Academic Support Services and Review Program Initiatives on Students' Preparedness for Licensure Examination

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Abstract

This research investigates academic support services and review program initiatives in enhancing the preparedness of Bachelor of Elementary Education (BEED) graduates at the Philippine College Foundation for the Licensure Examination for Teachers (LET). Given the critical role of the LET in assessing teaching competency, this study addresses the perceived inadequacies in current academic support mechanisms, including tutoring, mentoring, and review programs. Employing a quantitative descriptive-correlational approach, data were collected from 100 recent BEED graduates using an online survey. The findings reveal that participants rated academic support services positively, with high mean scores indicating strong agreement on their effectiveness in improving exam preparedness. Specifically, mentoring and structured review sessions were highlighted as particularly beneficial. Additionally, the study found a significant relationship between students' participation in review initiatives and their self-reported preparedness levels. The results suggest that while BEED graduates recognize the value of academic support services, there remains a need for enhanced accessibility and designed programs to meet diverse student needs. This research contributes to the existing literature by providing insights into how structured academic support can be optimized to improve licensure examination outcomes, ultimately promoting greater success among future educators.

Keywords: Support services, Review program initiatives, Licensure examination

1. Introduction

In light of the nature of the Philippine educational system, tutorial services hold an important place ensuring the preparation for the Licensure Examination for Teachers (LET) which is mandatory for teachers. The LET is used as a standard means of determining competency, which tries to identify if graduates are equipped with the knowledge and skills required when teaching in different contexts. More so, now that there is an emergent need for qualified teachers it is crucial to know how services offered by academic support as well as the review programs can help build students' preparedness towards this approaching examination. This research is limited to the Bachelor of Elementary Education (BEED) graduates of the Philippine College Foundation to identify the role of these services in preparing graduates for the LET.

Although, BEED graduates have access to academic support services, they continue to experience various problems in preparing for the LET. Prior research shows that although some

students rely on self-review approaches, others have challenges of scarce resources leading to inadequate access to formal reviews (Gabor, 2024; Ventayen, 2020). Yet the flow of how these services affect the performance of students on the LET specifically still lacks such information. For example, some of the studies show a relationship between review practices and preparedness for examinations, nonetheless, there are no prior studies about what organization and support structures work best for BEED graduates (Roman & Fiscal, 2021). Further, they have also found that the majority of graduates feel inadequate when trained and came out of their degree programs, and the perceived mismatch between educational training and licensure examination performances add to the claim. This gap therefore justifies a special assessment of current academic support services to determine whether they can effectively assist students in their preparation for the LET.

This study will focus on a number of factors that may affect academic support services and students' ability to produce good scores in the licensure examinations. Factors include types of academic support services offered to the students like tutoring, mentoring, resource materials and review programs focusing on preparation of LET, level of engagement in these academic support initiatives; academic performance indicated through mock exams before the LET and psychosocial factors like examination anxiety and perceived self-efficacy for teaching (Johnson & Lee, 2023).

Knowledge of the interrelations between these variables is expected to establish the roles played by academic support services in enhancing students' LET pass rates. For instance, participation with the structured review program, higher level of performance of the mock examinations could be seen to be indicating better performance in the actual licensure examination. The main purpose of this study is to determine the effectiveness of academic support services for BEED graduates in readiness for Licensure Examination for Teachers.

In realizing these objectives, this study seeks to contribute relevant suggestions to boost academic support programmes of the Philippine College Foundation so that these offerings respond to the needs of the students for focused preparatory coaching toward those prolific licensure assessments. Previous research in the area has revealed considerable inequity in the level of enrollment and engagement of BEED graduates with academic support services. For example, Gabor (2024) established that, the high costs of enrolling in formal review centers forced many graduates to opt for self-review. In the same vein, Reyes-Chua et al. (2023) concluded that that although intensive coaching programmes enhanced the participants' Preparedness scores remarkably from the pretest to posttest, there is a constant need for programme enhancement to address the differing need of students effectively.

However, according to Ventayen (2020), most students are forced to seek employment right after completing their studies and this also discourages them from fully interacting with existing academic materials. Such results call for the need of institutions such as Philippine College Foundation to seek new approaches in development and provision of academic support services base on the demography features of their students. This research will help in filling literature gap on how academic support services can be used effectively to improve BEED graduates' performance on licensure examination. This study is expected to help promote future educators more success in their career.

2. Statement of the Problem

The research aims to determine the level of academic support services and review program initiatives on students' preparedness for licensure examination. Specifically, it seeks to answer the following questions.

1. What is the level of academic support services on the students' preparedness for licensure examination in terms of:
   a. tutoring;
   b. mentoring; and
   c. resources and materials?
2. What is the level of students' participation in review program initiatives in terms of:
   a. structured review sessions;
   b. practical exam; and
   c. study groups?
3. What is the level of students' preparedness for licensure examination?
4. Is there a significant relationship between the level of academic support services and students' preparedness for licensure examination?
5. Is there a significant relationship between the level of students' participation in review program initiatives and students' preparedness for licensure examination?

Hypotheses

H_0: There is no significant relationship between the level of academic support services and students' preparedness for licensure examination.

H_0: There is no significant relationship between the level of students' participation in review program initiatives and students' preparedness for licensure examination.

3. Methodology

This quantitative study employed a descriptive-correlational approach, utilizing descriptive statistics, such as mean, to assess the levels of academic support services and student participation in review program initiatives as they relate to students' preparedness for the licensure examination. Data were collected online via Google Forms from 100 recent BEED graduates of Philippine College Foundation in Valencia City, Bukidnon, Philippines, selected through simple random sampling to ensure each individual had an equal opportunity for inclusion. Adhering to ethical standards, all respondents received a comprehensive informed consent form, and strict measures were implemented to protect the privacy and confidentiality of their responses.

A typical questionnaire with a five-point Likert scale was developed based on extensive readings and references, consisting of three parts: academic support services (10 indicators across 3 sub-variables), review program initiatives (10 indicators across 3 sub-variables), and preparedness for the licensure examination (15 indicators). Instrument validity was established by consulting a panel of experts, and reliability was verified through pilot testing, resulting in a strong Cronbach's Alpha of 0.91. Data were analyzed using the Statistical Package for Social Sciences (SPSS), with an appropriate interpretive scale applied to the results.

4. Results and Discussion

Table 1. Mean Scores of Academic Support Services on the Students' Preparedness for Licensure examination

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Mentoring	4.36	Agree	High Support
Tutoring	4.32	Agree	High Support
Resources and Materials	4.23	Agree	High Support
Overall Mean	**4.30**	Agree	High Support

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Support
4	3.51-4.50	Agree	High Support
3	2.51-3.50	Neutral	Moderate Support
2	1.51-2.50	Disagree	Low Support
1	1.00-1.50	Strongly Disagree	Very Low Support

Table 1 shows the mean scores for the identified academic support services on the students' preparedness for licensure examination. The table composes sub-variables such as mentoring, tutoring, and resources and materials with their corresponding mean scores, descriptive ratings and qualitative interpretations.

The data denote that all sub-variables related to academic support services got high mean scores. Every sub-variable mean score falls under high support level which means that students treat the academic support services as beneficial to their preparation for the licensure exam. The overall mean of 4.30 further gives the positive perception, indicating strong positive responses among students regarding the academic support services in helping their preparedness for licensure exam. High rating in all categories suggest that support mechanisms are significant components of the educational experience for BEED graduates of the Philippine College Foundation.

The results imply that mentoring, tutoring, and access to resources and materials significantly contribute to students' feelings of preparedness for the LET. The high mean scores indicate that students believe these services are not only available but also effective in helping them develop the necessary skills and knowledge required for success in the examination.

The results of this study align with existing findings that emphasize the importance of academic support services in improving student outcomes. For instance, Baker and Pomerantz (2023) highlight that structured academic support mechanisms contribute positively to student engagement and success rates in licensure examinations. Furthermore, research by Gabor (2024) underscores the critical role of mentoring and tutoring in enhancing students' self-efficacy and preparedness for professional assessments.

Additionally, international studies provide further support for these findings. Ammigan et al. (2021) found that international students value programs such as new student orientation and continuous academic advising, which significantly contribute to their overall success in higher education. Similarly, Bercasio et al. (2020) emphasizes the necessity of institutionalized

academic support services for students, noting that designed support systems enhance academic experiences and outcomes. Lastly, Martirosyan et al. (2019) discuss how effective academic and social support services are crucial for improving satisfaction among students, highlighting the universal need for strong support frameworks in educational institutions.

Table 2. Mean Scores of Students' Participation in Review Program Initiatives

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Structure Review Sessions	4.36	Agree	High Participation
Study Groups	4.33	Agree	High Participation
Practical Exams	4.32	Agree	High Participation
Overall Mean	4.34	Agree	High Participation

Legend

Scale	Range	DescriptiveRating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Participation
4	3.51-4.50	Agree	High Participation
3	2.51-3.50	Neutral	Moderate Participation
2	1.51-2.50	Disagree	Low Participation
1	1.00-1.50	Strongly Disagree	Very Low Participation

Table 2 presents the mean scores for students' participation in various review program initiatives designed to enhance their preparedness for the Licensure Examination for Teachers (LET). The table includes sub-variables such as structured review sessions, study groups, and practical exams, with their respective mean scores, descriptive ratings, and qualitative interpretations.

The data indicates that all sub-variables related to students' participation in review program initiatives received high mean scores. Each of these scores belongs within high participation level, suggesting that students actively engage in these review initiatives as part of their preparation for the LET.

The overall mean score of 4.34 supports this positive perception, indicating a strong agreement among students regarding their participation in review programs aimed at enhancing their readiness for the licensure examination. The high ratings across all categories suggest that these initiatives are viewed as essential for all the BEED graduates.

The results imply that structured review sessions, study groups, and practical exams significantly contribute to students' engagement in preparing for the LET. The high mean scores

indicate that students find these review initiatives valuable in developing the knowledge and skills necessary for success in the examination.

The findings of this study align with existing literature that emphasizes the importance of review program initiatives in enhancing exam preparedness. Kuh et al. (2022) highlight that collaborative learning environments, such as study groups, enhance student engagement and contribute positively to academic success. This is echoed by Roberts et al. (2015), who found that peer study groups significantly improve students' confidence and performance in assessments, thereby facilitating better exam readiness.

Furthermore, Baker and Pomerantz (2023) suggest that structured review sessions are critical for reinforcing key concepts and effectively preparing students for licensure examinations. Supporting this idea, Jones and Smith (2023) conducted research demonstrating that practical exam preparations lead to increased competence and confidence among students, which translates into higher success rates in licensure exams. Additionally, Smith et al. (2022) found that students participating in structured review sessions exhibited significantly higher pass rates compared to those who did not engage in such initiatives, underscoring the effectiveness of organized review programs leading to academic success.

Table 3. Level of Students' Preparedness for Licensure Examination

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I believe that I am well-prepared to pass the licensureexam.	4.40	Agree	High Preparedness
I feel that my academic support services have significantly improved my exam preparedness.	4.37	Agree	High Preparedness
I can identify my strengths and weaknesses in relationto the exam content.	4.31	Agree	High Preparedness
I feel supported by my peers and instructors in myexam preparation efforts.	4.31	Agree	High Preparedness
I believe I can manage my time effectively during thelicensure exam.	4.30	Agree	High Preparedness
I can effectively recall and apply information duringpractice exams.	4.28	Agree	High Preparedness
I have developed effective study strategies forpreparing for the licensure exam.	4.27	Agree	High Preparedness
I feel confident in my knowledge of the subjectscovered in the licensure exam.	4.24	Agree	High Preparedness
I have a clear understanding of the exam content areasthat I need to focus on.	4.21	Agree	High Preparedness
I have received constructive feedback that has helped me improve my exam	4.21	Agree	High Preparedness

performance.

I have participated in enough review sessions to feel confident going into the exam.	4.20	Agree	High Preparedness
I regularly practice answering exam-style questions to improve my skills.	4.19	Agree	High Preparedness
I have completed sufficient review activities to feel ready for the licensure exam.	4.14	Agree	High Preparedness
I feel adequately prepared to tackle the types of questions that will appear on the exam.	4.13	Agree	High Preparedness
I am familiar with the format and structure of the licensure exam.	4.12	Agree	High Preparedness
Overall	**4.25**	**Agree**	**High Preparedness**

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Preparedness
4	3.51-4.50	Agree	High Preparedness
3	2.51-3.50	Neutral	Moderate Preparedness
2	1.51-2.50	Disagree	Low Preparedness
1	1.00-1.50	Strongly Disagree	Very Low Preparedness

Table 3 depicts students' preparedness for LET by different indicators. The table provides mean scores, descriptive ratings and qualitative interpretations of the indicators concerning the students' preparedness.

As to the students' preparedness for the licensure examination, the findings show mean scores that are relatively high across all the indicators garnering an overall mean of 4.25 interpreted as High Preparedness. With focus on the first three indicators the results showed that respondents' mean scores on the statement "I believe that I am well-prepared to pass the licensure exam" was 4.40 interpreted as High Preparedness. The results of this score show an enhanced level of agreement of the students, an indication that the students have positive self-appraisal of their competencies. As reported by Reyes- Chua et al., (2023) confidence is necessary since it has been established that it could enhance performance on high stakes tests.

Second indicator "I feel that my academic support services have significantly improved my exam preparedness", which measured the extent of improvement on the academic support services, also got an average response of 4.37 thus showing that the students appreciate the role

of the academic support service in preparing them for LET examination. This finding supports prior studies that stress the role of requisite society assets to enhance learners' achievement (Baker & Pomerantz, 2023).

The third indicator "I can identify my strengths and weaknesses in relation to the exam content" with a mean score of 4.31 making it clear that students with the ability to assess their strengths and weaknesses regarding content and preparation for the exam. These skills play a crucial role in exam success, because they help learners to identify the aspects that require attention.

These results suggest that BEED graduates of the Philippine College Foundation in general have a favorable disposition towards passing LET because of their exposure to academic support services and efficient self – evaluation tools.

On the other hand, the last two indicators "I have completed sufficient review activities to feel ready for the licensure exam" was given a 4.13 mean score and "I am familiar with the format and structure of the licensure exam" 4.12 mean scores, though slightly lower are still positive. These scores indicate that despite an overall preparedness, there can be certain areas which require more practice/ learning and wherein students might lack more confidence while answering specific question types and types of exams.

These findings are in line with other works which have worked on self-efficacy and preparedness within a learning environment (Bandura, 1997). Scholarly studies have established that learners who use services offered by academic support achieve more and develop higher self-efficacy than others (Gabor, 2024). Moreover, self-awareness about strengths and weaknesses will help complete a study plan and allocate resources under preparation (Roman & Fiscal, 2021).

Table 4. Correlation of Academic Support Services and Preparedness for Licensure Examination

Variables	Pearson's r	p-values
Tutoring	.770**	.000
Mentoring	.781**	.000
Resources and Materials	.756**	.000
Academic Support Services	.822**	.000

** Correlation is significant at the 0.01 level

Table 4 presents the Pearson correlation coefficients (r) and p-values for various academic support services and their relationship with students' preparedness for the Licensure Examination for Teachers (LET). The table includes correlations for tutoring, mentoring, resources and materials, and overall academic support services.

The data indicates strong positive correlations between each type of academic support service and students' preparedness for the LET. The highest correlation is observed with overall academic support services, which has a Pearson correlation coefficient of $r = 0.822$, indicating a very strong relationship. This suggests that as students engage more with academic support services, their preparedness for the licensure examination significantly increases. The p-values for all variables are .000, which indicates that these correlations are statistically significant, meaning they are unlikely to have occurred by chance.

Focusing on the individual components, tutoring shows a strong correlation with preparedness at r = 0.770, suggesting that students who participate in tutoring sessions feel more prepared for the LET and an effective intervention that helps students reinforce their understanding of course material, thereby improving their confidence and readiness for the exam.

Similarly, mentoring has a correlation of r = 0.781, indicating that personalized guidance from mentors positively impacts students' self-assessment of their readiness and provides students with personalized feedback and guidance tailored to their individual needs.

Resources and materials also demonstrate a significant correlation at r = 0.756, highlighting the importance of access to quality study materials in enhancing exam preparedness. Also indicates that access to appropriate resources and materials is essential for effective exam preparation. Students who utilize high-quality study aids are likely to feel more equipped to tackle the content covered in the licensure examination. Therefore, the null hypothesis which states that "there is no significant relationship between the academic support services and students' preparedness for licensure examination" is rejected. This indicates that there is sufficient evidence to conclude that academic support services positively influence students' preparedness for the LET.

These results align with existing studies that highlight the importance of academic support in improving student performance on licensure examinations (Baker & Pomerantz, 2023; Gabor, 2024). Research has consistently shown that structured academic interventions lead to better preparedness and higher success rates among students facing high-stakes assessments.

Table 5. Correlation of Review Program Initiatives and Preparedness for Licensure Examination

Variables	Pearson's r	p-values
Structured Review Sessions	.823**	.000
Practical Exam	.884**	.000
Study Groups	.809**	.000
Review Program Initiatives	.881**	.000

** Correlation is significant at the 0.01 level

Table 5 also presents the Pearson correlation coefficients (r) and p-values for various review program initiatives and their relationship with students' preparedness for the Licensure Examination for Teachers (LET). The table includes correlations for structured review sessions, practical exams, study groups, and overall review program initiatives.

The data specifies exceptionally strong positive correlations between each type of review program initiative and students' preparedness for the LET. The highest correlation is observed with practical exams, which has a Pearson correlation coefficient of r = 0.884, indicating an extremely strong relationship. This suggests that as students participate more in practical exams, their preparedness for the licensure examination significantly increases. The p-values for all variables are .000, confirming that these correlations are statistically significant and unlikely to have occurred by chance.

Focusing on the individual components, structured review sessions show a strong correlation with preparedness at r = 0.823, indicating that students who engage in organized review sessions feel more prepared for the LET and suggests that structured review sessions are

effective in providing focused preparation and reinforcing key concepts essential for success on the licensure exam.

Similarly, study groups demonstrate a significant correlation of $r = 0.809$, suggesting that collaborative learning environments enhance students' self-assessment of their readiness and indicates that participation in study groups fosters collaborative learning, which can enhance understanding and retention of material through peer interaction and support. Overall review program initiatives also reveal a high correlation at $r = 0.881$, emphasizing the cumulative effect of participating in various review activities on exam preparedness also underscoring the importance of hands-on practice in preparing for high-stakes assessments like the LET. This finding reinforces the notion that active engagement in practical applications significantly contributes to student success. Therefore, the null hypothesis which states that "there is no significant relationship between the review program initiatives and students' preparedness for licensure examination" is rejected. This also shows that there is sufficient proof to say that review program initiatives positively influence students' preparedness for the LET.

These results agree with existing literature emphasizing the effectiveness of active learning strategies in improving student outcomes as emphasized by Kuh et al., (2022); Baker & Pomerantz, (2023). Research consistently shows that structured review programs and practical experiences lead to better preparedness and higher success rates among students facing licensure examinations.

4. Conclusion and Recommendations

The findings of this study underscore the significant role that academic support services play in enhancing the preparedness of Bachelor of Elementary Education (BEED) graduates for the Licensure Examination for Teachers (LET). The high mean scores across various dimensions of academic support—mentoring, tutoring, and resource availability—indicate that these services are perceived as beneficial by students. Specifically, the overall mean score of 4.30 suggests that BEED graduates at the Philippine College Foundation feel well-supported in their exam preparations, which aligns with existing literature emphasizing the positive impact of structured academic support on student outcomes.

Moreover, students' participation in review program initiatives, such as structured review sessions and study groups, also received high ratings, with an overall mean score of 4.34. This active engagement reflects a strong commitment to leveraging available resources for effective exam preparation. The data further reveal a positive correlation between participation in these initiatives and students' self-reported preparedness levels, which averaged 4.25. These results highlight the importance of not only providing academic support but also encouraging student involvement in these programs to offer a sense of readiness and confidence ahead of the licensure examination.

To enhance the effectiveness of academic support services for Bachelor of Elementary Education (BEED) graduates preparing for the Licensure Examination for Teachers (LET), it is essential for institution to implement several key recommendations. First, expanding access to academic support services is crucial; this could involve offering subsidized rates or flexible scheduling options that cater to the needs of working students, thereby reducing barriers to participation. Second, there should be a focus on enhancing structured review programs.

Regular assessments and updates to these curricula, based on student feedback and educational trends, will ensure that they remain relevant and effective.

Additionally, promoting peer mentoring and study groups can create collaborative learning environments, which have been shown to enhance engagement and retention of knowledge. The school should also integrate psychosocial support services, such as counseling and workshops on stress management and confidence-building, to address the emotional factors influencing exam performance. Finally, conducting longitudinal studies will provide valuable insights into the long-term impact of academic support services on licensure examination outcomes, allowing for continuous refinement of strategies aimed at improving student success. By adopting these recommendations, PCF can better equip BEED graduates for success in their licensure examinations.

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