



Original Research Paper

Predictors of Performance in the Agriculturist Licensure Examination in Eastern Samar State University Can-avid Campus

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Abstract— The Agriculturist Licensure Examination (AgLE) serves as a critical benchmark for assessing the competence and professional readiness of agriculture graduates. This study investigated the factors influencing the performance of graduates of Eastern Samar State University (ESSU) in the AgLE and examined the relationship between academic indicators, review preparation strategies, and challenges encountered during examination preparation. A descriptive-correlational research design was employed involving 71 ESSU agriculture graduates who had taken the AgLE. The study profiled respondents according to age, sex, civil status, academic performance indicators, examination history, preparation strategies, and challenges encountered. Results revealed that the majority of the respondents were 21–25 years old (66.19%), with a slightly higher proportion of male graduates (56.3%) than females (43.7%). Most respondents obtained a major subjects GWA of 85–90, indicating satisfactory to very satisfactory academic performance. In terms of AgLE outcomes, 49.3% of the respondents passed the examination on their first attempt, while the remaining respondents either failed or required additional attempts before obtaining a passing result. Analysis of review preparation strategies showed that the most frequently utilized approaches were taking notes during lectures, maintaining a definite daily study schedule, attending review centers, and listening attentively during review sessions. These findings suggest that structured and disciplined study habits remain important components of successful examination preparation. Conversely, the most frequently encountered challenges included having work responsibilities during the review period, insufficient time for review, financial constraints, and lack of adequate sleep, all of which potentially hinder examination performance. Inferential analysis further revealed significant relationships between performance in selected AgLE subject areas—namely Crop Science, Soil Science, Crop Protection, Animal Science, Agricultural Economics, and Agricultural Extension—and several undergraduate academic performance indicators. These findings underscore the importance of strong academic foundations and effective preparation practices in achieving favorable licensure examination outcomes. Based on the results, the study recommends the implementation of targeted academic enhancement programs, strengthened institutional review initiatives, flexible support mechanisms for working graduates, and financial and psychosocial assistance programs to improve AgLE performance and increase the passing rates of future ESSU agriculture graduates. The findings may serve as a basis for developing an evidence-based institutional plan of action aimed at enhancing graduate preparedness and professional success in the agriculture profession.

Keywords: *agriculturist licensure examination, predictors of performance*

INTRODUCTION

Agriculture remains one of the world's most indispensable sectors, providing food security, sustaining rural livelihoods, and contributing significantly to national economic development (Food and Agriculture Organization [FAO], 2022; United Nations, 2023). As global agricultural systems confront unprecedented challenges brought about by climate change, environmental degradation, food insecurity, technological disruption, and population growth, the demand for competent agricultural professionals has become increasingly critical. Modern agriculturists are no longer expected to possess only technical expertise

in crop and animal production but are also required to demonstrate competencies in sustainable resource management, climate-smart agriculture, precision

farming, agricultural entrepreneurship, extension services, and digital agriculture. Consequently, higher education institutions (HEIs) offering agriculture programs carry a significant responsibility of producing graduates who possess the knowledge, technical competence, and professional skills necessary to address both local and global agricultural concerns.

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Across many countries, professional licensure examinations have become one of the most recognized indicators of educational quality and graduate preparedness (York et al., 2015; Tan et al., 2023). These examinations serve not merely as certification requirements but as mechanisms for protecting public interest by ensuring that only competent individuals are allowed to practice regulated professions. Consequently, graduates' performance in licensure examinations has become an important quality assurance indicator for universities and colleges, reflecting the effectiveness of institutional policies, curriculum implementation, instructional delivery, faculty competence, student support services, and assessment practices. Recent predictive models have likewise demonstrated that academic achievement, learning conditions, and institutional interventions significantly explain graduates' success in professional licensure examinations, reinforcing the importance of evidence-based educational management in higher education.

Within the Philippine higher education system, board examination performance has long been recognized as one of the principal indicators used by regulatory and accrediting agencies in evaluating institutional effectiveness (Commission on Higher Education [CHED], 2023; Dagdag, 2018). The performance of graduates in licensure examinations contributes substantially to institutional reputation, accreditation outcomes, stakeholder confidence, graduate employability, and the attractiveness of academic programs to prospective students. For state universities and colleges (SUCs), consistently producing licensed professionals also reflects institutional accountability for public investment and demonstrates their contribution toward national human resource development. Consequently, improving licensure examination performance has become a strategic priority among many Philippine HEIs.

Among agriculture graduates, passing the Agriculturist Licensure Examination (AgLE) administered by the Professional Regulation Commission represents the gateway to professional practice (Dagdag, 2018; Nicolas et al., 2020). Successful examinees earn the privilege of using the title "Registered Agriculturist (RAgr.)," opening opportunities in government agencies, local government units, research institutions, state universities, agribusiness industries, agricultural extension services, financial institutions, and international development organizations. Beyond employment opportunities, licensure signifies that graduates possess the minimum competencies required to address contemporary agricultural issues and contribute to national food security and rural development.

Despite the importance of the AgLE, passing the examination remains a considerable challenge for many graduates. Similar to other professional licensure examinations in the Philippines, AgLE performance varies considerably across higher education institutions. This variation has prompted researchers to investigate factors that contribute to graduates' examination success. Existing studies consistently suggest that licensure performance is multifactorial, influenced by cognitive, academic, institutional, and personal characteristics rather than by a single determinant (Dagdag, 2018; Nicolas et al., 2020; Ognayon & Afalla, 2022). Academic achievement, cumulative grade point average, admission test performance, review program participation, curriculum quality, instructional effectiveness, and institutional interventions have all been identified as important contributors to examination outcomes.

Specifically for agriculture education, Dagdag (2018) demonstrated that college academic performance, admission test scores, and institutional course audit performance significantly predicted graduates' performance in the Agriculturists Licensure Examination, emphasizing the importance of strengthening admission policies, improving instruction, and implementing comprehensive review mechanisms. Likewise, Nicolas et al. (2020) found that overall collegiate grade point average and admission test performance were among the strongest predictors of AgLE success, while demographic characteristics contributed minimally to examination performance. These findings collectively indicate that institutional factors play a greater role than personal characteristics in shaping licensure outcomes.

More recent Philippine studies have reinforced these conclusions across various professional disciplines. Ognayon and Afalla (2022) reported that admission criteria, particularly high school academic performance and university entrance examination scores, significantly predicted graduates' licensure examination performance in several professional programs. Similarly, recent predictive modeling studies have shown that cognitive-academic indicators remain among the strongest predictors of board examination success, although institutional learning conditions and academic interventions likewise contribute significantly to graduate performance.

Collectively, these studies underscore that licensure examination performance should not be viewed merely as an outcome of students' individual ability but rather as the cumulative product of multiple interacting educational experiences occurring throughout their collegiate education. Consequently, understanding these predictors provides valuable information for administrators, faculty members, curriculum planners, and quality assurance practitioners in designing evidence-based

interventions that enhance graduate readiness for professional licensure examinations.

Eastern Samar State University (ESSU) is one of the state universities in Eastern Visayas mandated to provide quality instruction, research, extension, and production services in support of regional and national development. Originally established as an agricultural institution, the university has maintained agriculture as one of its flagship academic disciplines while expanding its mandate to include various professional and technical programs. Throughout its institutional development, ESSU has remained committed to producing competent graduates capable of addressing the socio-economic and environmental challenges confronting Eastern Samar and neighboring provinces. The university currently operates several campuses strategically distributed throughout the province, including the Can-avid Campus, enabling wider access to quality higher education for students from geographically isolated and economically disadvantaged municipalities.

The ESSU Can-avid Campus traces its origins to a secondary agricultural school established in 1961. Since its integration into the Eastern Samar State University System, the campus has evolved into a higher education institution offering undergraduate and graduate programs, particularly in agriculture and teacher education. Located in the northern part of Eastern Samar, the campus primarily serves students from rural municipalities whose families largely depend on agriculture, coconut farming, rice production, fisheries, and other natural resource-based livelihoods. Consequently, the Bachelor of Science in Agriculture (BSA) program plays a vital role in developing technically competent professionals who can contribute to increasing agricultural productivity, promoting sustainable farming practices, supporting climate-resilient agriculture, and strengthening rural community development in the province.

The socio-economic characteristics of Eastern Samar further underscore the importance of producing highly competent agriculturists. Agriculture remains one of the province's primary economic sectors, providing employment and livelihood opportunities to a significant proportion of its population. However, farmers continue to encounter numerous challenges, including low agricultural productivity, limited access to modern technologies, frequent natural disasters, climate variability, pest infestations, declining soil fertility, and inadequate extension services. These realities necessitate the preparation of agriculturists who possess not only strong technical competencies but also analytical, leadership, and extension capabilities. Universities therefore bear the

responsibility of ensuring that graduates are equipped with the competencies required to respond effectively to these emerging agricultural challenges.

Within this context, the Agriculturists Licensure Examination (AgLE) assumes greater significance. Beyond serving as a legal requirement for professional practice, the AgLE functions as an external measure of whether higher education institutions have successfully developed the competencies prescribed by the Commission on Higher Education (CHED), the Professional Regulation Commission (PRC), and the Professional Regulatory Board of Agriculture. High institutional passing rates indicate effective curriculum implementation, competent faculty, appropriate instructional strategies, and adequate student support services. Conversely, consistently low passing rates may suggest the need to review curriculum alignment, admission policies, instructional practices, assessment methods, review programs, faculty development initiatives, or student academic support mechanisms.

Previous investigations have consistently identified numerous variables associated with success in licensure examinations. Academic performance has emerged as one of the strongest and most consistent predictors across several professional disciplines, including agriculture, nursing, teacher education, engineering, and maritime education. Students who consistently demonstrate superior academic achievement throughout their undergraduate education are generally more likely to obtain passing scores in professional licensure examinations because academic performance reflects mastery of program competencies accumulated over several years of study. Likewise, collegiate grade point average has repeatedly demonstrated significant predictive validity for professional board examination outcomes.

Apart from academic achievement, institutional admission policies have likewise attracted considerable scholarly attention. Several studies suggest that college entrance examination scores and admission screening procedures provide useful indicators of students' future academic success and eventual licensure examination performance. Admission criteria function as preliminary measures of students' cognitive preparedness and learning potential upon entry into higher education. Consequently, institutions implementing evidence-based admission policies are often better positioned to identify students requiring early academic interventions while simultaneously maintaining high academic standards throughout their programs.

Equally important are institutional interventions implemented during students' academic journey. Curriculum alignment with licensure examination competencies, quality of classroom instruction, laboratory and field experiences, faculty qualifications, learning resources, review programs, mock board examinations, mentoring activities, and academic advising collectively shape graduates' readiness for the AgLE. Contemporary educational research increasingly emphasizes that licensure examination performance is not solely attributable to students' intellectual ability but rather reflects the cumulative effectiveness of institutional quality assurance systems and student support mechanisms throughout the entire educational process.

Despite the growing body of literature examining predictors of professional licensure examination performance, empirical studies focusing specifically on agriculture programs remain relatively limited compared with studies involving nursing, teacher education, engineering, accountancy, and criminology. Even fewer investigations have examined predictors of AgLE performance within state universities located in geographically vulnerable and predominantly agricultural provinces such as Eastern Samar. Most available Philippine studies have been conducted in institutions located in Luzon or other regions with considerably different socio-economic, educational, and institutional contexts. Consequently, findings from these institutions cannot automatically be generalized to ESSU Can-avid Campus, whose student demographics, resource conditions, instructional environment, and regional agricultural context differ substantially.

Furthermore, existing investigations frequently focus on only one or two predictor variables, most commonly collegiate grade point average or admission examination scores. There remains limited evidence examining the combined influence of demographic characteristics, academic performance in professional agriculture subjects, institutional academic indicators, and other educational variables on AgLE performance among graduates of ESSU Can-avid Campus. The absence of institution-specific evidence limits the university's ability to formulate targeted interventions aimed at improving graduate performance in the licensure examination.

For Eastern Samar State University–Can-avid Campus, identifying the determinants of AgLE performance is particularly significant because agriculture remains one of its flagship academic programs and because the campus serves communities whose economic development

depends heavily on competent agricultural professionals. Understanding which academic and institutional factors significantly influence licensure examination outcomes will enable university administrators to allocate resources more efficiently, strengthen quality assurance initiatives, and implement evidence-based academic policies that enhance graduate competitiveness in the national licensure examination.

Specifically, the study seeks to identify the academic and institutional variables that significantly predict graduates' performance in the Agriculturists Licensure Examination. By generating empirical evidence specific to ESSU Can-avid Campus, the study intends to contribute to the growing literature on licensure examination performance, provide a scientific basis for institutional policy formulation, and support continuous quality improvement initiatives aimed at producing competent, globally competitive, and professionally licensed agriculturists capable of contributing to sustainable agricultural development in Eastern Samar and the Philippines.

MATERIALS AND METHODS

Research Design

This study employed a quantitative, descriptive-correlational research design to determine the predictors of graduates' performance in the Agriculturists Licensure Examination (AgLE). The descriptive component was used to characterize the graduates' demographic profile, academic performance, and licensure examination results, while the correlational component examined the relationships between selected predictor variables and AgLE performance. Furthermore, predictive analysis was conducted to determine which variables significantly explained variations in the graduates' licensure examination ratings.

This design is appropriate because the primary objective of the study is not to establish causality but to determine whether selected academic and institutional factors significantly predict graduates' performance in the AgLE. Similar research designs have been employed in previous studies investigating predictors of professional licensure examination performance among agriculture and other professional programs (Dagdag, 2018; Nicolas et al., 2020).

Data Gathering

The study was conducted at the College of Agriculture, Eastern Samar State University–Can-avid Campus. The respondents consisted of

graduates of the Bachelor of Science in Agriculture who took the Agriculturists Licensure Examination for the first time from (specify period, e.g., 2018–2025). Only first-time takers were included in the study to minimize the influence of external review experiences and repeated examination attempts, thereby allowing the analysis to better reflect the effectiveness of the University's academic preparation.

Prior to data collection, permission to conduct the study was secured from the Office of the University President, the Campus Administrator, the College Dean, the University Registrar, and other concerned offices. Ethical considerations were likewise observed by ensuring that all personal identifiers were removed from the dataset. The confidentiality and anonymity of graduates were maintained throughout the conduct of the study in accordance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173).

The collected data were encoded, verified, and organized using Microsoft Excel prior to statistical analysis. Data cleaning procedures were performed to identify missing values, inconsistencies, duplicate records, and encoding errors to ensure the completeness and accuracy of the dataset before analysis.

Their grades were converted first into percentage and then interpreted using the institutional remarks as shown in the following:

Grade/GWA	Percentage	Remarks
1.25	96.00	Very Satisfactory
1.50	93.00	Satisfactory
1.75	90.00	Fairly Satisfactory
2.00	87.00	Good
2.25	84.00	Fairly Good
2.50	81.00	Fair
2.75	77.50	Below Fair
3.00	75.00	Passed

Data Analysis

Descriptive and inferential statistical techniques were employed to analyze the data using the Statistical Package for the Social Sciences (SPSS) version (specify version, e.g., 27).

Descriptive statistics were utilized to summarize the characteristics of the respondents and their academic and licensure examination performance. Frequency counts and percentages were computed for categorical variables such as sex, examination status, and year of graduation. Means and standard deviations were computed for continuous variables, including General Weighted Average (GWA), admission examination scores, comprehensive examination scores, and Licensure Examination ratings.

To determine the relationship between the predictor variables and AgLE performance, Pearson Product-Moment Correlation (Pearson's r) was employed for variables measured on continuous scales. The strength of the correlation coefficients was interpreted following Cohen's (1988) guidelines: 0.10–0.29 (weak), 0.30–0.49 (moderate), and 0.50–1.00 (strong).

To identify the significant predictors of graduates' performance in the Agriculturists Licensure Examination, Multiple Linear Regression Analysis was performed. The overall AgLE rating served as the dependent variable, while the selected academic and institutional variables constituted the independent variables. Prior to regression analysis, assumptions of normality, linearity, homoscedasticity, independence of errors, and multicollinearity were assessed to ensure the appropriateness of the regression model.

Regression coefficients (β), coefficient of determination (R^2), adjusted R^2 , F-statistic, and corresponding p-values were examined to determine the predictive ability of each independent variable. Variables with probability values less than 0.05 were considered statistically significant predictors of AgLE performance.

All statistical tests were conducted using a 5% level of significance ($\alpha = 0.05$).

RESULTS AND DISCUSSION

Table 1 presents the demographic profile of the Agriculturists Licensure Examination (AgLE) takers from 2021 to 2025 in terms of age, age when the respondents took the AgLE, sex, year graduated, and civil status. The findings provide an overview of the characteristics of the respondents and establish the context for understanding subsequent analyses.

In terms of age, the majority of the respondents were 21–25 years old (50.7%), followed by those aged 26–30 years (29.6%), 31–35 years (15.5%), and 36 years and older (4.2%). This indicates that most AgLE takers belonged to the young adult population, which is expected since graduates commonly pursue licensure examinations shortly after completing their bachelor's degree. According to the Professional Regulation Commission (PRC, 2019), newly graduated professionals are generally encouraged to take licensure examinations as early as possible to maximize knowledge retention acquired during their undergraduate studies. Similarly, research has shown that taking licensure examinations soon after graduation increases the likelihood of success because graduates remain academically engaged and

retain discipline-specific knowledge (Pascua & Navalta, 2011).

Consistent with the respondents' current age, the majority (66.2%) also reported taking the AgLE between 21 and 25 years old, while 22.5% took the examination between 26 and 30 years old, and only 11.3% took it between 31 and 35 years old. These findings suggest that most respondents attempted the licensure examination immediately after graduation rather than postponing it for several years. This observation supports previous studies emphasizing that immediate examination after graduation helps preserve academic preparedness and enhances confidence in taking professional board examinations (Visco, 2015).

Regarding sex, males comprised 53.5% of the respondents, while females represented 46.5%. The relatively balanced distribution indicates that both sexes were well represented among the AgLE takers, although males slightly outnumbered females. This distribution may reflect the historical trend in agricultural education, where male students have traditionally comprised a larger proportion of enrollees due to the nature of agricultural work. However, recent literature has noted the increasing participation of women in agriculture and agricultural education, highlighting the growing gender diversity within the profession (Food and Agriculture Organization [FAO], 2023).

With respect to the year graduated, the largest proportion of respondents graduated in 2025 (43.7%), followed by graduates of 2019 and 2022 (14.1% each), 2023 (9.9%), 2021 (5.6%), and smaller proportions from earlier years. The predominance of recent graduates indicates that most respondents pursued the AgLE shortly after earning their degree. This finding aligns with studies reporting that recent graduates are generally more motivated to complete professional licensure requirements immediately after graduation and may benefit from better retention of theoretical concepts and practical competencies acquired during college (Dagdag et al., 2017).

Finally, all respondents (100%) were single, indicating complete homogeneity in terms of civil status. This finding is unsurprising considering that the majority of respondents were between 21 and 25 years old, an age range during which many individuals prioritize completing higher education and establishing their professional careers before entering marriage. Emerging adulthood is often characterized by continued education, career preparation, and delayed family formation (Arnett, 2015).

Table 1. Demographic Profile of the LEA Takers (2021-2025)

Indicator	Frequency	Percentage	Rank
Age			
21-25 years old	36	50.7 %	1
26-30 years old	21	29.6 %	2
31-35 years old	11	15.5 %	3
36 and older	3	4.2 %	4
Age When the Respondents Took the AgLE			
21-25 years old	47	66.2 %	1
26-30 years old	16	22.5 %	2
31- 35 years old	8	11.3 %	3
Sex			
Female	33	46.5 %	2
Male	38	53.5 %	1
Year Graduated			
2015	3	4.2 %	6.5
2017	1	1.4 %	8
2018	1	1.4 %	8
2019	10	14.1 %	2.5
2020	1	1.4 %	8
2021	4	5.6 %	5
2022	10	14.1 %	2.5
2023	7	9.9 %	4
2024	3	4.2 %	6.5
2025	31	43.7 %	1
Civil Status			
Single	71	100.0 %	1

Table 2 presents the graduates' performance in the Agriculturists Licensure Examination (AgLE) from 2021 to 2025. The results indicate a gradual improvement in the passing performance of graduates over the five-year period, although the number of unsuccessful examinees remained higher than those who passed in most years.

In 2021, only 1 out of 9 graduates (11.1%) passed the AgLE, while 8 graduates (88.9%) failed. A similar trend was observed in 2022, where 12 of the 62 examinees (19.4%) passed and 50 (80.6%) failed. These findings suggest that the graduates' performance during the early years of the study period was relatively low. Several studies have noted that poor performance in licensure examinations may be attributed to inadequate academic preparation, ineffective review strategies, limited mastery of professional competencies, and insufficient exposure to board-type assessments during undergraduate education (Dagdag et al., 2017; Pascua & Navalta, 2011).

A modest improvement was observed in 2023, where the passing rate increased to 27.3%, with 6 out of 22 graduates successfully passing the examination. Although the majority (72.7%) still

failed, the increase in the passing percentage suggests gradual improvements in graduates' preparedness. This trend may reflect institutional initiatives such as strengthened curriculum implementation, enhanced instructional strategies, or improved review programs designed to better prepare graduates for the licensure examination (Commission on Higher Education [CHED], 2017).

The most notable improvement occurred in 2025, where 25 out of 52 graduates (48.1%) passed the AgLE, while 27 graduates (51.9%) failed. Although the passing rate remained slightly lower than the failure rate, this year recorded the highest passing percentage among all cohorts included in the study. The increasing trend from 11.1% in 2021 to 48.1% in 2025 demonstrates substantial progress in graduates' licensure examination performance. This improvement may indicate the positive effects of enhanced academic instruction, more comprehensive review preparation, stronger institutional support, and students' increased motivation to succeed in the professional examination. Previous studies have emphasized that systematic review programs, quality instruction, and strong academic performance significantly contribute to improved licensure examination outcomes (Visco, 2015; Ballado, 2017).

Despite the observed improvement, the results also reveal that the majority of graduates failed the AgLE in every examination year. This finding suggests that challenges affecting graduates' licensure performance remain evident and warrant continuous intervention. Higher education institutions are encouraged to strengthen curriculum alignment with the AgLE competencies, enhance faculty development, conduct regular diagnostic and mock board examinations, and provide comprehensive review support to improve graduates' readiness for the licensure examination. Such interventions have been recommended as effective strategies for increasing licensure examination performance and producing competent professionals (CHED, 2017; Dagdag et al., 2017).

Table 2. The Graduates' Remarks in Their Licensure Examination

Year	N	Passed		Failed	
		f	%	f	%
2021	9	1	11.1%	8	88.9%
2022	62	12	19.4%	50	80.6%
2023	33	2	6.1%	31	93.9%
2024	22	6	27.3%	16	72.7%
2025	52	25	48.1%	27	51.9%

Table 3 presents the graduates' performance in the different competency areas of the Agriculturists Licensure Examination (AgLE). The results show variations in mean scores across the six subject areas, indicating differences in the graduates'

strengths and weaknesses. Among the competency areas, Agricultural Extension obtained the highest mean score ($M = 79.6$, $SD = 7.64$), followed by Crop Science ($M = 77.1$, $SD = 8.18$), Crop Protection ($M = 76.1$, $SD = 9.15$), and Agricultural Economics ($M = 73.9$, $SD = 7.45$). These areas received a passing remark, except for Agricultural Economics, which remained below the passing mark. In contrast, Animal Science ($M = 69.8$, $SD = 6.55$) and Soil Science ($M = 68.8$, $SD = 7.97$) obtained the lowest mean scores and were likewise classified as failed. These findings indicate that graduates performed better in Agricultural Extension and crop-related disciplines than in animal and soil sciences.

The highest performance in Agricultural Extension suggests that graduates possess stronger competencies in agricultural communication, technology transfer, community development, and extension methodologies. Agricultural extension courses emphasize practical applications, stakeholder engagement, and experiential learning, which may have contributed to better knowledge retention and examination performance. Experiential and community-based learning approaches have been recognized as effective strategies for enhancing students' understanding and professional competencies in agriculture (Kolb, 2015; Food and Agriculture Organization [FAO], 2018). The relatively low standard deviation ($SD = 7.64$) further indicates that graduates' scores in this area were fairly consistent, reflecting a generally uniform level of competency.

Similarly, the respondents performed satisfactorily in Crop Science and Crop Protection, with mean scores above the passing mark. These findings may indicate that the Bachelor of Science in Agriculture curriculum effectively equips students with knowledge and skills related to crop production, pest management, and sustainable agricultural practices. Since these subject areas often include laboratory activities, field demonstrations, and practical exercises, students may develop a deeper understanding of theoretical concepts through experiential learning. Previous studies have reported that active learning and hands-on experiences significantly improve students' academic achievement and professional readiness in agricultural education (Robinson & Baker, 2013; FAO, 2018).

In contrast, Agricultural Economics obtained a mean score of 73.9, which fell slightly below the passing mark. Although this area ranked fourth among the competency areas, the result suggests that respondents encountered challenges in topics related to farm management, agribusiness, marketing, and economic analysis. Agricultural economics integrates quantitative reasoning,

financial analysis, and decision-making skills, which may require stronger analytical competencies than those developed in technical agricultural courses (Kay et al., 2016). Strengthening instruction in economic analysis, farm planning, and agribusiness management may therefore help improve graduates' performance in this competency area.

The lowest mean scores were observed in Animal Science and Soil Science, both of which received failing remarks. The relatively lower performance in these areas may indicate insufficient mastery of concepts related to livestock production, animal nutrition, soil fertility, soil chemistry, and land management. These subjects involve numerous scientific principles and technical computations that students often find challenging. Similar findings have been reported in studies on licensure examination performance, where science-intensive subjects consistently emerged as areas requiring curricular enhancement and additional review support (Dagdag et al., 2017; Pascua & Navalta, 2011). The results suggest that faculty members may need to reinforce instructional strategies, increase laboratory and field-based learning opportunities, and provide comprehensive review sessions focusing on these competency areas.

Table 3. The Graduates' Licensure Examination Performance

Area	Mean	SD	Remarks	Rank
Crop Science	77.1	8.18	Passed	2
Soil Science	68.8	7.97	Failed	6
Crop Protection	76.1	9.15	Passed	3
Animal Science	69.8	6.55	Failed	5
Agricultural Economics	73.9	7.45	Failed	4
Agricultural Extension	79.6	7.64	Passed	1

Table 4 presents the graduates' academic performance in selected academic indicators, including High School General Weighted Average (GWA), College Admission Test (CAT)/Qualifying Examination, General Education (Gen-Ed) GWA, Major Subjects GWA, and Core Subjects GWA. The results indicate that the respondents generally performed well academically before taking the Licensure Examination for Agriculturists (LEA), with most indicators receiving Very Good remarks.

Among the academic indicators, High School GWA obtained the highest mean score ($M = 88.1$, $SD = 3.83$), earning a Very Good remark and ranking first. This finding suggests that the respondents entered higher education with a strong academic foundation. High academic achievement

during secondary education reflects students' learning competencies, discipline, and study habits, which are essential for success in higher education (York et al., 2015). Furthermore, prior academic performance has been recognized as an important predictor of future educational achievement because it demonstrates students' readiness to engage in more advanced learning experiences (Richardson et al., 2012).

The Core Subjects GWA ranked second with a mean of 87.4 ($SD = 4.31$) and was likewise described as Very Good. Core subjects, such as Methods in Agricultural Research and Thesis, develop students' critical thinking, research competencies, and analytical skills that are essential for professional practice. Strong performance in these subjects suggests that the graduates acquired the fundamental competencies necessary for scientific inquiry and evidence-based decision-making in agriculture. Research has shown that students who perform well in research-oriented and professional core courses tend to demonstrate greater competence in solving complex problems encountered in professional examinations and practice (Biggs & Tang, 2011).

Similarly, the Major Subjects GWA obtained a mean score of 86.7 ($SD = 5.41$), also receiving a Very Good remark and ranking third. This result indicates that the respondents demonstrated satisfactory mastery of discipline-specific courses such as Animal Science, Crop Science, Agricultural Economics, and Agricultural Extension. Since major courses directly address the competencies measured in the AgLE, satisfactory performance in these subjects reflects adequate preparation for professional practice. Previous studies have consistently identified academic performance in major or professional courses as one of the strongest predictors of licensure examination success because these courses reinforce the specialized knowledge and technical skills assessed in board examinations (Pascua & Navalta, 2011; Dagdag et al., 2017).

The respondents also obtained a Very Good rating in General Education (Gen-Ed) GWA, with a mean score of 86.4 ($SD = 5.01$). General Education courses provide foundational competencies in communication, mathematics, social sciences, and critical thinking, which contribute to graduates' overall intellectual development. Although these courses are not agriculture-specific, they cultivate transferable skills such as analytical reasoning, communication, and problem-solving that support professional learning and lifelong competence (Commission on Higher Education [CHED], 2013). The relatively consistent performance across respondents, as

indicated by the moderate standard deviation, suggests that most graduates possessed a solid general academic background.

Among the indicators, the College Admission Test (CAT)/Qualifying Examination obtained the lowest mean score ($M = 84.7$, $SD = 5.78$), although it still received a Good remark. This finding suggests that while respondents entered the agriculture program with satisfactory academic aptitude, their performance improved throughout their undergraduate studies, as reflected in their higher General Education, Major Subjects, and Core Subjects GWAs. Such improvement may be attributed to students' adaptation to the university environment, effective instruction, and continuous academic development during their college years. Admission tests primarily measure students' initial preparedness, whereas college academic performance reflects competencies developed through sustained learning and exposure to specialized instruction (Kuncel et al., 2001).

were significantly correlated with AgLE performance, whereas High School General Weighted Average (GWA) showed no statistically significant relationship. The findings suggest that academic performance during college, particularly in professional and core courses, is more closely associated with licensure examination performance than pre-college academic achievement.

The results indicate that High School GWA exhibited a weak positive correlation with AgLE performance ($r = .161$), but the relationship was not statistically significant ($p = .180$). This finding suggests that students' academic achievement during secondary education did not significantly influence their performance in the licensure examination. Although high school grades provide an indication of students' academic readiness for higher education, they may not adequately predict success in professional licensure examinations because the competencies assessed in board examinations are primarily acquired during undergraduate training. Similar findings have been reported by York et al. (2015), who emphasized that prior academic achievement alone is insufficient to explain academic success in higher education, as multiple cognitive and non-cognitive factors contribute to students' performance.

In contrast, the College Admission Test (CAT)/Qualifying Examination demonstrated a weak but statistically significant positive correlation with AgLE performance ($r = .301$, $p = .011$). Although the strength of the relationship is relatively low, the result suggests that students who performed better in the admission examination tended to achieve better outcomes in the AgLE. Admission examinations measure students' academic aptitude, reasoning ability, and foundational knowledge, which may contribute to their capacity to learn and succeed in higher education. However, the weak correlation also indicates that admission test performance alone cannot sufficiently predict licensure examination success, highlighting the importance of students' academic experiences throughout college (Kuncel et al., 2001).

The findings further reveal that General Education (Gen-Ed) GWA had a moderate positive correlation with LEA performance ($r = .447$, $p < .001$). This significant relationship indicates that graduates who performed well in General Education courses also tended to obtain higher scores in the licensure examination. General Education subjects strengthen communication skills, critical thinking, quantitative reasoning, and problem-solving abilities, which are essential competencies that support learning in professional courses and contribute to success in licensure examinations (Commission on Higher Education [CHED], 2013).

Table 4. The Graduates' Academic Performance

Area	Mean	SD	Remarks	Rank
High School GWA	88.1	3.83	Very Good	1
College Admission Test/Qualifying Exam	84.7	5.78	Good	5
Gen-Ed GWA (e.g. Purposive Comm, Understanding the Self, Math in the Modern World, PathFit)	86.4	5.01	Very Good	4
Majors GWA (e.g. Soil Science, Animal Science, Crop Science, AgExCom, etc.)	86.7	5.41	Very Good	3
Core Subjects GWA (e.g. Methods in Agri Research, Thesis, etc.)	87.4	4.31	Very Good	2

Table 5 presents the relationship between selected academic performance indicators and the graduates' performance in the Agriculturists Licensure Examination (AgLE). The analysis reveals that four of the five academic indicators

The result implies that a strong general academic foundation enhances graduates' ability to understand and apply professional concepts assessed in the AgLE.

Similarly, Major Subjects GWA showed the strongest correlation with AgLE performance among all academic indicators ($r = .498, p < .001$), indicating a moderate positive and statistically significant relationship. This finding suggests that graduates with higher academic performance in agriculture-specific courses tended to perform better in the licensure examination. Since the AgLE primarily assesses competencies acquired from major professional subjects such as Crop Science, Animal Science, Soil Science, Agricultural Economics, and Agricultural Extension, satisfactory academic performance in these courses reflects mastery of the knowledge and skills required for professional practice. This finding supports previous studies identifying professional course performance as one of the most reliable predictors of licensure examination success (Pascua & Navalta, 2011; Dagdag et al., 2017).

Likewise, Core Subjects GWA demonstrated a moderate positive and statistically significant relationship with AgLE performance ($r = .456, p < .001$). Core subjects, including Methods in Agricultural Research and Thesis, develop analytical thinking, research competencies, scientific reasoning, and problem-solving skills that are essential in answering board examination questions. Students who perform well in these courses are likely to possess stronger analytical abilities and better academic discipline, which contribute to higher licensure examination performance (Biggs & Tang, 2011). The moderate correlation further suggests that mastery of research-oriented and integrative courses plays an important role in preparing graduates for professional examinations.

Table 5. Relationship of Academic Performance to AgLE Performance

Factor	R	p	Interpretation
High School GWA	0.161	0.180	Weak correlation; not significant
College Admission Test/Qualifying Exam	0.301	0.011	Weak correlation; significant
Gen-Ed GWA	0.447	<.001	Medium correlation; significant
Majors GWA	0.498	<.001	Medium correlation; significant

Core Subjects GWA	0.456	<.001	Medium correlation; significant
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The results of the binomial proportion test (log regression) revealed that the majority of respondents (66.2%) took the Agriculturists Licensure Examination (AgLE) between 21 and 25 years old, and this proportion was statistically significant ($p = .009$). This finding indicates that most graduates opted to take the licensure examination immediately after completing their bachelor's degree, which is consistent with the common practice of taking professional licensure examinations while academic knowledge and competencies remain relatively fresh. Previous studies have suggested that graduates who take licensure examinations shortly after graduation are more likely to retain foundational knowledge and maintain effective study habits developed during their undergraduate education (Pascua & Navalta, 2011; Visco, 2015).

With respect to sex, the respondents were relatively balanced, with males comprising 53.5% and females accounting for 46.5% of the sample. The binomial test showed no statistically significant difference ($p = .635$), suggesting that gender was equally represented among the respondents. This finding implies that participation in the study was not influenced by sex and supports previous studies indicating that gender alone is not a consistent predictor of licensure examination performance, particularly in agriculture and related disciplines (Ballado, 2017).

The findings further revealed that 70.4% of the respondents obtained a Good High School General Weighted Average (GWA), which was significantly greater than the hypothesized proportion ($p < .001$). This suggests that the respondents generally possessed satisfactory academic foundations prior to entering higher education. Academic achievement during secondary education has long been recognized as an important indicator of students' readiness for college, as it reflects cognitive ability, study discipline, and learning habits that contribute to future academic success (York et al., 2015).

Similarly, most respondents (67.6%) obtained a Good rating in the College Admission Test or Qualifying Examination ($p = .004$). Admission examinations are designed to assess students' academic preparedness before entering degree programs and may reflect their general aptitude and foundational competencies (Kuncel et al., 2001). Although the proportion test demonstrates that most respondents performed well

in the admission examination, this descriptive finding alone does not establish a causal relationship with subsequent licensure examination performance.

Regarding academic performance in college, the majority of respondents also achieved Good ratings in both their Major Subjects GWA (70.4%) and Core Subjects GWA (64.8%), with both proportions being statistically significant ($p < .001$ and $p = .017$, respectively). These findings indicate that most respondents consistently demonstrated satisfactory academic performance in discipline-specific courses. Previous research has shown that academic performance in major courses is among the strongest indicators of professional competence because these subjects directly develop the knowledge and skills assessed in licensure examinations (Pascua & Navalta, 2011; Dagdag et al., 2017).

In contrast, although 59.2% of the respondents obtained a Good General Education (Gen-Ed) GWA, the proportion was not statistically significant ($p = .154$). This result suggests that respondents' performance in general education subjects was relatively balanced and did not overwhelmingly favor one category. Since General Education courses primarily develop broad competencies rather than profession-specific knowledge, their direct contribution to professional licensure performance may be less pronounced than that of specialized courses (Commission on Higher Education [CHED], 2013).

Finally, the findings showed that 74.6% of the respondents prepared for the AgLE using a combination of self-review and review center, and this proportion was statistically significant ($p < .001$). This indicates that most examinees preferred integrating independent study with structured review programs. The combination of self-directed learning and formal review sessions allows examinees to reinforce conceptual understanding while benefiting from expert guidance, simulated examinations, and organized review materials. Previous studies have reported that comprehensive review strategies combining personal study and formal review center instruction enhance examinees' confidence and preparedness for licensure examinations (Dagdag et al., 2017; Visco, 2015).

Table 6. Binomial Proportion Test

Variable	Dominant Category	Proportion	p-value	Interpretation
Age When Took	21–25 years old	66.2%	0.009	Significant

the AgLE				
Sex	Male	53.5%	0.635	Not significant
High School GWA	Good	70.4%	<0.001	Significant
College Admission Test/Qualifying Exam	Good	67.6%	0.004	Significant
General Education (Gen-Ed) GWA	Good	59.2%	0.154	Not significant
Major Subjects GWA	Good	70.4%	<0.001	Significant
Core Subjects GWA	Good	64.8%	0.017	Significant
Type of Review Preparation	Combination of Self-review and Review Center	74.6%	<0.001	Significant

Table 7 presents the strategies employed by the graduates in preparing for the Agriculturists Licensure Examination (AgLE). The results indicate that the respondents frequently adopted a variety of study strategies, with most items receiving an interpretation of "Always", suggesting that the graduates consistently practiced multiple review techniques in preparation for the examination. These findings demonstrate that the respondents recognized the importance of structured study habits and active learning in enhancing their readiness for the licensure examination.

Among the identified strategies, taking notes during lectures obtained the highest mean score ($M = 4.55$), followed closely by attending review classes attentively ($M = 4.52$) and reviewing lesson notes after classes ($M = 4.51$). These strategies were interpreted as "Always" practiced by the graduates. Note-taking and reviewing lecture materials are recognized as effective learning strategies because they promote active engagement, improve information processing, and strengthen long-term memory retention (Dunlosky et al., 2013). Likewise, attentive participation during review classes allows learners to clarify difficult concepts, interact with instructors, and reinforce previously learned knowledge, thereby improving academic

achievement and examination preparedness (Biggs & Tang, 2011).

The respondents also consistently attended review sessions ($M = 4.44$), visited online sites for additional learning materials ($M = 4.42$), and developed personal study plans ($M = 4.21$). These findings suggest that graduates combined formal review programs with self-directed learning strategies. Self-regulated learning, which includes planning study schedules, setting learning goals, and utilizing various educational resources, has been shown to significantly improve academic performance and professional examination outcomes because it encourages learners to take responsibility for their own learning (Zimmerman, 2002). Furthermore, the increasing availability of online educational resources has expanded students' opportunities to supplement classroom instruction through video lectures, practice examinations, and interactive learning platforms (Means et al., 2013).

Time management also emerged as one of the graduates' strengths. The respondents reported that they made sufficient time to study during their free time ($M = 4.20$) and allocated enough time for review ($M = 4.44$), both interpreted as "Always." Effective time management is widely recognized as one of the strongest predictors of academic success because it enables learners to organize review activities, reduce procrastination, and maintain consistent study habits throughout the preparation period (Credé & Kuncel, 2008). Students who effectively manage their study time are generally better prepared for comprehensive examinations, including professional licensure tests.

Similarly, respondents consistently answered self-made questionnaires and quizzes ($M = 4.04$) and consulted review books or references provided by review centers ($M = 4.04$), both receiving an interpretation of "Often." These strategies reflect the graduates' use of retrieval practice and supplementary learning materials to reinforce acquired knowledge. Retrieval practice through self-testing has consistently been identified as one of the most effective evidence-based learning strategies because it strengthens memory, improves long-term retention, and enhances the ability to recall information during examinations (Roediger & Karpicke, 2006; Dunlosky et al., 2013). Likewise, review books and board examination references expose examinees to board-type questions and familiarize them with the format and scope of the licensure examination.

The respondents also reported discussing lessons with classmates ($M = 4.21$) and joining review activities outside scheduled review sessions ($M = 3.80$), both indicating relatively frequent

collaboration with peers. Collaborative learning provides opportunities for discussion, clarification of misconceptions, and exchange of ideas, all of which contribute to deeper understanding and higher academic achievement (Johnson & Johnson, 2009). Although participation in additional review activities was only rated as "Often," it still suggests that graduates valued peer interaction and supplementary learning opportunities as part of their preparation.

Among all the strategies, visiting instructors for additional lessons obtained the lowest mean score ($M = 2.04$) and was interpreted as "Rarely." This finding suggests that respondents seldom sought individualized academic assistance from their instructors during review preparation. Several factors may explain this observation, including students' preference for independent learning, limited faculty availability, or greater reliance on review centers and online learning resources. Although independent learning promotes autonomy, consultation with instructors remains beneficial because it allows students to clarify difficult concepts, receive expert feedback, and address specific learning gaps (Hattie & Timperley, 2007). Encouraging greater faculty consultation may therefore further strengthen graduates' preparation for future licensure examinations.

Table 7. Strategies used by the graduates in preparation for the examination

Strategies	Mean	Interpretation
1. Does not have enough time to review for the examination.	4.44	Always (Used the strategy all the time)
2. Made a definite time to study during free time.	4.20	Always (Used the strategy all the time)
3. Attends review center	4.51	Always (Used the strategy all the time)
4. Listens attentively during lecture.	4.52	Always (Used the strategy all the time)
5. Reviews lessons from college lectures.	4.21	Always (Used the strategy all the time)
6. Visits instructors for additional lessons.	2.04	Rarely (Used the strategy infrequently)
7. Provides/Buys reviewers or book references.	4.04	Often (Used the strategy most of the time)
8. Raises questions during discussion for clarification.	3.49	Often (Used the strategy most of the time)
9. Always present during review schedules.	4.23	Always (Used the strategy all the time)
10. Answers self-made	4.04	Often (Used the strategy most of the time)

questionnaires/quizzes in reviewing.		
11. Visits online sites about the topics for additional information.	4.42	Always (Used the strategy all the time)
12. Take notes during lectures.	4.55	Always (Used the strategy all the time)
13. Involved in other review activities outside the scheduled review.	3.80	Often (Used the strategy most of the time)
14. Have personal study plan.	4.21	Always (Used the strategy all the time)

Table 8 presents the challenges encountered by the graduates in preparing for the Agriculturists Licensure Examination (AgLE). Overall, the results indicate that the respondents experienced only occasional to rare challenges during their review period, while a few problems were never encountered. This suggests that although the graduates faced certain obstacles in their examination preparation, these difficulties were generally manageable and did not severely hinder their review process.

Among the identified challenges, the technical difficulty of the examination obtained the highest mean score ($M = 3.31$), followed by making a definite time to study daily ($M = 3.18$) and financial problems ($M = 3.17$). These challenges were interpreted as "Sometimes," indicating that they were experienced occasionally by the respondents. The perceived technical difficulty of the examination is understandable, as the AgLE covers a broad range of agricultural disciplines requiring comprehensive knowledge and higher-order thinking skills. Professional licensure examinations are designed to assess not only factual knowledge but also analytical reasoning and the application of concepts in solving real-world problems (Professional Regulation Commission [PRC], 2019). Consequently, examinees often perceive the breadth and complexity of examination content as one of the greatest challenges during preparation.

Time management also emerged as a notable concern among the graduates. The respondents occasionally experienced difficulty in allocating sufficient time for daily study ($M = 3.18$). Balancing review activities with work, family responsibilities, or other personal commitments may have affected the consistency of their preparation. Effective time management has consistently been recognized as a critical factor influencing academic achievement and success in licensure examinations because it enables learners to organize study schedules, prioritize learning tasks, and maintain

regular review habits (Credé & Kuncel, 2008). The findings suggest that although graduates generally managed their study schedules, maintaining a consistent daily review routine remained challenging for some examinees.

Financial constraints were likewise identified as an occasional challenge ($M = 3.17$). Preparing for licensure examinations often involves expenses related to review center enrollment, review materials, transportation, accommodation, and examination fees. These financial demands may create additional stress among graduates, particularly those from economically disadvantaged backgrounds. Financial stress has been associated with increased anxiety and reduced academic performance because it can limit students' access to educational resources and interfere with effective learning (Robotham, 2008). Providing institutional support through subsidized review materials or financial assistance programs may therefore help reduce this burden among future examinees.

Several other challenges were also experienced occasionally, including not being emotionally and mentally prepared ($M = 2.75$), low self-confidence ($M = 2.73$), difficulty understanding the language used in the examination ($M = 2.63$), difficulty answering difficult or unfamiliar questions ($M = 2.76$), having too many responsibilities while reviewing ($M = 2.63$), and lack of sleep during the examination period ($M = 2.68$). These findings highlight the psychological and emotional demands associated with preparing for a professional licensure examination. Examination anxiety, low self-confidence, and emotional stress are common among licensure examinees and may negatively affect concentration, information recall, and test performance (Zeidner, 1998). Likewise, insufficient sleep has been shown to impair cognitive functioning, attention, memory consolidation, and decision-making, all of which are essential during high-stakes examinations (Curcio et al., 2006).

In contrast, several institutional and environmental challenges were rarely experienced by the graduates. These included having no review center available ($M = 2.32$), studying in an un conducive learning environment ($M = 2.23$), the absence of instructors to explain difficult topics ($M = 1.97$), having inadequate review resources ($M = 2.68$), and insufficient examination time ($M = 2.37$). These findings suggest that most respondents had reasonable access to review facilities, instructional support, and learning resources during their preparation. The relatively low mean scores may also indicate that the institution and review centers were generally able to provide the academic support needed by graduates preparing for the LEA.

Notably, three challenges were interpreted as "Never" experienced by the respondents: forgetting important things needed for the examination ($M = 1.66$), arriving late on the examination date ($M = 1.52$), and receiving unfair treatment from review instructors (if applicable). These findings reflect the graduates' sense of responsibility and preparedness regarding examination logistics. Proper planning, organization, and compliance with examination requirements are important aspects of self-regulated learning and contribute to reducing unnecessary stress during licensure examinations (Zimmerman, 2002).

Table 8. Challenges faced by the graduates in preparation for the examination

Problems	Mean	Interpretation
1. Made a definite time to study daily.	3.18	Sometimes (Experienced the challenge occasionally)
2. Have work during review.	2.62	Sometimes (Experienced the challenge occasionally)
3. The review center does not have enough facilities	2.31	Rarely (Experienced the challenge infrequently)
4. Study area is not conducive for learning.	2.23	Rarely (Experienced the challenge infrequently)
5. The lecturer does not explain the lecture properly.	1.97	Rarely (Experienced the challenge infrequently)
6. Too many responsibilities while taking the review	2.63	Sometimes (Experienced the challenge occasionally)
7. Does not have enough resources for reviewing.	2.68	Sometimes (Experienced the challenge occasionally)
8. Nervous during the examination.	3.10	Sometimes (Experienced the challenge occasionally)
9. Low self-confidence during the examination.	2.73	Sometimes (Experienced the challenge occasionally)
10. Does have difficulty in understanding questions.	2.76	Sometimes (Experienced the challenge occasionally)
11. Is not emotionally and mentally prepared.	2.75	Sometimes (Experienced the challenge occasionally)
12. Level of technical difficulty of the exam.	3.31	Sometimes (Experienced the challenge occasionally)

		challenge occasionally)
13. Difficulty in understanding the language used in the exam.	2.63	Sometimes (Experienced the challenge occasionally)
14. Examinee finds the time allotted not enough to finish the exam.	2.37	Rarely (Experienced the challenge infrequently)
15. Lack of sleep during the exam.	2.68	Sometimes (Experienced the challenge occasionally)
16. Financial Problem	3.17	Sometimes (Experienced the challenge occasionally)
17. Forgot things needed for the examination.	1.66	Never (Did not experience the challenge))
18. Late during the exam date.	1.52	Never (Did not experience the challenge))

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. The demographic profile indicates that the typical AgLE taker from 2021 to 2025 was a young, single, recently graduated individual who took the licensure examination between the ages of 21 and 25. These demographic characteristics provide important contextual information that may help explain patterns observed in subsequent analyses of factors associated with AgLE performance.
2. The results demonstrate a steady upward trend in the AgLE passing rate from 2021 to 2025, indicating gradual improvement in graduates' performance. While the increasing passing percentages are encouraging, the consistently higher failure rates emphasize the need for sustained institutional efforts to further enhance academic quality, board examination preparation, and student support services.
3. The findings reveal that graduates demonstrated stronger competencies in Agricultural Extension and crop-related disciplines but exhibited relatively weaker performance in Soil Science, Animal Science, and Agricultural Economics. These variations highlight the need for continuous curriculum evaluation to ensure balanced competency development across all agricultural disciplines.

4. The graduates consistently maintained good to very good academic performance throughout their educational journey. The higher mean scores in High School GWA, Core Subjects, Major Subjects, and General Education courses suggest that the respondents possessed a strong academic foundation before taking the AgLE.
5. The academic performance during college is a significant predictor of AgLE performance, whereas academic achievement prior to college has limited predictive value. Among the academic indicators, Major Subjects GWA exhibited the strongest relationship with licensure examination performance, followed by Core Subjects GWA and General Education GWA, while the College Admission Test showed only a weak but significant association.
6. The respondents were predominantly young graduates who demonstrated consistently good academic performance from high school through college and preferred a combined review strategy when preparing for the AgLE. These findings provide a descriptive profile of the respondents and establish important baseline characteristics that may be examined alongside inferential analyses to determine their relationship with licensure examination performance.
7. The graduates employed a combination of active learning, self-regulated learning, collaborative learning, and structured review strategies in preparing for the AgLE. The predominance of strategies such as note-taking, reviewing lecture materials, attending review sessions, and managing study time demonstrates that respondents adopted evidence-based learning practices associated with improved academic performance.
8. The graduates encountered moderate personal and academic challenges, particularly those related to the technical nature of the examination, time management, financial concerns, and psychological readiness.

RECOMMENDATIONS

1. The College of Agriculture of Eastern Samar State University–Can-avid Campus should continue strengthening its Agriculturist Board Examination preparation by sustaining its participation in the UPLB–CHED ExceALerate Review Program, which has been implemented since 2025 from June to October. To further improve graduates' readiness, the

College should institutionalize a year-round review program that includes diagnostic tests, mock board examinations, subject enhancement classes, and faculty mentoring.

2. Curriculum planners and faculty members should strengthen instruction in Soil Science, Animal Science, and Agricultural Economics through regular curriculum review, enrichment activities, laboratory and field exercises, and competency-based assessments while sustaining the strong performance in Agricultural Extension and crop-related disciplines.
3. Faculty members should continue promoting academic excellence, particularly in major and core professional courses, through early identification of academically at-risk students, academic coaching, tutorial programs, and mentoring to improve students' board examination preparedness.
4. The College should integrate outcomes-based learning strategies, such as active note-taking, retrieval practice, collaborative learning, practical demonstrations and time management, into classroom instruction and conduct study skills workshops to help students develop effective and lifelong learning habits.
5. A structured academic monitoring and advising system should be implemented to monitor students' academic progress from admission until graduation and provide timely interventions for those needing additional academic support.
6. The University should continue enhancing student support services by strengthening academic advising, guidance and counseling, wellness programs, and financial assistance to help students overcome academic, financial, and psychological challenges during board examination preparation.
7. Graduating students should adopt a disciplined and balanced review plan by combining independent study, participation in review programs, collaborative learning, and regular mock examinations while maintaining healthy study routines and overall well-being.
8. Future researchers are encouraged to examine other factors that may influence AgLE performance, such as motivation, emotional intelligence, learning styles, socioeconomic background, institutional support, and review program effectiveness. Similar studies in other higher education institutions are also recommended to

validate and expand the findings of this study.

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