



P-ISSN 2355-2794
E-ISSN 2461-0275

Pre-Service English Teachers' Level of Grittiness, Academic Achievement, and BLEPT Performance

Ryan Jay O. Agron*

Secondary Education Department, Faculty of Education, Isabela State University, San Mateo
3318, PHILIPPINES

Abstract

This retrospective-predictive study examined pre-service English teachers' level of grittiness, College Academic Achievement (CAA), and performance in the Board Licensure Examination for Professional Teachers (BLEPT). The respondents' level of grittiness was measured using an adapted instrument. CAA was based on their General Weighted Average (GWA), as reflected in their Transcript of Records (TOR). BLEPT ratings were provided by the respondents themselves as released by the Professional Regulation Commission (PRC). The gathered data were analyzed using Pearson r and stepwise multiple regression. The findings revealed that the respondents' moderate level of grittiness has no relationship with their barely passing BLEPT rating, while their CAA has a moderately negative association with it. The inability of their CAA to depict their BLEPT performance raises issues about the quality of their teacher education training prior to taking the BLEPT. Moreover, their BLEPT performance was significantly predicted by their CAA alone. Passion and perseverance, which are important qualities of a teacher, were not found to be significant predictors. The results indicate that it is still competent initial teacher education preparation that has the magnitude to determine BLEPT success. This denotes the need for intellectually enriching instruction, especially in the field of specialization, and an evaluation mechanism based primarily on students' scholastic performance so that Teacher Education Institutions (TEIs) are in a better position to gauge whether their retention policies ensure quality assurance through their licensing performance.

Keywords: Academic achievement, BLEPT performance, grittiness, pre-service teacher, teacher education.

* Corresponding author, email: ryanjay.agron@isu.edu.ph

Citation in APA style: Agron, R. J. O. (2025). Pre-service English teachers' level of grittiness, academic achievement, and BLEPT performance. *Studies in English Language and Education*, 12(2), 721-734.

Received May 7, 2024; Revised April 27, 2025; Accepted May 9, 2025; Published Online May 31, 2025

<https://doi.org/10.24815/siele.v12i2.38525>

Copyright © 2025 by Authors, published by *Studies in English Language and Education*. This is an open-access article distributed under the Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by/4.0/>)

1. INTRODUCTION

People who seem to be less gifted than their peers have the potential to achieve the same level of success through hard work, motivation, and determination. This is known as grit, a non-cognitive trait that refers to the inclination of individuals to retain a sustained level of interest and effort while achieving enduring goals. Grit, in other words, is the passion and perseverance to accomplish outcomes despite obstacles (Duckworth, 2016; Eskreis-Winkler et al., 2014).

Grittier individuals are considered tougher and more determined than those who are less gritty (Dweck et al., 2014; Hogan & Larkin-Wong, 2013). As confirmed by seminal studies, grit has been recognized as an essential component of success, especially among teachers, sales agents, military students, and spelling bee contestants (Duckworth, 2016). In the English as a Foreign Language (EFL) setting, grit was also found to be associated with foreign language performance as measured by final examination results (Wei et al., 2019) and academic achievement and language learning motivation (Teimouri et al., 2020), a significant predictor of students' proficiency (Sudina et al., 2020), and an essential factor in accomplishing language tasks (Lake, 2015; MacIntyre, 2016). These findings support the idea that better performance and greater success both in learning and real life, as argued by Guo et al. (2023), are better attributed to a high level of grittiness, emphasizing that intelligence does not significantly and immediately result in academic success. Initial research findings have already established grittiness as a determinant, correlate, and predictor of success. However, with respect to licensure examinations, passion and perseverance are underexplored. In the Philippines, the Board Licensure Examination for Professional Teachers (BLEPT) is a significant criterion of academic and professional achievement. It is the only national licensing examination in the country that determines whether a prospective teacher is lawfully recognized to teach as stipulated in Republic Act (R.A.) 7836 or the Philippine Teachers Professionalization Act of 1994 (Professional Regulation Commission [PRC], 1994). As such, it is widely acknowledged as one ultimate test of the quality of teachers produced by TEIs and a necessary gatekeeping measure before they will be allowed to practice the noblest profession that is teaching.

With the reputation of BLEPT performance as a metric for quality teacher education programs, higher education institutions (HEIs) have been in a constant quest to unlock key ideas that may contribute to their mission of producing qualified teachers to practice the profession. Most studies aligned with this goal have focused on the influence of various factors as correlates and predictors of individual TEIs' BLEPT performance (Generalao et al., 2022). These include college admission test scores, high school and college academic performance, curriculum and instruction, and pre-licensure examination results—all of which are being used by TEIs in designing institutional policies and program initiatives with the aim of meeting and surpassing BLEPT standards.

Over the years, there have been numerous attempts to identify the ingredients of success in the licensure examination, the most common of which include the exploration of scholastic variables. There has also been a plethora of research on intelligence, talents, skills, motivation, anxiety, teaching strategies, learning styles, gender, and age, exploring their impact on students' success. Alternatively, the current body of literature on grittiness has provided strong evidence of it being a crucial element of both academic and professional success.

As such, this study was conducted based on the notion that passion and perseverance, which are said to be important qualities of teachers in meeting the demands of the teaching profession, play a part in the initial teacher education preparation of pre-service teachers and consequently in their licensure examination performance. The results of this study may offer a new dimension of understanding on how non-cognitive traits like grittiness can contribute to the pursuit of becoming a licensed professional teacher. The results may also provide educators, administrators, researchers, and future teachers with empirical data on the impact of intellectual competence as honed by the quality of instruction on passing the BLEPT. Lastly, the study is particularly relevant to TEIs whose role in preparing competent teachers is crucial for enhancing the quality of education in the Philippines, especially given the alarming status of the country's educational system in general. With the identified gap and the importance to examine this underexplored area

in the teacher education context, it is then the purpose of the study to answer the following questions:

1. What is the respondents' CAA, level of grittiness, and BLEPT performance?
2. What is the relationship between the respondents' level of grittiness and CAA, CAA and BLEPT performance, and level of grittiness and BLEPT performance?
3. What are the variables that significantly predict BLEPT performance?

2. LITERATURE REVIEW

2.1 Licensing examination for teachers in the Philippines

Licensing is one of the most important elements of a profession because it is one way to determine its standards. In the context of teacher education, licensing is aimed at assessing the competence of potential teachers (Irene, 2023) and is therefore an essential gatekeeper that selects who has the required knowledge and skills to practice the profession (Gerundio & Balagtas, 2014). The result of the said examination brings laurels to and sustains the offering of teacher education programs in HEIs.

Efforts toward an improved teaching force are necessary if a country desires to increase the quality of education it provides (Generalao et al., 2022). Licensing, as one mechanism, is geared toward making sure that teachers who enter the profession have the attributes to uphold educational standards. This echoes the indispensable and multifaceted roles of teachers in curriculum implementation (Gouëdard et al., 2020). In a global context, the administration of licensure examinations for teachers varies from one country to another. In the Philippines, the first legal basis professionalizing teaching is Presidential Decree (P.D.) 1006, s. 1976, otherwise known as the Decree Professionalizing Teaching (Republic of the Philippines Official Gazette, 1976). Through this Decree, entry into the teaching profession was regulated. Prospective teachers were required to undergo written tests and acquire a minimum general rating of 70 percent across subjects with no rating below 50 percent to be awarded a valid Professional Teacher Certificate by the National Board for Teachers. However, after the conception of the 1987 Philippine Constitution, a significant milestone in the professionalization of teaching in the country was made through the passage of R.A. 7836 (PRC, 1994). The act aims to promote, develop, and professionalize teaching, as well as supervise and regulate the conduct of the country's licensure examination for teachers. Under the mentioned act, potential teachers need to take the BLEPT and achieve a rating of at least 75 percent to be given a license to teach from the PRC, the body regulating the licensing of various professions in the Philippines.

Administered twice a year, the examination is taken by graduates of Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSEd), and non-education bachelor's degrees as long as they have complied with the necessary professional education units. For the secondary level, there are three areas to pass, namely General Education (Gen Ed), Professional Education (Prof Ed), and Field of Specialization (FoS) with a time allocation of two hours, three hours, and three hours and thirty minutes, respectively. For the elementary level, only the first two are required to be taken within the same time limit as the secondary level. Each area consists of one hundred fifty questions, except in the case of the BSEd Major in Mathematics, where there are only one hundred twenty items in the FoS.

The implementation of the K to 12 Curriculum in the Philippines necessitated curricular reforms at the tertiary level and a change in the test specifications of the BLEPT to ensure constructive alignment. In March 2023 BLEPT, 40.76% or 24,819 passed the elementary level examination, and 46.94% or 48,005 passed the secondary level (Board Exams PH, 2023a). In the succeeding examination in September 2023, a significant increase in passers was recorded for both levels based on the data from the Board Exams PH (2023b). For the elementary level, 47.01% or 23,782 takers made it to the roster of new passers, indicating a 6.25% improvement. For the secondary level, there were 56.26% or 53,995 passers, which accounted for a 9.32% increase. In retrospect, the passing rates of BEEd and BSEd examinees from 2017 to 2019 were below 50%.

Comparatively, during the COVID-19 pandemic, the national passing rates significantly increased.

Although no single system is acknowledged to carry out licensing programs worldwide and no universal constructs to assess their impact on teacher quality (Abdallah & Musah, 2021), initiatives of TEIs have continued to explore which formula could best explain success in the BLEPT. Most studies (Amanonce & Maramag, 2020; Bansiong, 2019; Cahapay, 2020; Delos Angeles, 2020; Esmeralda & Perez-Espinosa, 2015; Fiscal & Roman, 2022; Gerundio & Balagtas, 2014; Ibbarientos, 2022; Pachejo & Allaga, 2014; Solis-Foronda, 2017) have closely explored personal profiles, cognitive factors, and other instructional measures as correlates and predictors of BLEPT performance. The potential impact of future teachers' passion and perseverance on BLEPT success, therefore, remains underexplored.

2.2 Academic Performance and Grittiness

Traditionally, academic achievement is widely measured using a grading system determined by teachers and scores in national standardized assessments (Goldstein & Naglieri, 2011). These methods, however, have limitations in capturing the actual, more important academic gains. As they cannot be taken as an exact illustration of one's capacity, recent research has focused on the non-cognitive traits that influence learning in the context of education and beyond.

Grittiness is one of the most extensively researched factors of success in many countries. Defined as the ability to focus on a goal with a high level of passion and perseverance (Duckworth, 2016), grittiness allows individuals to become more resolute in the face of adversity (Abuhassan & Bates, 2015; Duckworth & Gross, 2014). As a malleable trait, grittiness may change over time with the development of interest, the will to do deliberate practice, the understanding of a purpose, and having a sense of hope (Duckworth, 2016).

Pioneer studies on the grittiness of military students, athletes, and spelling bee contestants have offered convincing evidence of its impact on success. Grittiness, as explained by Duckworth (2016), is what separates high achievers from the rest. Being grittier means working harder, leading to better performance outcomes (Hogan & Larkin-Wong, 2013).

Studies exploring the power of grittiness have confirmed initial findings. Tang et al. (2019) found in their analysis involving a sample from Finland that academic achievement and learning engagement are linked to grittiness. In particular, the perseverance of their eighth-grade sample was correlated with achievement in school. In a similar domain, grittiness was seen to correlate with students' current academic performance (Muenks et al., 2017) and future high school academic performance (Duckworth & Quinn, 2009). Even in the university context, black male students obtained better grades compared to other students (Strayhorn, 2013). Another affirmative result was reached by Robertson-Kraft and Duckworth (2014), who concluded in their study among beginning teachers that those who have a grittier attitude are most likely to stay in the profession, to teach effectively, and to have students with better learning progress.

However, there were also findings that challenged the credibility of grittiness. The meta-analytic study of Credé et al. (2017) revealed that the relationship between grittiness and academic achievement was from low to moderate only. When Bazelais et al. (2016) studied the achievement of students in a university physics course, they found that it was not associated with grit, nor was it a predictor of high school academic achievement. In a more recent study involving pre-university students, Bazelais et al. (2018) established that, compared to grittiness or mindset, previous performance has a better ability to predict achievement. Their hierarchical multiple regression analysis showed that only the respondents' age and high school average significantly predicted their academic performance. All these contentions make grittiness a questionable predictor of success (Akos & Kretchmar, 2017).

3. METHODS

3.1 Research Design

This study was conducted following the metrics of the quantitative research design, particularly retrospective-predictive. It was retrospective because the researcher looked backwards in time to collect and analyze existing data sources at the time of data gathering. It was also predictive because the influence of identified variables to predict an outcome was measured.

3.2 Respondents

The respondents of this study were K to 12 Curriculum pioneers who finished the degree BSEd Major in English at a state university in Isabela, Philippines, and took the licensure examination in March 2023. Of the 32 pre-service English teachers who initially consented to participate in the study, only 21 of them voluntarily attended until the end of the data collection procedure.

3.3 Research Instruments

Data on the respondents' level of grittiness was collected using an adapted grit scale developed by [Duckworth \(2016\)](#). The instrument was a five-point scale with two sub-components, namely passion and perseverance, and each of which has five indicators. For passion, the indicators were rated following this scale: 1 (Very much like me), 2 (Mostly like me), 3 (Somewhat like me), 4 (Not much like me), and 5 (Not at all like me). For perseverance, the scale was reversed from 1 (Not at all like me) to 5 (Very much like me). Meanwhile, CAA was based on the respondents' TOR, a document summarizing the respondents' grades in all courses they complied with as prescribed by their curriculum. Lastly, BLEPT ratings were based on the electronic copies provided by the respondents themselves after the release of the March 2023 BLEPT results.

3.4 Data Collection and Analysis

Using Google Forms, the respondents were asked to rate their level of passion and perseverance as honest as possible. Considering that some of them were employed, they were given enough time to complete the survey at their most convenient time. Moreover, the data on CAA were gathered following the registry method. Likewise, the respondents voluntarily provided an electronic copy of their BLEPT results as released by PRC. Due to confidentiality reasons as understood by the researcher, only 21 respondents voluntarily disclosed their BLEPT results.

Grit scores for each sub-component were calculated by adding all the points and dividing them by five. The lowest possible score is 1 (not at all gritty) and the highest is 5 (extremely gritty). For the CAA, grades were sorted per area to get their individual average in Gen Ed, Prof Ed, and FoS. The following grading mechanism was adopted to describe the respondents' CAA: excellent (1.00-1.24), very satisfactory (1.25-1.49), satisfactory (1.50-1.74), fairly satisfactory (1.75-1.99), good (2.00-2.24), fairly good (2.25-2.49), fair (2.50-2.74), below fair (2.75-2.99), and passed (3.00). BLEPT ratings were likewise computed per area of the examination first and then calculated the overall average.

Level of grittiness, CAA, and BLEPT performance were analyzed using mean values, frequency counts, and percentage distribution. Pearson *r* was utilized to determine the association between CAA and BLEPT performance, CAA and grittiness, and grittiness and BLEPT performance. Finally, stepwise multiple regression analysis was done to examine the variables (grittiness and CAA) that significantly predict BLEPT performance.

3.5 Ethical Considerations

Before the data gathering procedure, the researcher discussed with the respondents that the study was part of a research proposal submitted to Isabela State University and was approved to be conducted. After which, the researcher emphasized that participation was voluntary and could be withdrawn at any time. Respondents were assured of data confidentiality, with all information used solely to address the study's objectives.

4. RESULTS AND DISCUSSION

4.1 College Academic Achievement (CAA)

The data on the CAA captures the overall performance of the respondents in the three areas of the teacher education curriculum. To a certain degree, it shows the extent to which the respondents achieved their program's academic requirements which are measured using the institution's grading mechanism. The result is presented in Table 1.

Table 1. Respondents' CAA in Gen Ed, Prof Ed, and FoS.

Range	Gen Ed		Prof Ed		FoS		GWA	
	f (n=21)	%	f (n=21)	%	f (n=21)	%	f (n=21)	%
1.25 - 1.49	0	0.00	1	4.76	0	0.00	0	0.00
1.50 - 1.74	2	9.52	2	9.52	3	14.29	3	14.29
1.75 - 1.99	7	33.33	13	61.9	17	80.95	8	38.1
2.00 - 2.24	8	38.1	5	23.81	1	4.76	9	42.86
2.25 - 2.49	4	19.05	0	0.00	0	0.00	0	0.00
2.50 - 2.74	0	0.00	0	0.00	0	0.00	1	4.76
Grand Mean	2.04		1.94		1.86		1.94	

Table 1 presents the respondents' CAA in Gen Ed, Prof Ed, FoS, and overall. As was shown in the table, they obtained the highest CAA in the FoS ($M = 1.86$), followed by Prof Ed ($M = 1.94$), and Gen Ed ($M = 2.04$). Comparing the three areas, it is worth noting that in Prof Ed and FoS, no student recorded an average below 2.25, while there were four in Gen Ed. Taken together, their overall CAA is 1.94 (fairly satisfactory), which shows that most of them performed above the 2.25 retention policy of their institution. With this, it can be said that the graduates satisfied the academic standards required to remain in their program.

4.2 Level of Grittiness

Table 2 presents the data on the respondents' level of grittiness. It provides insights into their perceived capacity to focus on their goals and endure problems while achieving those goals. Essentially, the data reflects the perceived passion and perseverance of the respondents as future English language teachers.

Table 2. Respondents' level of grittiness in terms of passion and perseverance.

Indicators	Mean	Verbal Description
I. Passion		
1. New ideas and projects sometimes distract me from previous ones.	3.24	Somewhat like me
2. I often set a goal but later choose to pursue a different one.	3.19	Somewhat like me
3. I have difficulty maintaining my focus on projects that take more than a few months to complete.	3.24	Somewhat like me
4. My interests change from year to year.	3.86	Mostly like me
5. I have been obsessed with a certain idea or project for a short time but later lost interest.	3.38	Somewhat like me
Grand Mean	3.43	Somewhat like me
II. Perseverance		
6. Setbacks don't discourage me. I don't give up easily.	3.24	Somewhat like me

Table 2 continued...

7.	I am a hard worker.	3.24	Somewhat like me
8.	I finish whatever I begin.	3.29	Somewhat like me
9.	I am diligent. I never give up.	3.33	Somewhat like me
10.	I have overcome setbacks to conquer an important challenge.	3.31	Somewhat like me
Grand Mean		3.32	Somewhat like me

Table 2 shows the respondents' grittiness in terms of passion and perseverance. The two sub-components of the grit scale were rated with a slight difference from each other: a grand mean of 3.43 for passion and 3.32 for perseverance. The grand mean of each is between extremely gritty (5) and not at all gritty (1). As such, it can be said that their perceived level of passion and perseverance was moderate at the time of the data collection. This should be noted because grit is not a fixed trait. As argued by Duckworth (2016), older and more experienced people are more likely to demonstrate grittier behavior than younger ones. That being said, grit may change over time as one ages and gains more experience.

4.3 BLEPT Performance

Table 3 displays the performance of the respondents in each area of the BLEPT. The data highlights their degree of attainment of the standards or competencies measured in their examination. This reflects not only the respondents' knowledge and skills in the areas tested but also the quality of their teacher education training.

Table 3. Respondents' BLEPT performance in Gen Ed, Prof Ed, and FoS.

Category	Mean
Gen Ed	83.95
Prof Ed	81.19
FoS	71.05
Overall	77.73

Table 3 shows that even if Gen Ed covers a wide range of diverse areas, the graduates performed best in this component of the examination with an average of 83.95. Based on PRC's table of specifications for the new curriculum graduates, the scope of Gen Ed is lumped into three categories: Intellectual Competencies (Purposive Communication, *Malayuning Komunikasyon sa Wikang Filipino*, Science and Technology, and Mathematics); Personal and Civic Responsibilities (Readings in Philippine History and Society, The Life and Works of Rizal, and Ethics); and Practical Skills Development (The Contemporary World, Art Appreciation, and Understanding the Self). On the other hand, their BLEPT performance in Prof Ed is 81.19, which is just a few units below Gen Ed. The FoS, which is more concentrated than Gen Ed since all courses are under one umbrella, is the lowest ($M = 71.05$). Collectively, their BLEPT performance is average or barely passing ($M = 77.73$). Of the three, the FoS is the only component of the examination below the passing percentage (75%). This indicates that the FoS appears to be the most difficult area likely due to its specialized nature in which examinees' expertise in their chosen field is measured. Additionally, this could be the reason why the FoS requires a relatively longer time (3.5 hours) to complete than Prof Ed (3 hours) and Gen Ed (2 hours). Likewise, the allocation of 20% to Gen Ed and 40% to Prof Ed and FoS somehow underscores the emphasis placed on specialized knowledge and skills.

4.4 Relationship Between Level of Grittiness and CAA

Table 4 outlines how the respondents' level of grittiness relates to their academic achievement as represented by their CAA. This analysis can shed light on the influence, if any, of a non-cognitive trait, such as grittiness, on a cognitive trait, such as CAA. Thus, it may provide a new perspective on how academic achievement can be fostered.

Table 4. Relationship between the respondents' level of grittiness and CAA.

Indicators	Corr.	Sig.
I. Passion		
1. New ideas and projects sometimes distract me from previous ones.	0.20 ^{ns}	0.37
2. I often set a goal but later choose to pursue a different one.	0.11 ^{ns}	0.64
3. I have difficulty maintaining my focus on projects that take more than a few months to complete.	-0.46*	0.03
4. My interests change from year to year.	-0.25 ^{ns}	0.27
5. I have been obsessed with a certain idea or project for a short time but later lost interest.	-0.13 ^{ns}	0.57
Overall	-0.32^{ns}	0.16
II. Perseverance		
6. Setbacks don't discourage me. I don't give up easily.	0.08 ^{ns}	0.74
7. I am a hard worker.	0.08 ^{ns}	0.74
8. I finish whatever I begin.	0.10 ^{ns}	0.67
9. I am diligent. I never give up.	-0.55*	0.01
10. I have overcome setbacks to conquer an important challenge.	-0.40*	0.04
Overall	-0.23^{ns}	0.33
<i>*Significant ^{ns}Not Significant</i>		

Although a significant relationship was found between CAA and three of the indicators—indicator 3 under passion and indicators 9 and 10 under perseverance—the overall data confirm that there is no significant connection between either of the two sub-components and CAA. This signifies that the former did not have any influence on the latter. In other words, their CAA is not attributed to their level of grittiness. Contrary to assertions made by earlier studies such as that of Muenks et al. (2017) and Guo et al. (2023), the findings contend that the absence of a significant association between CAA and grittiness means that the former could not be attributed directly to the latter. In other words, grittiness does not automatically translate to better academic performance. As conjectured by Akos and Kretchmar (2017), academic performance may not be a sufficient measure of one's extent of grittiness possibly because the two operate in different domains. Academic performance is a measure of achievement across many subject areas, while grittiness is a measure of interest and persistence toward a certain long-term goal. The weak correlation between the two could also be explained by considering the nature and developmental tasks expected of young adults. As posited by Bazelaïs et al. (2016), young learners may still be in an ongoing discovery of what their desires are and may lack the necessary experience to have built perseverance. It must be pointed out, however, that the result does not necessarily make grit an irrelevant factor in academic success.

4.5 Relationship Between CAA and BLEPT Performance

The association between the CAA of the respondents and their performance in BLEPT can show the degree of influence of their pre-service training on their success in the board examination. The result underscores the link from teacher education curriculum to licensure examination. It may also suggest issues in curriculum alignment as well as instructional quality.

Table 5. Relationship between the respondents' CAA and BLEPT performance.

Category	Corr.	Sig.
Gen Ed	-0.58*	0.01
Prof Ed	-0.36 ^{ns}	0.11
FoS	-0.26 ^{ns}	0.26
Overall Rating	-0.58*	0.01
<i>*Significant ^{ns}Not Significant</i>		

The data show a statistically significant negative relationship between Gen Ed CAA and BLEPT performance in the same area. This means that higher Gen Ed CAA is not necessarily linked to higher Gen Ed BLEPT performance. In contrast, weak negative correlations (not statistically significant) were found between CAA and BLEPT results in the other two areas. In

juxtaposition to the findings of Amanonce and Maramag (2020), this study provides evidence of the tendency to obtain on average low BLEPT performance as CAA increases. This suggests that a high CAA may not translate to higher BLEPT ratings. It must be noted that the likelihood of getting lower BLEPT results despite having a higher CAA is only moderate. The pattern exists, but it is not extreme. Nonetheless, the inability of the respondents' CAA to depict their BLEPT performance raises concerns about the quality of their academic preparation before taking the examination.

4.6 Relationship Between Level of Grittiness and BLEPT Performance

Table 6 presents the data on the relationship between the respondents' level of grittiness and BLEPT performance. The analysis of the possible connection between the two variables may provide a new way of looking at how the success of future teachers, English language teachers in this context, in the board examination is affected by their perceived passion and perseverance. This offers pedagogical implications that could be considered in devising instructional decisions.

Table 6. Relationship between the respondents' level of grittiness and BLEPT performance.

Indicators	Corr.	Sig.
I. Passion		
1. New ideas and projects sometimes distract me from previous ones.	-0.09 ^{ns}	0.69
2. I often set a goal but later choose to pursue a different one.	-0.22 ^{ns}	0.34
3. I have difficulty maintaining my focus on projects that take more than a few months to complete.	0.25 ^{ns}	0.28
4. My interests change from year to year.	0.05 ^{ns}	0.83
5. I have been obsessed with a certain idea or project for a short time but later lost interest.	-0.11 ^{ns}	0.64
Overall	0.25^{ns}	0.27
II. Perseverance		
6. Setbacks don't discourage me. I don't give up easily.	-0.25 ^{ns}	0.27
7. I am a hard worker.	-0.25 ^{ns}	0.27
8. I finish whatever I begin.	-0.27 ^{ns}	0.23
9. I am diligent. I never give up.	0.11 ^{ns}	0.63
10. I have overcome setbacks to conquer an important challenge.	0.06 ^{ns}	0.78
Overall	0.00^{ns}	0.98
^{ns} Not Significant		

It was found that both passion and perseverance had no significant relationship with BLEPT performance. None of the indicators suggest that pre-service teachers with higher levels of passion and perseverance would get better BLEPT performance. Although literature is scant to rationalize this finding further, it can be argued that it could be attributed to the contrastive properties of the two variables. Grittiness is characterized by a strong commitment to goals even when faced with setbacks, not by how much knowledge one knows. The BLEPT, on the other hand, is an objective and time-pressured test with a maximum of four hundred fifty questions to be taken in one day. The distinct features of the test make it highly cognitive.

4.7 Predictors of BLEPT Performance

Table 7 shows the results of multiple regression analysis on the predictors of BLEPT performance. It reflects the predictive influence of the independent variables (CAA and level of grittiness) on the dependent variable (BLEPT performance). Essentially, the data reveals how well the predictor significantly predicted the outcome.

Table 7. Multiple regression analysis on the predictors of BLEPT performance.

Model	R	R ²	Adjusted R ²	SE	F	Sig
1	.565(a)	0.319	0.281	3.77473	8.443	.009(a)
a. Predictors: (Constant), Overall GWA						

The regression analysis indicates that the graduates' overall GWA was a statistically significant predictor of BLEPT performance. Also in the table is the R^2 value suggesting that the graduates' GWA contributed 31.90% of the total variance in their BLEPT performance. This result further confirms what had been determined by other researchers. The study of [Gerundio and Balagtas \(2014\)](#) involving 286 pre-service teachers revealed that College General Point Average (CGPA), along with admission test, pre-board performance, and GPA in Prof Ed, are significant predictors. Specifically, 30.8% was accounted for the CGPA of the BEEd graduates and 42.2% for the BSEd graduates when combined with pre-board examination results. [Bansiong \(2019\)](#) also found in his analysis of BLEPT results for three academic years that BLEPT performance was significantly predicted by CGPA, particularly Gen Ed GPA for BEEd and either overall GPA or Prof Ed GPA for BSEd.

As was shown, CAA has been found to be a consistent predictor of BLEPT performance. However, the R^2 value is still relatively low, indicating that other factors that cannot be captured by CAA are at play. Nonetheless, teacher education preparation should be taken seriously given its ability to influence BLEPT results.

4.8 Regression Model

Table 8 presents the equation of the regression or predictive model. The model indicates the direction and strength of the predictor in predicting the outcome. Specifically, it shows the degree of impact of the respondents' CAA on their BLEPT performance.

Table 8. Model of the predictor of BLEPT performance.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	101.39	8.26		12.27	0.00
	GWA	-12.22	4.21	-0.58	-2.91	0.01
a. Dependent Variable: BLEPT Performance Regression model: $\hat{y} = 101.39 - 12.22x$						

Table 8 reveals that there is a statistically significant negative relationship between the graduates' CAA and their BLEPT performance ($\beta = -0.58$; $p < 0.06$). The table further shows that every 1 unit increase in their CAA could potentially decrease their BLEPT performance by 12.22 units. Also, the regression line intersects the y-axis at 101.39. This represents the BLEPT performance when all other factors that influence it are zero. Therefore, to demonstrate the application of the regression model using the respondents' overall GWA (1.94), their predicted BLEPT rating is 77.68, which closely aligns with their actual BLEPT rating (77.73). For another instance, a GWA of 1.25 (Very Satisfactory) would only result in an average of 86.12. In March and September 2023 BLEPT, the 10th placers at the national level recorded an average of 91.00 and 92.80, respectively. Taking this and the regression model into account, it seems impossible to land in 10th place even if a pre-service English teacher's overall CAA is 100 or 1.0 (Excellent). To some extent, this explains why it is very rare among English major graduates to top the BLEPT.

Passion and perseverance, on the other hand, were not found to be significant predictors. This opposes what has been conceived as an essential ingredient of either academic or professional success. Correspondingly, [Sakurai and Watanabe \(2021\)](#) concluded that their respondents' grittiness did not contribute significantly to the results of the first part of the teacher recruitment examination in Japan. Although it had a significant positive effect on taking the said examination, the findings did not show a significant impact on the probability of passing the portion of the test that measures knowledge in general education and specialization.

It can be inferred from the findings and the existing corroborating evidence that it is the quality of initial teacher education preparation that has the potential to determine the magnitude of passing the BLEPT. Personality measures like grittiness have shown no predictive influence.

5. CONCLUSION

The findings reveal that grittiness has no association with and is not a predictor of either CAA or BLEPT performance. However, a significant indirect relationship between these two cognitive constructs was shown but only in Gen Ed. Nonetheless, the respondents' overall academic achievement is fairly satisfactory, but it apparently did not translate to better or higher BLEPT performance. The results on grittiness juxtapose early conceptions about it, in which it has been viewed as a strong indicator, correlate, and predictor of academic and professional success. This only proves that even if a prospective English teacher demonstrates a high level of passion and perseverance, which are expected hallmarks of teachers, it does not guarantee a passing rate in the BLEPT. This further elucidates that such a non-cognitive measure cannot effectively determine one's success in the licensure examination. Though there is a dearth of investigations on this topic to support the result, it should be noted that pioneer studies and initial findings point to a discrepancy in grittiness being measured primarily under extraordinary circumstances. CAA and BLEPT performance may not be one of them. Finally, it was the cognitive variable—that is, academic achievement—that has proven to have a better ability to significantly predict BLEPT performance. As such, it can be said that success in the licensure examination is highly attributed to a strong teacher education foundation characterized by competent and rigid instruction with more emphasis on the field of specialization, especially since it is generally known to be the most difficult area. These results should inform TEIs of the importance of intellectually stimulating and engaging instruction and, in relation to this, the stringent implementation of an evaluation system based primarily on students' scholastic performance. With this, TEIs are better positioned to assess whether their retention policies are directed toward quality assurance through, in part, their BLEPT performance.

Given the conclusions and limitations, such as the sample, design, variables, and instrument used, future researchers may conduct a similar study that involves a more diverse sample, uses an in-depth analysis to derive more conclusive results, and considers constructing a grit instrument contextualized to teaching. Other factors that may account for a certain percentage of variance in the BLEPT must also be explored. Lastly, TEIs should carefully design and competently implement sustainable instructional initiatives constructively aligned with curricular and BLEPT standards toward increased BLEPT performance.

ACKNOWLEDGMENTS

The researcher expresses his sincere appreciation to Isabela State University, the respondents, and those who provided valuable insights for the improvement of the study. Without them, this humble work would not have been possible.

REFERENCES

- Abdallah, A. K., & Musah, M. B. (2021). Effects of teacher licensing on educators' professionalism: UAE case in local perception. *Heliyon*, 7(11), e08348. <https://doi.org/10.1016/j.heliyon.2021.e08348>
- Abuhassan, A., & Bates, T. C. (2015). Grit: Distinguishing effortful persistence from conscientiousness. *Journal of Individual Differences*, 36(4), 205-214. <https://doi.org/10.1027/1614-0001/a000175>
- Akos, P., & Kretchmar, J. (2017). Investigating grit as a non-cognitive predictor of college success. *The Review of Higher Education*, 40(2), 163-186. <https://doi.org/10.1353/rhe.2017.0000>
- Amanonce, J. T., & Maramag, A. M. (2020). Licensure examination performance and academic achievement of teacher education graduates. *International Journal of Evaluation and Research in Education*, 9(3), 510-516. <https://doi.org/10.11591/ijere.v9i3.20614>

- Bansiong, A. J. (2019). Entry-to-exit academic variables as predictors of Board Licensure Examination for Professional Teachers (BLEPT) ratings. *The Normal Lights*, 13(2), 201-224. <https://doi.org/10.56278/tnl.v13i2.1392>
- Bazelais, P., Lemay, D. J., & Doleck, T. (2016). How does grit impact college students' academic achievement in science? *European Journal of Science and Mathematics Education*, 4(1), 33-43. <https://doi.org/10.30935/scimath/9451>
- Bazelais, P., Lemay, D. J., Doleck, T., Hu, X. S., Vu, A. T., & Yao, J. (2018). Grit, mindset, and academic performance: A study of pre-university science students. *Eurasia Journal of Mathematics Science and Technology Education*, 14(12), Article em1615. <https://doi.org/10.29333/ejmste/94570>
- Board Exams PH. (2023a, May 7). *List of passers: March 2023 Licensure Examination for Teachers (LET) results – Elementary Level*. <https://boardexams.ph/results/list-of-passers/march-2023-let-elementary-level/>
- Board Exams PH. (2023b, December 9). *Verification of rating, registration & oath-taking for September 2023 LET Passers*. <https://boardexams.ph/verification-of-rating-registration-oath-taking-for-september-2023-let-passers/>
- Cahapay, M. B. (2020). Probing the differences caused by cognitive variables on LET performance: An embedded mixed method study. *International Journal of Learning, Teaching and Educational Research*, 19(4), 188-205. <https://doi.org/10.26803/ijlter.19.4.12>
- Credé, M., Tynan, M. C., & Harms, P. D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology*, 113(3), 492-511. <https://doi.org/10.1037/pspp0000102>
- Delos Angeles, M. A. G. G. (2020). Predictors of performance in Licensure Examination for Teachers. *Universal Journal of Educational Research*, 8(3), 835-843. <https://doi.org/10.13189/ujer.2020.080314>
- Duckworth, A. L. (2016). *Grit: The power of passion and perseverance*. Scribner.
- Duckworth, A. L., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, 23(5), 319-325. <https://doi.org/10.1177/0963721414541462>
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment*, 91, 166-174. <https://doi.org/10.1080/00223890802634290>
- Dweck, C. S., Walton, G. M., & Cohen, G. L. (2014). *Academic tenacity: Mindsets and skills that promote long-term learning*. Bill & Melinda Gates Foundation
- Eskreis-Winkler, L., Shulman, E. P., Beal, S. A., & Duckworth, A. L. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. *Frontiers in Psychology*, 5, Article 36. <https://doi.org/10.3389/fpsyg.2014.00036>
- Esmeralda, A. B., & Perez-Espinosa, J. (2015). Teacher education graduates' performance as predictor of Licensure Examination for Teachers results. *JPAIR Multidisciplinary Research*, 21(1), 90-106. <https://doi.org/10.7719/jpair.v21i1.330>
- Fiscal, R. R., & Roman, A. G. (2022). Pre-licensure examination as predictor of Licensure Examination for Teachers result. *International Journal of Evaluation and Research in Education*, 11(1), 136-142. <https://doi.org/10.11591/ijere.v11i1.22133>
- Generalao, I. N., Ducanes, G., Yee, K. M., & David, C. C. (2022). Teacher education in the Philippines: Are we meeting the demand for quality? *Philippine Journal of Public Policy: Interdisciplinary Perspectives*, 2022, 1-65. <https://cids.up.edu.ph/teacher-education-in-the-philippines-are-we-meeting-the-demand-for-quality-2/>
- Gerundio, M. G., & Balagtas, M. U. (2014). Exploring formula for success in teachers' Licensure Examination in the Philippines. *Educational Measurement and Evaluation Review*, 5, 104-117. <https://ejournals.ph/article.php?id=6548>
- Goldstein, S., & Naglieri, J. A. (Eds.). (2011). *Encyclopedia of child behavior and development*. Springer. <https://doi.org/10.1007/978-0-387-79061-9>

- Gouëdard, P., Pont, B., Hyttinen, S., & Huang, P. (2020). *Curriculum reform: A literature review to support effective implementation* (Working Paper No. 239). OECD Publishing. <https://doi.org/10.1787/efe8a48c-en>
- Guo, Y., Luo, S., & Tan, Y. (2023). Purpose in life and academic performance: Grit mediation among Chinese college students. *Journal of Psychology in Africa*, 33(1), 69-74. <https://doi.org/10.1080/14330237.2023.2175970>
- Hogan, M., & Larkin-Wong, K. (2013). Grit and mindset: Do you have the grit to go the distance? *Women Lawyers Journal*, 98(3), 10-19. https://lowellmilkeninstitute.law.ucla.edu/wp-content/uploads/2017/03/grit_toolkit_nawl_article.authcheckdam.pdf
- Ibbarientos, J. A. (2022). Predictors of performance in the Licensure Examination for BTTE graduates of one state college in the Philippines. *Journal of English Education and Linguistics*, 3(1), 24-41. <https://doi.org/10.56874/jeel.v3i1.755>
- Irene, E. A. (2023). Evaluation of teacher education curricula and its relevance to licensure examination using Context, Input, Process and Product (CIPP) model. *Social Sciences & Humanities Open*, 8(1), 100607. <https://doi.org/10.1016/j.ssaho.2023.100607>
- Lake, J. (2015). *Positive psychology and second language motivation: Empirically validating a model of positive L2 self* [Doctoral dissertation, Temple University]. Temple University Libraries. <https://doi.org/10.34944/dspace/3140>
- MacIntyre, P. D. (2016). So far so good: An overview of positive psychology and its contributions to SLA. In D. Gabryś-Barker & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 3-20). Springer. https://doi.org/10.1007/978-3-319-32954-3_1
- Muenks, K., Wigfield, A., Yang, J. S., & O'Neal, C. R. (2017). How true is grit? Assessing its relations to high school and college students' personality characteristics, self-regulation, engagement, and achievement. *Journal of Educational Psychology*, 109(5), 599-620. <https://doi.org/10.1037/edu0000153>
- Pachejo, S. J., & Allaga, W. A. (2014). Academic predictors of the Licensure Exam for Teachers' performance of RTU's teacher education graduates. *Asia Pacific Higher Education Research Journal*, 1(1). <https://doi.org/10.56278/apherj.v1i1.81>
- Professional Regulation Commission. (1994, December 16). *Republic Act 7836: Philippine Teachers Professionalization Act of 1994*. <https://prc.gov.ph/uploaded/documents/PROFESSIONAL%20TEACHERS-LAW1.pdf>
- Republic of the Philippines Official Gazette. (1976, September 22). *Presidential Decree No. 1006, s. 1976*. <https://www.officialgazette.gov.ph/1976/09/22/presidential-decree-no-1006-s-1976/>
- Robertson-Kraft, C., & Duckworth, A. (2014). True grit: Trait-level perseverance and passion for long-term goals predicts effectiveness and retention among novice teachers. *Teachers College Record*, 116(3), 1-27. <https://doi.org/10.1177/016146811411600306>
- Sakurai, R., & Watanabe, T. (2021). Gritty students succeed in the teacher recruitment examination: A longitudinal survey in Japanese teacher training university. *International Journal of Institutional Research and Management*, 5(1), 1-14. <https://doi.org/10.52731/ijirm.v5.i1.593>
- Solis-Foronda, M. (2017). Predictors of Licensure Examination for Teachers (LET) performance: A mediation analysis. In *ICDTE '17: Proceedings of the 1st International Conference on Digital Technology in Education* (pp. 74-78). Association for Computing Machinery. <https://doi.org/10.1145/3134847.3134863>
- Strayhorn, T. L. (2013). What role does Grit play in the academic success of Black male collegians at predominantly white institutions? *Journal of African American Studies*, 18(1), 1-10. <https://doi.org/10.1007/s12111-012-9243-0>
- Sudina, E., Brown, J., Datzman, B., Oki, Y., Song, K., Cavanaugh, R., Thiruchelvam, B., & Plonsky, L. (2020). Language-specific grit: exploring psychometric properties, predictive validity, and differences across contexts. *Innovation in Language Learning and Teaching*, 26(5), 893-918. <https://doi.org/10.1177/1362168820921895>

- Tang, X., Wang, M., Guo, J., & Salmela-Aro, K. (2019). Building grit: The longitudinal pathways between mindset, commitment, grit, and academic outcomes. *Journal of Youth and Adolescence*, 48(5), 850-863. <https://doi.org/10.1007/s10964-019-00998-0>
- Teimouri, Y., Plonsky, L., & Tabandeh, F. (2020). L2 grit: Passion and perseverance for second-language learning. *Language Teaching Research*, 26(5), 893-918. <https://doi.org/10.1177/1362168820921895>
- Wei, H., Gao, K., & Wang, W. (2019). Understanding the relationship between grit and foreign language performance among middle school students: The roles of foreign language enjoyment and classroom environment. *Frontiers in Psychology*, 10, 1508. <https://doi.org/10.3389/fpsyg.2019.01508>