Academic Performance and Mental Ability of Students as Determinants in Passing the Licensure Examinations for Teachers

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Abstract: The study aimed to determine predictors of the Licensure Examination for Teachers (LET). It examined how students in different fields of specialization performed in the licensure exam and if there is a relationship between academic performance, scholastic intelligence, and licensure exam results in four components, i.e., general, professional, specialization, and overall results. This study utilized descriptive-correlational design. Data were gathered from the records of 65 purposively selected Secondary Education graduates. Academic performance was measured through the respondents' GPA in General Education, Field Study, Professional Education subjects and their overall rating. Mental ability of the students was measured through Otis-Lennon School Ability Test (OLSAT). The study found out that the students have an *average* score in their OLSAT and a *good* academic performance. In the analysis of data, the college have a *poor* performance in LET but not failing. Both the students' academic performance and OLSAT correlate positively to the LET result. In terms of specializations, only the program under Language-History and MAPEH-TLE have significant difference in LET performance. The study concluded that only professional education under academic performance and OLSAT can be used as predictor for LET results.

Keywords: Licensure Examination for Teachers (LET), academic performance, scholastic intelligence