise. Among the eight full-time faculty members, three possess Doctoral degrees in Filipino, English, and Educational Management with one currently in the dissertation-writing phase and another pursuing a Doctoral degree. Additionally, one faculty member is currently in the process of writing a thesis. The remaining two faculty members are working towards Master's degrees. Furthermore, among four part-time teachers, three also hold doctoral degrees majors in Educational Foundations, Educational Development and Technology Education with specialization in Food Service Management. The 12-unit pre-review classes served as an avenue for students to acquire the necessary knowledge, skills, competencies, and correct attitude in readiness for the Licensure Examination for Teachers (LET). This intervention and academic support done by the institution is to increase the number of LET passers and get a high passing rate and ensure employability in the teaching profession.

Corollary to the Selective Retention Policy of SLMCSI three (3) other member schools of the Daughters of Charity of Saint Louise de Marillac Educational System (DC-SLMES) with Higher Education Department also

observed selective retention policy in the Teacher Education program. The Universidad de Sta. Isabel in Naga required a grade of 83 in all subjects, likewise Sta. Isabel College, Inc. Manila, while Sacred Heart College, Inc. Lucena no grade below 83 in minor subjects and no grade below 85 in all major subjects. These provisions ensured quality assurance that students enrolled in the teacher education program met the requirements for the teaching profession. In line with these concerns, the teacher-researcher is motivated to conduct this research study to assess the Selective Retention Policy of the teacher Education Program of Saint Louise de Marillac College of Sorsogon, Inc. and the Performance of graduates in the Licensure Examination for Teachers (LET) using their final General Weighted Average (GWA) to be requested from the office of the registrar likewise, official ratings from the Professional Regulation Commission (PRC).

In the past five years, (2016, 2017, 2018, 2019 and 2022), Saint Louise de Marillac College of Sorsogon, Inc. had a total of 216 LET takers: 69 in the Elementary Level while 147 in the Secondary Level. However, these figures included only the first takers. From the total takers in the Elementary Level, 72% passed, while 67% passers in the Secondary Level. Implementation of SRP was assessed, likewise, LET results and GWA of the first takers were utilized. Moreover, assess the significant relationship in the implementation of the selective retention policy and propose a developmental program and enhanced selective retention policy to improve performance ratings in the licensure examination for teachers. Her personal encounter with students as Education Program Coordinator and Teaching Internship Coordinator for more than a decade served as an inspiration for her to conduct this study.

Specifically, it sought to answer the following sub-problems:

1. What is the assessment of the Teacher Education Graduates on the selective retention policy of SLMCSI?
2. What is the LET and Academic performances of Teacher Education graduates of SLMCSI?
3. Is there a significant relationship between the LET ratings and academic performance of the graduates?
4. What can be proposed for the improvement of the Selective Retention Policy of SLMCSI?

II. LITERATURE REVIEW

Valbuena et al., along with Santos et al., highlighted the significance of grade as a factor in retention policies impacting students' academic performance, a sentiment echoed by Pipa et al. and Namen. They stressed the importance of social support within the academic community to foster a positive learning environment, promoting mental, physical, and social motivation. Similarly, Ertem emphasized the consideration of academic, social, and emotional aspects, as well as the clarity of retention policies, to mitigate potential academic challenges for students. Additionally, Chandra outlined 12 key strategies for enhancing student retention, underlining the motivating role of social support. In addition, Davis' research aligns with these studies, exploring possible interventions to address retention issues.

Shafiq et al. viewed student retention as a crucial metric in education, emphasizing the importance of academic support and interventions to prevent study deferments. Similarly, Silva & Sampaio emphasized the retention of students within their chosen programs, aligning with the broader discourse on student retention and academic success.

The retention policy at Ateneo de Naga University aims to establish effective provisions ensuring students meet minimum requirements in their respective fields. Only those who meet these criteria are retained, enhancing the likelihood of graduates passing board exams. Hanover's research echoes similar findings, emphasizing the importance of the quality of educational experiences at Bulacan State University for student retention, success, and completion. This sentiment is further underscored at Far Eastern University through their Selective Retention Policy Program. Amononce et al. shed light on efforts made by Teacher Education institutions to adequately prepare graduates for success in the actual Licensure Examination for Teachers.

Irene advocated for the design of an effective curriculum aimed at equipping student graduates with the necessary competencies to navigate licensure examination challenges successfully. She emphasized the importance of continuous updating to maintain the curriculum's relevance. Likewise, Delos Angeles underscored that the success of graduates in high school and undergraduate courses reflects a strong academic foundation. LET preparation, involves a combination of in-house and self-guided review

supplementation. Additionally, Ampo argued that graduates' academic performance does not always correlate with success in the LET. Furthermore, Belleza identified predictors of performance in the Licensure Examination for Teachers (LET) as the basis for developing a contextualized intervention program.

Valle & Brobo focused on descriptive correlational method of research design as they analyzed the performance ratings of College of teacher Education in their respective universities, both BEED and BSED with the graduates' academic performance (GWA), likewise Balinario et al. where on the same both, where research revealed that LET takers have difficulty passing the specialization areas, likewise recommended the college to concentrate on the area of specialization in the conduct of classes and strengthen the admission policy. Similarly, Dagdagui, & Mang-usan reiterated the graduates had a higher percentage of passers than non-passers. The majority of examinees passed all components of the LET, but struggled in the specialization subjects.

Various studies shed light on factors influencing student retention decisions and policies. Curbano & Hernades identified the significance of GWA/GPA within the demographic profiles of respondents. Meanwhile, Chimene's correlation study delved into the utilization of Grade Point Average (GPA) to pinpoint areas requiring attention for remediation or enrichment programs. Hadebe & Moosa examined the adverse effects of grade retention, highlighting experiences such as peer and teacher bullying, which exacerbate the challenges associated with repeating course requirements. Hassani, Wilkins, and Sas et al emphasized the pivotal role institutions play in student retention. Mediavilla et al's research explored the effects of grade retention policies, while Cheong et al provided insights into challenges faced by students regarding retention. In addition, Curbano et al analyzed on academic institutions, retention of students as a challenging issue. Furthermore, Kulesh aimed to integrate theory, research, policy, and practice to enhance understanding of first-year student retention, and Ramgeet identified three major themes impacting student retention: social integration, institutional support, and others.

Rincon study explored the relationship between Latinx representation in STEM and student retention while the study of Abdallah & Mussah assessed the licensing

program impact on the professional qualities of UAE teachers. Both studies used correlation method to know the significant relationship of the major variables in their studies.

The study of Oding, et al revealed that retention policy has positive and negative effects on students. It can be a source of encouragement to enhance students' academic performance. Furthermore, a source of stress because they needed to comply with the standard requirements imposed by the college.

Fulgado's study used the PRC LET results to compare the performance of the passers and non-passers in terms of First Time Takers, Repeaters, Non-Passers, and Repeaters. While Alfonso stressed on high percentage results as a significant factor of the programs undergoing accreditation. Moreover, Maramag, et al., the need to submit the curricular program offerings as well as teachers' educational endeavors for accreditation.

The study conducted by Amparado & Diamante assessed the performance of nursing graduates in the Mock Board Examinations and Nurse Licensure Examinations and concluded that the performance in the mock board examinations have influenced the passing rates of the board examinees for the last three years, meanwhile, Dela Rosa & Vargas aimed to determine how the licensure examination for teachers' performance of BSED graduates was influenced by their profile. The profile that influenced their licensure examination performance was an aptitude for college work, GPA, and averages obtained in general education and professional education courses. Moreover, the study of Aberin et al, are also in corollary with the cited studies where the performance of Graduates as to relationship of pre-service grade point average (GPA) and licensure examination for teachers (LET) was also explored. In addition, Badua, assessed the licensure performance of the College of Criminal Justice Education of Northwestern University from 2009 – 2013 and determined the relationship of the academic performance and licensure performance of the respondents likewise, Barreda & Barreda determined the significant relationship between the performance and the grade point average of the examinees in the licensure examination for criminologist. The findings of these scholarly investigations were directed towards enhancing the performance of graduates in licensure

examinations, as well as devising potential interventions, proposed action plans, or programs.

III. RESEARCH DESIGN AND METHODOLOGY

The study employed the descriptive correlational research design in collecting data to test hypothesis or to answer questions regarding assessment of teacher respondents on SRP. The data collected in the assessment of the selective retention policy of the Teacher Education Program of Saint Louise de Marillac College of Sorsogon, Inc. was qualitatively analyzed using percentage while the data on the significant relationship between the final general weighted and LET ratings were quantitatively examined using mean,

weighted mean and Kendall’s tau-b. The primary instrument used in this study to collect data are online written interview through chat messages to assess the SRP of Teacher Education Program of Saint Louise de Marillac College of Sorsogon, Inc. which was prepared by the researcher with the guidance of her adviser. These qualitative data were analyzed using themes, codes, and percentage. The quantitative data were taken from the documents provided by the SLMCSI Registrar’s Office, the PRC and the informants/respondents. The Registrar’s Office provided the copy of the final grades of the respondents; the PRC provided the Official Results of LET in the past five academic years and the informants furnished their own LET ratings.

IV. SELECTIVE RETENTION POLICY OF THE SAINT LOUISE DE MARILLAC COLLEGE OF SORSOGON, INC.

Table 1. Graduate Informants’ Assessment in the implemented SRP of Saint Louise de Marillac College of Sorsogon, Inc. (SLMCSI)

Themes	Responses
Gate-keeping role of the SRP	<p>“An SRP sa akon saro na paagi para makasabay sa standard sa pagkuha san education program” (SRP is a process to comply with the standard of getting teacher education program) (Jianne).</p> <p>“An SRP gin gigiyahan an sadiri ko para magin ungod ako sa pag-adal ko” (SRP is my guide of what shall I do with my studies) (Sarah)</p> <p>“An SRP sa akon, nagdidikta para magin competent nyan responsible sa studies ko” (SRP is what makes me competent and responsible in my studies) (Leah)</p> <p>“SRP sa akon sarong barometro sa kakayahan ko bilang saro na estudyante, lalo na sa education program” (SRP is a barometer to develop my abilities especially in teacher education program)(Myra)</p> <p>“An SRP sakuya, saro na paagi para matesting ko an mga abilidad ko bilang estudyante kun kaya ko magtapos san teacher education program” (SRP is a process for me to test my ability to finish teacher education program”(Mario)</p>
Holistic Development	<p>“An SRP sa akon kaipuhan magmamawot na magkaigwa ako nin grado na mayad para magin marhay na edukador” (SRP is maintaining a grade requirement for me to become a future educator) (Leo)</p> <p>“An SRP sa pagkita ko sarong inspirasyon preparasyon para magin epektibo na para tukdo”.(SRP is an inspiration for me in preparation for future teaching) (Myla)</p> <p>“An SRP sarong paagi na magin dayopot para mamantenar an grado para sa mayad na edukasyon”(SRP is a maintaining process for me to be true in maintaining grades for quality education) (Lily)</p> <p>“An SRP sa akon bilang estudyante para maghinguha makapasar sa mga requirements for quality education”(SRP for me as a student is to strive hard to pass the requirements for quality education) (Cecil)</p> <p>“An SRP samuya sarong paagi magtalubo o maghinguha para matapos an teacher education program na sakuyang inaspirar”(SRP is a guide for me to aspire) (Lala)</p>
Motivation and encouragement of students	<p>“An SRP sa akon sarong paagi na mag adal marhay para makapasar nyan matapos an kursong edukasyon” (SRP is a way for me to study hard and finish my course as teacher education student) (Angel)</p>

	<p>“An SRP naghahatag nin marhay na pagmawot para magkaigwa nin marhay na na grado” (SRP encourages us to perform well in our academic task (Elmer)</p> <p>“An SRP sakuya sarong bagay nakaenganyar para mag adal nin mayad” (SRP for me is an inspiration to study well) (Miguella)</p> <p>“An SRP para sako nakakaengayo para mas lalo magungod sa pag eskwela para magin maestro & maestra (SRP for me encourages me to strive more in my studies to become a teacher)(Louise)</p> <p>“An SRP nakatabang para mas mapakarhay an performance ko sa pageskwela nga makatapos ako” (SRP helps me in my academic task or academic performance and finish it on time) (Nick)</p>
Student effort	<p>“An SRP sa akon an pagpursige sa pagmantenar kan grado na nakakatao nin mayad na pamati sa sadiri”(SRP is a motivating factor in maintaining grade requirements that satisfies me)(Aica)</p> <p>“An SRP para sa akon igwang positibong epekto kay nakakahinguha ako para maipasar an requirement pero minsan negatibo dahil nakakastress na kaipuhan magmantinir san grado na ginbahagad sang eskwelahan” (SRP has positive effects for it pushed me to pass the grade requirement however, it has also negative effects because it stressed me to maintain the grade requirement)(Jinky)</p> <p>“An SRP sarong requirement nakaipuhan maihatag sa pagpadagos kan teacher education program nganing makagraduate ngan makaturo” (SRP is a requirement to pass the teacher education program, to graduate and teach) (Mercy)</p> <p>“An SRP nagtutukdo sako na maghinguha para magkaigwa na result an sakong pageskwela para dili masayang an sakong paghinguha” (SRP is forcing me have a good result not to waste my effort in my studies)(Junjun)</p> <p>“An SRP natutukduan ako na makipagcollaborate sa kapwa ko mga estudyante nyan nakakatabang para magkaigwa sadiring kakayahan”(SRP is teaching me to collaborate with my fellow students for me to have my own abilities and competencies) (Sir Poly)</p>
Effectiveness of SRP	<p>“An SRP sakuya an magin Latin Honor”(SRP for me is to be included among those recognized academically) (Lany)</p> <p>“An SRP para sa akon an nakapasar ako sa LET” (SRP for me is passing the LET) (Gino)</p> <p>“An SRP para sa akon an nataw-an nin honra sa pagiging mayad na maestra”(SRP for me is recognizing my teaching performance) (Maam Nati)</p> <p>“An SRP para sakuya nagin paagi magin marhay ako na teacher”(SRP is a means to become effective and efficient teacher) (Babes)</p> <p>“An SRP sako marahay rahay dahil nagi akong License Professional Teacher ngan nataw-an ako nin pagkakataon na makapagtukdo” (SRP is inspirational since I became a License Professional and given the chance to teach)(Jonel)</p>

A) Gate-Keeping Role of SRP. This theme describes SRP as the control mechanism effect on the part of the students for them to stay in their studies as well as in their chosen course in the teacher education program. This SRP can be favorable to both educational institutions offering Teacher Education programs as well as the students since this leads them to maintain their targets like obtaining academic performance as well as plan out their studies. On one hand, on the part of the school, they design activities for the students to be guided in taking steps to make themselves can be promoted through years of residency as well as for overall performance. Their stay in school can be reasons

for them to equip themselves with the appropriate competencies that suit them to be a professional teacher as well as for the schools to achieve quality education. The researcher found that studies from the Rationale of Bulacan State University (2021) and Hanover Research (2010) align with the findings of this present study.

In these studies, the Rationale of Bulacan State University (2021) and Hanover Research (2010). Both maintain the quality of a university's educational experience is partially assessed by its undergraduate student retention and graduation rates as well as provide activities and policies to guide students to step on the

high levels of student retention, success, and completion. This agrees with the statements of the graduate informants saying that they find SRP as a process to comply with the standard of getting teacher education (Jianne), and another said that SRP is what makes them competent and responsible in their studies (Leah).

Although they are found to be similar, however, they are different as to how this control mechanism affects the personal desires of the school and students since it takes one decision or interest in how the control can be achieved by them. The theme gate-keeping role of SPR is indeed a personal thing to both school and student since it involves one important element like what else one can do to attain success in life. This control mechanism may center on the personal interest in whether to pursue, promote, become competent, and develop their abilities are the elements that require personal share and motivation.

This study implies that schools and students need to work hand in hand to achieve targets in school. In attaining one's goals it takes personal share and interest. SRP can be useful in attaining it through mechanisms that a school may be designed for the success of the students' goals such as establishing clear communication, identifying the roles and responsibilities, setting realistic expectations, updating teachers or students, and collaborating.

B) Holistic Development. This theme draws out SRP as tool for achieving personal goals that require balanced growth and progress in the aspects of the life of the one who wants to achieve it. This may involve elements of character such as focus, and nurturance in all dimensions of well-being that leads to success. SRP is indeed a tool to achieve one's goal since achieving it does not only focus on one aspect but the whole being of one student. It directs and involves managing and understanding emotions such as leading to self-awareness as well as coping mechanisms in handling stress, setbacks, and challenges that may arise while in school pursuing the course in Teacher Education Program. Likewise, the mental well-being of the students encompasses cognitive abilities and continuous learning needs to be given attention as well as the enhancement of their creativity. At the same time, helping the students to be socially prepared for this teaching profession has to be given focus by the school with the help of the SRP. It allows the students to establish connections through

encouragement, motivation, and a sense of collaboration. Also, an opportune time for the students to boost their confidence in pursuing their personal goals.

From the researcher's contention, she was able to discover that studies by Hassani and Wilkins (2022) and Mediavilla, Choi, & Gil, (2020) shared or emphasized the findings that the needs of the students have effects on their well-being such as cognitive, emotional and physical as the schools should be aware of since acquiring or attaining goals deal with many aspects of the lives of the students. These are well emphasized in the responses of the graduate informants saying that SRP is an inspiration for me to be creative and to be prepared for my future teaching (Myla). This story of inspiration often leads to increased motivation of students such as pursuing to finish their studies and maintaining their grades (Lily) as well as striving hard to comply with requirements for quality education (Cecil). All of these elements speak about the well-being of students towards achieving what they want for their course. Also, these lead to the cultivation of the students' well-rounded approach to pursuing personal, overall well-being and fulfillment in various areas of life.

Conversely, these two studies may also be the reason to develop the other side of the good purpose of the students in taking their course particularly if activities in school are not the result of any good planning. The theme of holistic development can be a good source of what students may become in the future. This will also hone students to be the kind of person they are expected to be as future educators.

This finding implies that schools or educational institutions need to adopt strategic planning that responds to the diverse needs of the students. In the conduct of strategic planning, the need to involve the students is highly considered so that the schools are aware of the holistic development of the students. This corresponds to the point that schools serve only as providers but are considered as a family of the students. Likewise, the school see to it that students are given enough intervention that will surely answer the pressing needs of students to guaranty learning.

C) Motivation and encouragement of students. The theme of Selective Retention Policy as a Motivational and Encouragement Tool for Students explores the

strategy of selectively retaining students based on their performance and potential, aiming to motivate and encourage them to excel academically. This policy operates on the premise that recognizing and rewarding students who demonstrate dedication, improvement, or exceptional achievement can foster a culture of motivation and encourage continuous growth. By implementing selective retention policies, educational institutions can create tangible incentives for students to strive for excellence. These policies may involve various mechanisms, such as offering scholarships, honors programs, or advanced placement opportunities to high-achieving students. Simultaneously, they may provide additional support, resources, or specialized programs to help struggling students improve their performance and reach their full potential. The theme delves into the theoretical framework behind selective retention policies, examining psychological principles of motivation and reinforcement. It also explores practical examples of how such policies have been successfully implemented in educational settings, highlighting their impact on student engagement, academic performance, and overall educational outcomes. Ultimately, this theme underscores the significance of adopting proactive measures to motivate and encourage students, recognizing that a supportive and incentivizing environment can significantly contribute to their personal development and academic success. Align with this study the researcher established connection with the study of Oding et al (2021).

The study of Oding, et al(2021) revealed that retention policy was a source of encouragement for students to perform well and it was a necessity to develop and enhance students' cognition. This validates with the statements of the graduate informants affirming SRP encourages her to strive more in her studies to become a teacher”(Louise), likewise another mentioned that SRP is a way for her to study hard and finish her course as a teacher education student (Angel).

This study conveys that students are motivated and encouraged in the implementation of SRP though subjects are difficult students aimed for high academic performance and excellence, likewise, develop their skills and the determination to stay in the teacher education program. The courses offered and delivered to the Teacher Education Program students are tailored according to the academic needs of each student. Should there are academic difficulties encountered along the way, it is the responsibility of the concerned faculty

member to offer intervention for a meaningful academic journey of each student.

D) Student effort. The theme of Selective Retention Policy as Student Effort explores the intersection between educational policy and student motivation, focusing on how selective retention strategies influence student effort and academic outcomes. Selective retention policies involve the practice of retaining or promoting students based on their performance, effort, and potential rather than solely on standardized test scores or grades. This theme delves into the rationale behind selective retention policies, which aim to incentivize and reward students for their diligence, dedication, and improvement. By recognizing and reinforcing student effort, educational institutions seek to create a supportive environment that encourages continuous growth and achievement. Moreover, the introduction will examine empirical evidence and case studies demonstrating the impact of selective retention policies on student effort and academic success. By showcasing real-world examples and research findings, it will highlight the effectiveness of these policies in promoting a culture of accountability, perseverance, and excellence among students. Overall, the introduction will set the stage for a comprehensive exploration of how selective retention policies can shape student effort and contribute to positive educational outcomes, emphasizing the importance of proactive measures to motivate and support students in their academic endeavors. The researcher established that studies of Ertem (2020) and Pipa and Peixoto (2022) match with the findings of this study.

In these studies, Ertem (2020) and Chimene (2022) both emphasized the significance of Student Retention considering that higher education institutions have complex structures and processes. They both discussed retention amid the struggle of students to retain in the chosen program the students were able to persist and sustain about student retention in Turkish higher education through the lenses of bio-ecological theory that higher education not only improves individuals academically, socially, and emotionally but also provides any capital for societies and states, hence, retention of students in higher education is greatly significant considering that higher education institutions have complex structures and processes, their ecosystems are affected by both inner dynamics and outside pressure, therefore, retention concept must be discussed in the context of core ideas of each layer and should

consider inclusion of multidimensional approaches to create an awareness about student retention. The informant expressed the SRP has positive effects for it pushed me to pass the grade requirement however, it has also negative effects because it stressed me to maintain the grade requirement” (Jinky). Similarly, “SRP is forcing me have a good result not to waste my effort in my studies”(Junjun).

Even though, these studies were found to be similar, they were different in the sense that Saint Louise de Marillac College of Sorsogon Teacher Education Program understands the academic needs of each student as it provides academic consultation. The academic consultation becomes a venue to thresh out students’ academic difficulty and make sure that an efficient and effective alternative is properly given to aid students who are at risks especially assigning somebody may be a teacher or a peer to provide academic support. An informant said that, “SRP is teaching me to collaborate with my fellow students for me to develop my own abilities and competencies” (Sir Poly).

This study simply manifests a commitment to the advancement of each student through effective and efficient alternative manner of academic support which can be delivered to its students. It is a venue then of providing various instructional methods, educational services or school resources that help students learn and succeed academically; an appreciation of their self-effort in maintaining the high standard of the Teacher Education Program.

E) Effectiveness of SRP. This means ensuring students’ academic success and completion useful for improving programs and academic support. The effectiveness of student retention policies in teacher education programs depends on the implementation of multifaceted strategies that address the diverse needs of students while fostering a supportive and inclusive learning environment. Continuous evaluation and adaptation of these policies based on feedback and data analysis are essential for improving retention rates and ensuring the success of future educators. The study of Shafiq, Marjani, et al, (2022) stressed on student retention is an essential measurement metric in education, indicated by retention rates, which are accumulated as students re-enroll from one academic year to the next and high retention rates can be obtained if institutions aim to provide appropriate support and teaching methods

among the various practices to prevent students from deferring their studies.

This study found support from the ideas mentioned by Shafiq, Marjani, et. al., (2022) which also means that student retention policies in teacher education programs are crucial for ensuring the success of future educators. These policies aim to support students throughout their academic journey, addressing factors that may hinder their progress and ultimately lead to dropout. As informants stressed that “SRP for me is to be included among those recognized academically” (Lany) and “SRP for me is passing the LET” (Gino).

However, though the study mentioned is similar, in the context of the Teacher Education Program of SLMCSI, by valuing students’ academic backgrounds and experiences, these programs create inclusive learning environments where all students feel respected and supported. This means providing equal opportunities for all through its proposed open admission policy with flexible learning opportunities and early intervention strategies to identify struggling students and provide them with the necessary educational support and services leading to successful tertiary education. As the informants expressed appreciation that “SRP is a means to become effective and efficient teacher (Babes and “SRP is inspirational since I became a Licensed Professional and given the chance to teach” (Jonel).

In essence, the SRP of SLMCSI did not provide academic support only but other services addressing various aspects of students’ lives like mental health services, sense of belonging and academic accountability which in effect significantly impact retention rates and success in taking government examinations.

Meanwhile, these are the assessment of the five teacher-informants about the selective retention policy of Saint Louise de Marillac College, Inc.

For teacher informants SRP served as an admission restriction of the Teacher Education Program. For teacher-informants SRP is considered stronger gate-keeping mechanism that guarantees consistent. High passing rate in the LET. Likewise, its rigorous standards contribute to the success of the teacher education graduates. From the responses of the teacher-participants, a theme evolved as: SRP served as an admission restriction of the Teacher Education Program.

A selective retention policy in the Teacher Education Program can be a controversial concept, but it is often implemented to ensure that the program maintains high standards and produces competent educators. It means that teachers' views on selective retention policies in Teacher Education Programs are likely to be influenced by their commitment to maintaining professional standards, supporting student success, promoting equity and access, and continuously improving the quality of teacher preparation. These ideas are in consonance with the study conducted by Valbuena, Mediavilla, Choi & Gil (2020).

Valbuena, Mediavilla, Choi & Gil (2020) concluded that it is necessary to consider alternative policies to retention, or policies that can be used in combination with it, in order to enhance the performance of low achievers, in particular those students at risk characterized by a low ability profile. As the teacher-informants asserted that SRP provided a stronger gate-keeping function for selecting and retaining the students in the program. Our selective retention policy has proven to be effective as evidenced by the consistently high passing rate in LET among SLMCSI education graduates. The rigorous standards set by this policy have undoubtedly contributed to the success of our graduates, ensuring that they are well-prepared to meet the challenges of the teaching profession (Sir Justine). However, as we strive for continuous improvement it is important to acknowledge that the educational landscape is dynamic, and our policy must adapt to meet evolving needs. In this light actively exploring ways to refine our retention policy is necessary to better address the changing demands of the education sector (Mam Vanie).

However, teachers see the selective retention policy as a necessary measure to maintain the quality of future educators. By admitting only those students who demonstrate a strong commitment to teaching, academic

proficiency, and personal qualities essential for effective teaching, the program can ensure that graduates are well-prepared for the challenges of the profession. The teacher-informants stated that “In the Higher Education Department (HED) we are given the right to develop admission policy as well as exert in student retention to ensure academic success or completion so that students must have consistency in all aspects” (Mam Belen). It’s a must to ensure quality professionals in the future, it also sets a standard for students to work hard if they are determined to pursue teaching. Although I understand how it can be a source of pressure for some (Mam Jade). It is good that we have this standard to thoroughly assess the capabilities of students. This can also somehow ensure that the institution will produce quality teachers. It can be seen as a way of bringing out the best in each of our future educators (Sir Mark).

This implies that teachers considered SRP as a gate-keeping mechanism of the school but should take into consideration all other aspects of the policy as to bring students into a successful journey in the College of Teacher Education, thus preparing them to become effective and efficient teacher. This would also mean providing an educational landscape that would give equal opportunities for all students regardless of their academic background. Hence this study proposes an open admission policy to cater to individual needs of each student.

Performance of the Teacher Education Graduates of SLMCSI in terms of Licensure Examination for Teachers (LET) and Final General Weighted Average

This section reveals the academic and LET performances of the graduates in the past five years. However, academic years 2020 and 2021 were not included due to Covid 19 pandemic where LET exams were held in abeyance. The data on the academic and LET performances are tabulated below.

Table 2. Academic and LET Performances of the Teacher Education Graduates of SLMCSI for the Last Five Years

YEAR	BEED		BSED		Overall	
	GWA	LET	GWA	LET	GWA	LET
2022	92.43	84.57	91.86	80.37	92.15	82.47
2019	90.50	79.05	92.29	84.14	91.40	81.60
2018	90.38	76.86	91.00	80.11	90.69	78.49
2017	89.43	77.17	91.46	82.23	90.45	79.70
2016	89.00	78.00	92.00	80.70	90.50	79.35

Table 2 presents the general weighted average and LET performances of the teacher education graduates of SLMCSI for the last five years, 2016-2019 and 2022. For Bachelor in Elementary Education in 2016, the LET rating was 78.00% with a GWA of 89%, in 2017, the LET rating was 77.17% and a GWA of 89.43%, in 2018, the LET rating was 76.86% and a GWA of 90.38, in 2019, the LET rating was 79.05 with a GWA of 90.50% and in 2022, the LET rating was 84.57 and GWA of 92.43.

The LET rating of Bachelor in Secondary Education in 2016 was 79.35% with a GWA of 90.50%, in 2017, the LET rating was 79.70% and a GWA of 90.45%, the rating in LET 2018 was 78.49% and a GWA of 90.69, in 2019, the LET rating was 81.60% with a GWA of 91.40% and the rating in LET 2022 was 82.47 with a GWA of 82.47.

Moreover, the overall GWA in 2016 was 90.50 while the overall LET rating was 79.35. In 2017, the overall GWA and LET ratings were 90.45 and 79.70 respectively. The overall GWA and LET rating in 2018 were 90.69 and 78.49 respectively. In 2019, the overall GWA was 91.40 and LET rating was 81.60. And in 2022, the overall GWA and LET rating were 92.15 and 82.47 respectively.

Ertem (2020) emphasized the article about student retention in Turkish higher education through the lenses of bio-ecological theory that higher education not only improves individuals academically, socially, and emotionally but also provides any capital for societies and states, hence, retention of students in higher education is greatly significant considering that higher education institutions have complex structures and processes, their ecosystems are affected by both inner dynamics and outside pressure, therefore, retention concept must be discussed in the context of core ideas of each layer and should consider inclusion of multidimensional approaches to create an awareness about student retention.

Shafiq, Marjani, et al, (2022) stressed on student retention is an essential measurement metric in education, indicated by retention rates, which are accumulated as students re-enroll from one academic year to the next and high retention rates can be obtained if institutions aim to provide appropriate support and teaching methods among the various practices to prevent students from deferring their studies.

Chandra (2021) enumerated 12 key strategies to improve student retention: define student success; connect and engage, early and often; cultivate relationships with advisors, staff and faculty; use data to tract warning signs; implement intervention process; build community and a sense of belonging; engage and partner with parents; gather feedback regularly; encourage autonomy; help students discover enriching experience outside the classroom; offer flexible scheduling and connect student with financial resources. Further, the writer said that when considering student retention initiatives, higher education administrators often examine how a student is integrated into the campus community both academically and socially which are critical to a student's success.

Davis (2021), provided clear evidence that other interventions — such as targeted intensive tutoring, expanded learning time, and supporting strong relationships between adults and students have better outcomes for students especially during the onslaught of the Covid-19 pandemic.

The rationale of Bulacan State University (2021) states that the quality of a university's educational experience is measured in part by undergraduate student retention and graduation rates likewise cited Hanover Research (2010) that the high level of retention, success and completion of students are highly correlated with institutional effectiveness in delivering what students expect, need, and want. Thus, the need for a Student Retention Program arises from the university's commitment to students in providing quality higher education by ensuring that they will have the best chance to successfully complete the courses and programs in which they enroll. The Bulacan State University takes pride in its institutional success and shared responsibility for retention, inclusion, and fostering a sense of belonging among students, alumni, faculty, and staff including the administration.

Delos Angeles (2019), determined the factors which likely explain the performance of the Bachelor of Science in Education (BSEd) and Bachelor of Elementary Education (BEEd) graduates in the Licensure Examination for Teachers (LET) revealed that the graduates have done well in their high school and undergraduate courses which suggest strong academic preparation and the preparation for LET was done through in-house and self-guided review supplementation.

The focus on student retention supports many goals relating to student success, institutional reputation, rankings, recruitment, performance-based funding, and continued viability (Kulesh, 2021). This study aims to bridge theory, research, policy, and practice to better understand and improve first-year student retention. The results do suggest, however, that course flag, academic probation, weekends spent on campus, and advisor meeting, variables representing both student and academic affairs, contribute significantly to predicting retention.

The study of Oding et al (2021) revealed that retention policy was a source of encouragement for students to perform well and it was a necessity to develop and enhance students' cognition.

Maramag, et al (2020) study on Teacher Education Institutions (TEIs) in the Philippines are making efforts to improve their performance in the Licensure Examination for Teachers (LET). Curricular programs are subjected to accreditation and teachers unceasingly participate in professional development endeavors.

This study assessed the licensure performance of the College of Criminal Justice Education of Northwestern University from 2009 - 2013 and determined the relationship of the academic performance and licensure performance of the respondents (Badua, 2020). Results of the study revealed that the respondents are moderately good in their academic performance and obtained a passing average in the criminology licensure examination.

It is a moral commitment of Saint Louise de Marillac College of Sorsogon that the students enrolled in the Teacher Education Program are prepared to hurdle the academic demands of the institution as well as the program. The school provides academic support to students who are at risk by placing them under academic probation. The Program Coordinator of the Teacher Education Program conducts a periodic review and evaluation of the academic grades of the students from first year to fourth year to ensure that they are retained from one school year to another until graduation. That is why, looking at the trend of the overall GWA LET ratings in the past five years of the BEED and BSED, it is noticeable that the Teacher Education Program succeeded and achieved its goals for the graduates of Teacher Education.

Three sister-schools of Saint Louise de Marillac College of Sorsogon, Inc. were included as a basis for comparison in terms of its performances in the LET. These three sister-schools have an in-placed SRP, too. It is interesting to note that the Universidad de Santa Isabel got an overall school passing rate of 86.21% in the September LET 2016 in the Elementary Level when the national passing rate was 30.18%; the school LET passing rate in September 2017 was 84% and the national passing rate was 26.33%; the LET school passing rate in September 2018 was 79.31% and the national passing rate was 20.29%; in September 2019 the school LET passing rate was 85.71% and the national passing rate was 31.34% and in LET October 2022, the school passing rate was 80% and the national passing rate was 50.94%. The overall performances in the Secondary Level, the September 2017 the school LET passing rate was 57.43% and the national passing rate was 46.37%; in September 2018 the school LET rating was 67.89% and the national passing rate 48.03% and in October 2022, the school LET passing rate was 69% and the national passing rate was 50.94% (www.prc.gov.ph & Admin, 2016, 2017, 2018, 2019, 2022).

The Sacred Heart College of Lucena Inc. had the following overall performances in the LET in the Elementary Level, in September 2016, the school passing rate was 52.63%, in September 2017, 53.85%, October 2022, the school passing rate was 60% while in the Secondary Level, in September 2017, the school passing rate was 63.16%, in September 2018, school passing rate was 56.79%, September 2019, 53.95% and October 2022, 65.63% (www.prc.gov.ph & Admin, 2016, 2017, 2019, 2022).

Additionally, the overall LET performances of the Santa Isabel College in the Elementary Level, in September 2016, the school passing rate was 100% and October 2022, 100%. In the Secondary Level, in September 2017, the school passing rate was 55.56%, September 2019, 53.85% and October 2022, 80% (www.prc.gov.ph & Admin, 2016, 2017, 2019, 2022).

The Saint Louise de Marillac College of Sorsogon Inc. overall LET performances in the Elementary Level in March 2016, September 2016, March 2017, September 2017, March 2018, September 2018, March 2019, September 2019 and October 2022 were 42.86%, 50%, 44.44%, 54.17%, 40%, 33.33%, 62.50%, 53.33% and 66.67% respectively. Meanwhile the Secondary Level

overall LET performances in March 2016, September 2016, March 2017, September 2017, March 2018, September 2018, March 2019, September 2019 and October 2022 were 33.33%, 28.13%, 40%, 58.54%, 36.36%, 58.33%, 22.22%, 32.43% and 54.76% respectively (Abundo, 2021).

Comparatively, in the LET March 2016 Elementary Level the Universidad de Santa Isabel got a school passing rate of 86.21% when the national passing rate was 30.18%; in September 2017, it was 84% when the national passing rate was 26.33%; in September 2018, it was 79.31% and the national passing rate 20.29%; in September 2019, the overall school passing rate was 85.71% and the national passing rate was 31.34% and in October 2022, the Santa Isabel College's school overall passing rate was 100% with a national passing rate of 50.94%. In the Secondary Level, the school passing rate of Sacred Heart College of Lucena in September 2017

was 63.16, 46.37% was the national passing rate; in September 2018, Universidad de Santa Isabel got a school rating of 67.89% when the national passing rate was 48.03% and in October 2022, the school rating of Santa Isabel College was 80% with a national passing rate of 50.94%.

Therefore, in terms of the school performance in the LET Elementary Level, the Universidad de Santa Isabel exceeded the performance of the other D. C. sister schools, while in the Secondary Level the school performances were varied in the last five years. Hence, there is a need to intensify the selective retention policy of SLMCSI to improve the performance of the teacher education program in the LET as

Significant relationship between the final General Weighted Average (GWA) and the LET ratings of the graduates

Table 3. Relationship between the Academic and LET Performances of the BEED and BSED Teacher Education Graduates of SLMCSI for the Last 5 Years

Statistical Bases	BEED	BSED
N	31	41
p-value	0.002	0.469
Kendall's Tau B (τ_b)	0.417	0.086
Degree of relationship	Moderate positive	Weak positive
Decision on H0	Reject	Do not reject
Conclusion	S	NS

Table 3 shows the relationship between the academic and LET performances of the BEED and BSED Teacher Education Graduates of SLMCSI for the last 5 years. The researcher used Kendall's tau-b. The table 3 reflects that for BEED Teacher Education Graduates of SLMCSI, the (τ_b) value is 0.417 which suggests that the relationship between their academic and LET performances showed a moderate, positive relationship. The computed p-value of 0.002 is less than $\alpha = 0.05$ which suggests that the null hypothesis: There is no significant relationship between the academic and LET performances of the BEED Teacher Education graduates for the last five years, must be rejected. Hence, the moderate positive relationship that exists between the academic and LET performances of the BEED graduates for the last 5 years is significant. The GWA is a predictor of passing the LET, the higher GWA, the higher the chance of obtaining better score of passing the LET. From the findings of the study conducted by Lagcao, Toquero & Tusoy (2023), showed that there is a significant relationship between academic

performance and LET results; concluding that the academic performance of the BEED graduates predicts a significant proportion of variability in their LET results.

On the other hand, BSED Teacher Education Graduates of SLMCSI showed a (τ_b) value of 0.086 which suggests a weak positive relationship. The computed p-value of 0.469 is greater than $\alpha = 0.05$ which suggests that the null hypothesis: There is no significant correlation between the academic and LET performances of the BSED Teacher Education graduates for the last five years must not be rejected. Hence, the weak, positive relationship that exists between the academic and LET performances of the BSED graduates for the last 5 years is not significant. Meanwhile, for the secondary the non-rejection of the null hypothesis implies that GWA has a minimal bearing as a factor correlates in obtaining better or passing the LET, thus there are other factors that contribute in obtaining better scores or passing the LET among the secondary test takers. The study on Success

under pressure: Probabilistic analysis of the predictors of the Licensure Examination for Teachers results confirmed that there was a weak, positive monotonic correlation between entrance test scores and LET results, and academic performance and LET results (Somosot, Duran & Rodriguez, 2022). The study on factors affecting the performance of a higher education in the LET concluded that the profile of the respondents and their personal accountability in terms of cognitive (GPA), emotional (Test anxiety), and physical (BMI) factors were statistically insignificant in predicting the probability of passing the LET (Cabahug, M.J., 2023). The study conducted by Alova (2021) on the performance of college of education graduates in the Licensure for Examination for Teachers indicated that the LET performance is generally passing but still quite low (Mean=79.542, SD=5.566).

These results indicated that the BEED graduate samples had better performance in the various components of the licensure examination than the BSED graduate samples (De la Rosa & Vargas, 2021).

PROPOSED THREE-YEAR DEVELOPMENT PROGRAM, School Year 2025-2028 FOR TEACHER EDUCATION OF SLMCSI PROPOSED THREE-YEAR DEVELOPMENT PROGRAM FOR TEACHER EDUCATION A.Y. 2025-2028

Saint Louise de Marillac College of Sorsogon, Higher Education Department, Sorsogon City

KRA	Objectives	Strategies	Persons Involved	Time Frame	Expected Outcomes
1. Monitoring and Evaluation	To ensure students are properly monitored and evaluated in the course of the implementation of Open Admission Policy to guaranty high performance both academics and in the Licensure Examination for Teachers	1.1. Evaluating qualifying exam's results for first year and transferees	BEED & BSED Students HED Faculty Program Coordinator Dean	A.Y. 2025-2028 (yearly)	Intensified Monitoring and Evaluation especially to students at risk to guaranty high academic performance and LET ratings for both BEED and BSED
		1.2 Continuous evaluation of the Education students upon enrollment			
		1.3. Orientation/In-house seminar/training			
		1.4 Intensify academic contact hours for major subjects			
		1.5 Classroom observation			
2. LET Pre-Review	To conduct an intensive in-house pre-review classes in the Teacher Education Program students	2.1. Updating Pre-Review Materials especially for major subjects of Secondary Education	Dean Program Coordinator HED Faculty Reviewers	A.Y. 2025-2028 (yearly)	High passing rate and consistent above national passing percentage in the Licensure Examination for Teachers for BEED specifically for BSED
		2.2 Intensify Pre-Review number of hours for major subjects			
		2.3 Conducting Mock LET Exam			
		2.4 In-house LET review			

<p>3.Enrichment/Remediation Program</p>	<p>To intensify the academic consultation hours, enrichment and remediation to students who are at risk in their academic status</p>	<p>3.1 Scheduled intensive academic consultation and counselling with Subject Teachers 3.2 Enrichment/remediation hours to students at risk</p>	<p>Dean Program Coordinator HED Faculty</p>	<p>A.Y. 2025-2028 (yearly)</p>	<p>Assistance is extended to students in their personal, social, and other academic related concerns to guaranty good academic performance and retention in the teacher education program especially those students encountering difficulties.</p>
<p>4.Open Admission Policy</p>	<p>To provide open academic opportunities to all students who intend to become a teacher.</p>	<p>4.1 Early Engagement and support program by providing mentorship and counseling 4.2 Peer Mentoring 4.2 Collaboration with parents 4.3 Seminars 4.4 Gather feedback from students</p>	<p>Dean Program Coordinator HED Faculty</p>	<p>A.Y. 2025-2027</p>	<p>Equal opportunities to all students regardless of their academic standing and distinction.</p>

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PROPOSED OPEN ADMISSION POLICY OF TEACHER EDUCATION PROGRAM OF SAINT LOUISE DE MARILLAC COLLEGE OF SORSOGON, INC.

Introduction:

The theme of the responses of the informants on the school’s SRP included the following: gate-keeping role of the SRP, holistic development, motivation and encouragement of students, student effort and effectiveness of SRP. The gate-keeping role of the SRP was consistent with the assessment of the teacher-informants. Based from the results of the assessment of the graduates-informants/respondents and the teachers-informants on the Selective Retention Policy of the Teacher Education Program of Saint Louise de Marillac College of Sorsogon, Inc. this school hereby adopts the open admission policy. In effect, the SLMCSI College Admission Test is no longer in place. This idea is in line

with the statement of CHED Chairman Prospero de Vera III that entrance tests in higher education should focus more on equity (Ombay, 2023).

Definition of Terms:

BEED. This term refers to an undergraduate teacher degree program designed to prepare individuals intending to teach in the elementary level (Classmate.ph, 2024).

BSED. It refers to the four-year degree program designed to prepare students for becoming high school teachers (FINDUNIVERSITY, 2024).

Open Admission. This term refers to the given access and opportunity to any student who has completed high school of pursuing a college degree (Grove, 2023) specifically in the College of Teacher Education at SLMCSI.

Teacher Education Program. It refers to the recognized academic programs such as undergraduate and graduate degree programs, including certificate of teaching or its equivalent, that enable pre-service teachers to meet the requirements for entry into the teaching profession and provide in-service teachers with the knowledge, skills, and practical experience to strengthen their professional practice (Republic Act 11713, 2022).

Scope:

All prospective students applying for admission at the Saint Louise de Marillac College of Sorsogon, Inc. Teacher Education Program for the School Year 2024-2025 and thereafter.

Policy Statement and Reason for Policy:

1. Saint Louise de Marillac College of Sorsogon, Inc. is dedicated to upholding standards of quality, diversity, and accessibility in its admission policies. While the SLMCSI College Admission Test is no longer in place, the College of Teacher Education has introduced a qualifying examination to help students meet the requirements of a high-quality education, aligning with the institution's commitment to providing standard college education. This measure also aims to guide students towards their intended fields of specialization. The results of the qualifying exam serve as a basis for appropriately placing students in either elementary or secondary teacher education programs.
2. To ensure their holistic development, students are further equipped to compete globally and excel in their chosen fields, fostering critical thinking, effective communication, and sound judgment skills. Additionally, given that the College of Teacher Education leads to board certification, implementing such quality assurance measures is imperative to enhance the passing rates in the Licensure Examination for Teachers.
3. Admission standards, including test score and grade standards, should aim to meet both the college's need for its students to be adequately prepared and qualified to succeed in the academic work required of its undergraduates, and the applicants' needs to have a realistic indication of the preparations and qualifications required to succeed in the academic work.
4. The standards should recognize that there are not sharp numerical borderlines between applicants who are likely to succeed and those who are not. The set numerical guidelines for senior high school

class rank, GPA or GWA, or test scores should aim for a realistic and flexible standard.

5. The academic performance from the senior high school, scores in the qualifying test as well as the interview from the SLMCSI shall be used for proper placement of the students in the Teacher Education Program specifically in the Bachelor in Secondary Education. The students who will be enrolling in the Bachelor in Secondary Education take fields of specialization.

Requirements:

Admission of first year applicants in the Teacher Education Program is based on three (3) criteria:

1. Academic Performance from the Senior High School
2. Scores in the Qualifying Test
3. Interview Results

Applicants must be graduates of Senior High School in a public or private school or its equivalent.

Republic Act 11713 (2022). AN ACT FURTHER STRENGTHENING TEACHER EDUCATION IN THE PHILIPPINES BY ENHANCING THE TEACHER EDUCATION COUNCIL, ESTABLISHING A SCHOLARSHIP PROGRAM FOR STUDENTS IN THE TEACHER EDUCATION PROGRAM, INSTITUTIONALIZING THE NATIONAL EDUCATORS' ACADEMY OF THE PHILIPPINES, AND APPROPRIATING FUNDS THEREFOR, AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 7784, ENTITLED "AN ACT TO STRENGTHEN TEACHER EDUCATION IN THE PHILIPPINES BY ESTABLISHING CENTERS OF EXCELLENCE, CREATING A TEACHER EDUCATION COUNCIL FOR THE PURPOSE, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES". The LAWPHiL Project, PHILIPPINE LAWS AND JURISPRUDENCE DATABANK. lawphil.net

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings:

The findings of the present study are the following:

1. The selective retention policy of Saint Louise de Marillac College of Sorsogon was assessed by both the graduate- and teacher-informants. The theme of

the responses of the informants included the following: gate-keeping role of the SRP, holistic development, motivation and encouragement of students, student effort and effectiveness of SRP. For teacher-informants SRP is considered stronger gate-keeping mechanism that guarantees consistent. High passing rate in the LET. Likewise, its rigorous standards contribute to the success of the teacher education graduates. From the responses of the teacher-informants, a theme evolved as: SRP served as an admission restriction of the Teacher Education Program.

2. The overall GWA in 2016 was 90.50 while the overall LET rating was 79.35. In 2017, the overall GWA and LET ratings were 90.45 and 79.70 respectively. The overall GWA and LET rating in 2018 were 90.69 and 78.49 respectively. In 2019, the overall GWA was 91.40 and LET rating was 81.60. And in 2022, the overall GWA and LET rating were 92.15 and 82.47 respectively.
3. For BEED Teacher Education Graduates of SLMCSI, the (τ_b) value is 0.417 which suggests that the relationship between their academic and LET performances showed a moderate, positive relationship. The computed p-value of 0.002 is less than $\alpha = 0.05$ which suggests that the null hypothesis must be rejected. Hence, the moderate positive relationship that exists between the academic and LET performances of the BEED graduates for the last 5 years is significant. The GWA is a predictor of passing the LET, the higher GWA, the higher the chance of obtaining better score of passing the LET. On the other hand, BSED Teacher Education Graduates of SLMCSI showed a (τ_b) value of 0.086 which suggests a weak positive relationship. The computed p-value of 0.469 is greater than $\alpha = 0.05$ which suggests that the null hypothesis must not be rejected. Hence, the weak, positive relationship that exists between the academic and LET performances of the BSED graduates for the last 5 years is not significant. Meanwhile, for the secondary the non-rejection of the null hypothesis implies that GWA has a minimal bearing as a factor correlates in obtaining better scores or passing the LET, thus there are other factors that contribute in obtaining better scores or passing the LET among the secondary test takers.
4. The researcher intends to propose a development plan to address the pressing needs to raise the bar of achievement in the Licensure Examination for

Teachers both in the Bachelor in Elementary Education and Bachelor in Secondary Education.

CONCLUSION

The following are the conclusion based on the findings of the present study:

1. The implemented SRP is a very effective gate-keeping mechanism to ensure that students enrolled in the teacher education program are honed to possess needed knowledge, skills, and right attitude in achieving academic requirements and success, likewise, to ensure that the admitted students in the teacher education program are qualified in the teaching profession. While, the SRP provided the graduate-informants with the vigor to stay in the Teacher Education Program, it certain posed challenges.
2. The overall performance of the Teacher Education graduates in the final general average and LET rating for the past five years starting from 2016-2019 and 2022 were increasing.
3. There is a moderate positive relationship between the academic and LET performances of BEED graduates which implicates a good result which reflects on how well students perform academically in their education program and how well they perform on the licensure exam required to become a teacher and a promising outlook for the teaching profession and underscores the importance of rigorous teacher education programs in producing competent and effective educators, while there is a weak positive relationship between the academic and LET performances of BSED graduates which implies that BSED students need to be provided with targeted support and interventions like remedial courses, study skills workshops, and one-on-one tutoring to help students strengthen their academic foundation and exam readiness; strengthen student support services, such as academic advising, mentoring and counseling to assist BSED students throughout their academic journey and licensure exam preparation process as well as provide resources and guidance to help students set realistic goals, manage stress, and stay motivated during their studies.
4. The proposed development plan for the Teacher Education Program of SLMCSI must address the need to revitalize the performance of the BEED and BSED graduates specifically in the Licensure Examination for Teachers. Likewise, the proposed development plan includes the open admission

policy so that all students would have an equal opportunity and access to the College of Teacher Education.

RECOMMENDATIONS

The following are the offered recommendations of the researcher:

1. The SRP provided both positive and negative effects in the well-being of the students. Hence, in the implementation of the SRP the need to revisit and enhance the curriculum, update materials, tracking students' academic performance and counselling would help especially to students who needed academic interventions to pass the academic requirements likewise eliminate stress, pressure and tension of the students and teachers in the implementation of the policy.
2. The College of Teacher Education must design an intensified classroom LET review and mock review to raise the ratings of the graduates in LET and update LET reference materials to enhance the curriculum and teaching-learning process beneficial to both students and teachers to ensure good academic performance.
3. See to it classroom activities and teaching methodologies are in placed to ensure high academic performance of students to qualify in the teacher education program likewise pass and increase the LET passing rate and the ratings of the takers of the LET.
4. A development program must be designed to enhance the SRP likewise assist students in their academic concerns and requirements to retain in the Teacher Education Program and improve the ratings of the graduates as well as the standing of the school in the national level in the LET.
5. Future researchers can negate, amplify, and even replicate the findings of the present research such that an effective and efficient selective retention policy can be achieved.

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