Social Support and Expectancy as Predictors of Licensure Examination Success Among Professional Teachers

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ABSTRACT

This study aimed to determine the Licensure Examination for Teachers (LET) profile, the Level of Social Support and Expectancy and their relationships and identify the dimensions that predict LET Success Rating. This quantitative study utilized descriptive-correlational design among LET Passers and Licensed Professional Teachers produced by the University of Mindanao from 2019–2023. 303 LPTs composed of 109 Elementary and 194 Secondary teachers selected via convenience and snowball sampling responded to the virtual survey. The collected data were analyzed using mean, standard deviation, spearman correlations, and multiple regressions. Results revealed that 87% of the LPTs were top-performing and had high social support and expectancy levels during their LET preparation. The correlation between social support and the LET Success Rating is positive but very weak. Likewise, the correlation between expectancy and LET Success Rating is positive but very weak. Moreover, social support predicts the LET Success Rating by 1.9%; expectancy predicts it by 0.4%. Furthermore, support from Friends and/or classmates has moderate and positive correlations and has a strong positive predictive power with LET Success Rating.

INTRODUCTION

Numerous variables have been utilized to determine their relationships with Licensure Examination Success (LES). Academic variables are validated multidisciplinary internationally. They were affirmed in the field of Medicine in the USA (Jeyaraju *et al.*, 2023; Spohn *et al.*, 2021), Canada (Cameron *et al.*, 2017), and Taiwan (Lai *et al.*, 2023). Studies in the Philippines also proclaim academic achievement predominantly in the Education domain (Somosot *et al.*, 2022; Valencia, 2022; Polinar *et al.*, 2020; Albite, 2019). These claims are likewise confirmed in the following disciplines: Agriculture, Forestry (Ognayon & Afalla, 2020), Criminology (Albina *et al.*, 2021; Ognayon & Afalla, 2020), Nursing (Llego *et al.*, 2020), Accountancy (Pattaguan, 2018), and Engineering (Terano, 2018). However, other fields and studies negated these previously mentioned pieces of literature (Garcia, 2020; Delgado, 2019; Buenveninda, 2016).

Besides the academic factors in the field of education, the other known predictors of success in the Licensure Examination for Teachers (LET) include demographics (Delos Angeles, 2019; Buenveninda, 2016), cognition (Valencia, 2022; Orlanda-Ventayen, 2020), motivation (Briones, 2021), curriculum (Delos Angeles, 2020), and pre-licensure preparations (Lagcao *et al.*, 2023; Palma *et al.*, 2022; Valle & Brobo, 2022; Polinar *et al.*, 2020). Family and Expectancy are the least explored variables in identifying the role of social connections and examinees' expectancies in LES, lacking other dimensions and approaches with a restricted population scope. Polinar *et al.* (2020) argue that looking for other predictors can help improve and maintain succeeding LE performance. The quest for their relationships, therefore, is herein, specifically in LET success.

Research Questions

This study described the level of Social Support and Expectancy of Licensed Professional Teachers (LPTs) and their relationship to LET success rating. It specifically aimed: (1) To determine the profile of the LPTs according to their LET Rating Classification, namely Top Performing, Better Performing, and Good Performing; (2) To determine the level of Social Support received by LPTs according to Friends and/or Classmates, Family, and Professors; (3) To determine the level of Expectancy among LPTs according to Positive Affect/Optimism, Fighting Spirit, and Negative Affect/Pessimism; (4.1) To ascertain if there is a significant relationship between Social Support and LET Rating classification; (4.2) To ascertain if there is a significant relationship between Expectancy and LET Rating Classification, and; (5) To identify which dimensions of Social Support and Expectancy predict LET Rating Classification./Pessimism; (4.1) To ascertain if there is a significant relationship between Social Support and LET Rating classification; (4.2) To ascertain if there is a significant relationship between Expectancy and LET Rating Classification, and; (5) To identify which dimensions of Social Support and Expectancy predict LET Rating Classification.

Theoretical Framework

Access to people we can depend on, connect to, and communicate with, such as friends, classmates, family, and professors —which Sarason *et al.* (1983) refer to as Social Support—complements Coleman's (1988) Social Capital Theory. It argues that parental obligations and social networks (at home, school, and community) are essential

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aspects of students' academic achievement and success (Sharbatiyan & Rohani, 2021; Daly *et al.*, 2020; Mutawally, 2018; Novak *et al.*, 2018; Salloum *et al.*, 2017; Yang, 2017). Studies have shown that academic attainment is associated with strong level of belongingness (Han & Rideout, 2022), active student engagement, well-developed social skills (Chan & Dai, 2023), parental relationships (Kafa *et al.*, 2023), and extraversion (Wang *et al.*, 2023).

Accordingly, an individual's belief that their actions can produce a particular outcome or Expectancy (APA, 2023) aligns with Eccles-Parsons *et al.*'s (1983) Modern Expectancy-Value Theory (EVT). It proposes that one can perform well on tasks attached to four values, namely: attainment or subjectively important; intrinsic or enjoyable; utility or useful; and cost or worthwhile. Moreover, Carver and Scheier (1988) consider these desirable values as goals, and action only occurs when goals are valued. They also noted the role of expectancies, the sense of confidence or doubt in attaining the goal, illustrating that the adequacy of confidence facilitates one to "engage and remain engaged in the goal-directed effort." Furthermore, Scheier *et al.* (2000) consider these concepts applicable to optimism and pessimism. Studies have unveiled that performing well in academics is linked with yielding intellectual satisfaction (Son & Cho, 2020), motivation (Setiawan *et al.*, 2020), self-management skills, and self-efficacy (Meng & Zhang, 2023; Al-Abyadh & Abdel Azeem, 2022).

LITERATURE REVIEW
Social Support
Individuals' social connections at home and school represent the term social support, which is found to be highly influential in academic success. In the USA, Bronkema and Browman (2019) discovered that peer relationships positively and significantly predict graduation rates; having a closer one predicts college GPA significantly. Studies in Asia revealed that support from peers (1) positively and significantly influences academic performance (Furo & Kagu, 2020; Reang & Kaipeng, 2020); (2) is indirectly associated with learning engagements through self-efficacy and academic resilience (Shao & Kang, 2022); (3) significantly influence academic achievement, and (4) moderately influence academic performance (Luo *et al.*, 2023).

Familial relationships, meanwhile, helped medicine students in their studies. They significantly increased Cuban male medicine students' belongingness and academic performance (Cisneros-Elias, 2022) and negatively influenced Chinese Nursing students' procrastination (Li *et al.*, 2022). Family background, i.e., socioeconomic status and academic performance, had weak but positive relationships (Rodriguez-Hernandez *et al.*, 2019). Meanwhile, stress in the family and academics can lead to depression, negatively influencing academic performance and learning (Deng *et al.*, 2022).

Furthermore, studies in Asia discovered that student-teacher relationships have (1) positive correlations with self-esteem, self-efficacy, academic performance, extracurricular activity participation, and personal well-being (Bai *et al.*, 2022); (2) have positive and significant relationships with peer pressure, academic achievement (Gebresilase & Zhao, 2023), and (3) highly correlated with graduating students' the psychological well-being (Saputra & Palupi, 2020).

Social Support's connections with examinations were examined globally. In India, Gautam and Sharma (2022) recommended positive thinking, emotional, spiritual, and social support, and diversional activities to cope with stress and boost examination performance. Ortega-Donaire *et al.* (2023) revealed that students in Spain benefited from it by decreasing their test anxiety. In the Philippines, Albina et al. (2021) ascertained that home and family factors influenced the licensure examination success among Criminologists. A local study by Binayao and Dales (2020) revealed that family support, financial support, and esteem, i.e., motivation, reassurance, and encouragement, were influential for both LET passers and non-passers. For the topnotchers of the University of Southeastern Philippines (USEP), Albite (2019) gained that they had a sound support system, strong spiritual belief, and active group-study participation. Caranguian (2020) determined that family profiles, i.e., nuclear, intact, and high economic status, work with academic factors as a significant predictor of LET success among Elementary Education graduates.

Expectancy
Positive expectations in individuals are often associated with optimism. Several studies in Euro-Asian countries have established a link between optimism and academic achievement (Ramli *et al.*, 2023; Amalu & Dein, 2022; Ateş & Ünal, 2021; Horner *et al.*, 2019; Tetzner & Becker, 2018). In Spain, Usán *et al.* (2022) found that optimism, along with academic performance, fosters adaptive behaviors in the classroom, personal development, dropout prevention, and school satisfaction, particularly when mediated by self-efficacy. Optimism also supports athletic performance (Ortín-Montero, 2018). Furthermore, in India, Mishra *et al.* (2016) revealed that optimism is linked to workplace performance and job satisfaction. In Turkey, Çikrıkci *et al.* (2019) identified an association between optimism and the regulation of test anxiety, self-esteem, and life satisfaction. This connection even extends to language acquisition. For example, Buscagan *et al.* (2024) emphasized that self-belief plays a crucial role in learning English.

Conversely, negative expectations are associated with pessimism. According to Nair (2020), defensive pessimists "anticipate the worst and prepare for the best," while optimists excel in tasks requiring "resistance and perseverance." A study in Spain by Ferradas *et al.* (2020) found a partial mediation between pessimism and attitudes toward learning and performance. In Indonesia, Kurniati and Fakhruddin (2018) observed that pessimism negatively impacts success in Mathematics. In Serbia,

Jovančević and Milićević (2020) examined behavior during the COVID-19 pandemic and revealed that pessimists experienced higher levels of fear compared to optimists. Optimists, on the other hand, exhibited lower fear levels and higher general trust, alongside greater disbelief in conspiracy theories (Jovančević & Milićević, 2020).

Finally, individuals' ability to face and overcome obstacles to survive in a complex situation and to treat the condition refers to a power struggle or fighting spirit (Phoolka & Kaur, 2012; Stlotz, 2007). For Olason and Rogers (2001), it is the "feelings of strength, determination and endurance". Fighting Spirit is contemporarily similar to resilience, "the process and outcome of successfully adapting to difficult or challenging life experiences" (APA, 2023), and Adversity Quotient (AQ), an individual's ability to overcome setbacks and persist in the face of challenges (Octavianti, 2016; Ying, 2011). Susanti *et al.* (2018) realized that Fighting Spirit has a significant influence on career readiness among the students in Indonesia. For Deb and Arora (2012), highly resilient adolescents in India showed better academic performance than those who are otherwise. Likewise, Kuhon (2020) noticed that students with high levels of AQ performed excellently in their studies. In the Philippines, Española (2016) realized that AQ and academic performance were positively correlated with each other among university students in Marawi. In contrast, Ewan *et al.* (2015) confirmed that the AQ of students is positively associated with their academic achievement but not very influential.

Expectancy was also matched with examinations internationally. In the USA, Lewis (2016) unearthed that students with higher optimism and self-efficacy scored higher and performed better on exams. In Romania, Bagana *et al.* (2011) discovered that it reduces exam anxiety among high school students. Meanwhile, in London, Jerrim (2022) unraveled that pessimism contributes to low exam scores. Deb and Arora (2012) discovered that highly resilient adolescents performed better in examinations and had a 120% greater chance of success. Taylor and Reyes (2012) observed otherwise; the correlations between test scores and resilience among nursing students are weak. Locally, Binayao and Dales (2020) listed that upholding positivity and optimism, productivity, mental readiness, inspiration, confidence, and self-trust also helped LET passers and non-passers of USEP in stress and anxiety management. Furthermore, Olvina *et al.* (2023) delved into those who failed the LET and discussed that optimism was among the insights shared by licensure examinees.

Licensure Examination Success

Success in the Licensure Examination among Professional Teachers has been studied for years. In the studies by Nool and Ladia (2017) and Andacao and Lugo (2022), Professional Regulatory Commission's (PRC) classification of LET ratings was utilized, namely: Top Performing (80%–100%), Better Performing (75–79.99%), Good Performing (50% and higher than the national passing percentage), Poor Performing (20%–49.99%), and Worse Performing (less than 20% passing rate). Nool and Ladia (2017) unveiled that from 2009–2016, 110 Teacher Education Institutions (TEIs) in Region 3, Luzon, Philippines, performed poorly and were near the national passing percentage. They discovered that institutions perform better when first-time LET takers dominate the number of repeaters. In addition, Andacao and Lugo (2022) employed a similar method and uncovered that from 2010 to 2021, all teacher education programs in a state college in the Davao Region, Mindanao, Philippines were good performing. Furthermore, in her quest to identify the relationships between academic factors and LET success, Buenveninda (2016) formulates her classification to classify Elementary teachers' performance from 2013 to 2015. She categorized them as follows: highly exceptional (99-100%), excellent (93-98%), above average (87-92%), average (81-86%), fair (75-80%), poor (70-74%), and very poor (69 and below). She negated the relationship between academic performance and LET success. Moreover, males outperformed females.

Per the studies cited above, three types of gaps in the literature were identified. First, there is a knowledge gap regarding the role of social support and expectancy in licensure examination success among Licensed Professional Teachers (LPTs). Most studies regarding LET success are academic factors, including in the local region. Present studies discovered that Social Support and positive expectations or optimism are predictors of health (Ruiz-Rodriguez, 2022; Non *et al.*, 2020) and wellness (Schug *et al.*, 2021; Tras *et al.*, 2021; Lara *et al.*, 2020). The discovery of the family factors' influence on LET success in Caranguian's (2020) study needs to include other dimensions like friends and/ or classmates and facilitators. Albite (2019) and Binayao and Dales' (2020) discovery of positive expectations' influence on LET success needs to include other dimensions like pessimism and fighting spirit. Secondly, there is a methodological gap in local studies about LET success. The findings of Binayao and Dales (2020) and Albite (2019) used a qualitative approach; Polinar *et al.* (2020), meanwhile, used data mining. Finally, the researchers noticed a population gap. Although a local study regarding LET success published by the University of Mindanao, Davao City, Professional Schools is present, their variables were academic-related factors, and the respondents were BSEd graduates of Davao del Norte State College (Polinar *et al.*, 2020)—not any graduates produced by the University of Mindanao. Upon searching for local literature, Secondary Education LPTs are yet to be represented as Caranguian (2020) catered to Elementary LPTs, while Albina *et al.* (2021) delved among Criminologists.
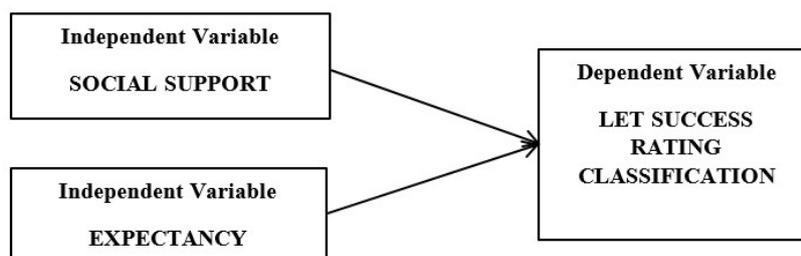
Figure 1: Schematic Diagram of Social Support and Expectancy as Predictors of Licensure Examination Success Among Licensed Professional Teachers

Conceptual Framework
MATERIALS AND METHODS
Respondents
The researchers gathered a name list with 781 LET Passers produced by the University of Mindanao, composed of 265 Elementary and 525 Secondary LET Passers of 2019–2023 from several LET schedules. Employing Quota Sampling, the predetermined quota of this study involved 300 Licensed Professional Teachers produced by the University of Mindanao. A total of 303 Education graduates responded to the virtual survey: 109 Elementary and 194 Secondary LPTs. The researchers utilized several nonprobability techniques in the selection process. The respondents were selected non-randomly and via convenience sampling. They invited and shared the virtual link with their LPT friends and batchmates as well, classified as snowball sampling. These sampling techniques were intended as the research respondents are outside of the university premises.

The respondents met the following criteria: (1) a graduate of the University of Mindanao, (2) a LET passer from 2019 to 2023, and (3) an active Facebook user with recent posts by January 1, 2024. The researchers included the Unit Earners present on the list and those who were not but are graduates of the University of Mindanao and LET passers of 2022 onwards. However, we excluded those who are LET Passers of 2018 and below; and limited the survey to UM graduates only. Furthermore, the study disregards the Para-teachers, those who got a below 75% LET rating, invited by their batchmates to participate the survey.

Instruments and Materials
We utilized Social Support among Undergraduates (SSUS), an instrument developed by Blizzard (2020) to measure the social support received by LPTs from their friends and classmates, family (parents, siblings, aunts/uncles, and others), and professors while preparing for the LET. This instrument has 32 items with three indicators: Friends and/or Classmates (11 items), Family (11 items), and Professors (10 items). The tool used an agreement 5-point Likert Scale. The author performed an extensive review of previous literature about college students and social support measures. Then, it underwent expert review within the field of Higher Education and in Measurement. The researchers modified the instruments by converting the items into past tenses and contextualizing them into

licensure examination preparations. This instrument tested Social Support and its indicators' correlations and predictions to LET success.

Secondly, we utilized Olason and Roger's (2001) Positive and Negative Expectancy Questionnaire (PANEQ) to determine whether LPTs were pessimists, optimists, or had a fighting spirit while preparing for the LET. Their tool can be a new approach to assessing expectancy and adaptation. This questionnaire has 48 items: 23 items measuring Negative Affect or Pessimism; 15 items measuring expectation for success, determination, and endurance or Fighting Spirit; and 10 items measuring general happiness, contentment, and optimism (Positive Affect or Optimism). The tool originally used a dichotomized True or False format. However, the authors suggested using a forced-choice option or a 4-point Likert Scale to avoid regression to the mean. Nonetheless, this study employed a 5-point Likert Scale to avoid survey coercion. The authors confirmed that the instrument underwent four studies: (1) Scale Construction, (2) Concurrent Validation, (3) Confirmatory Factor Analysis, and (4) Application in a health study or PANEQ and Well-Being (Olason & Roger, 2001). The researchers modified the instruments by converting the items into past tenses and contextualizing them into licensure examination preparations. This instrument tested Expectancy and its indicators' correlations and predictions to LET success.

The interpretation of mean scores for both instruments are as follows: A mean score of 4.20–5.00 indicates that Social Support and Expectancy are consistently observed; A mean score of 3.40–4.19 means that Social Support and Expectancy are generally observed; A mean score of 2.60–3.39 signifies that Social Support and Expectancy are sometimes observed; A mean score of 1.80–2.59 denotes that Social Support and Expectancy are rarely observed, and; A mean score of 1.00–1.79 conveys that Social Support and Expectancy are never observed.

We adopted the classification of LET Rating by the Professional Regulatory Commission, which Nool and Ladia (2017) and Andacao and Lugo (2022) utilized, namely: Top Performing (80%–100%), Better Performing (75–79.99%), Good Performing (50% and higher than the national passing percentage), Poor Performing (20%–49.99%), and Worse Performing (less than 20% passing rate). Since this study only catered to LET passers, the scales and indicators below the required passing rate, i.e., 75% with no grade below 50% in any subject, are

removed.

Using Cronbach's Alpha Coefficient, the reliability of the survey items was assessed. The 32-item Social Support Among Undergraduates (SSUS) questionnaire obtained an α = .902, which signified as very reliable. Likewise, the 48-item Positive and Negative Expectancy Questionnaire (PANEQ) attained an α = .857, signified as reliable. These scores obtained by the survey items suggest higher agreement between items. Furthermore, two experts reviewed the modified questionnaire. The research validators rated it with 3.9 out of 5 or very good across multiple criteria: items' clarity, presentation and organization, suitability, adequateness of representation, purpose, objectivity, and scale and evaluation. After the validation of the questionnaires, the researchers performed a virtual pilot test on Facebook among 30 LPTs, selected via convenience and snowball sampling. Consequently, we proceeded to the final survey after we received a signal from our statistician.

Design and Procedures

We employed quantitative and descriptive-correlational research designs to determine the relationship between Social Support, Expectancy, and Licensure Examination Success among Licensed Professional Teachers (LPTs). The descriptive-correlational research design tests relationships between our independent and dependent variables (Fitzgerald *et al.*, 2004), allowing us to gather precise and objective numerical and statistical analyses to support or refute our hypotheses (Campbell, 2014).

Furthermore, we utilized frequency and percentage to determine the LPTs' profile according to their LET Rating classification. We also used mean and standard deviation to ascertain their level of social support and expectancy and how these two influenced their LET rating. Since the variables are ordinal levels of measurement (National University, 2024), we utilized the Spearman Correlation Coefficient as well to identify if our variable increases when the other variable does (McDonald, 2024). This characteristic became an invaluable tool for our study, as we aim to examine the significant relationship between social support and expectancy in licensure examination success. With Spearman, we measured the strength and direction of monotonic relationships of our nominal data. Finally, we utilized multiple regression to determine which among social support and expectancy predict Licensure Examination Success rating.

For data collection, we utilized Google Forms as our chosen technology and tool to survey respondents located outside the university. We presumed that our LPT respondents had their respective errands and the tool accommodated their unavailability for physical surveying and our objective to gather data concerning their social support and expectancy. We followed the proceeding steps in gathering the data. We sought permission first to survey respondents outside the university and gather data virtually. Upon receiving the necessary approvals, we then requested a list of graduates and LET Passers from 2019 to 2023. Subsequently, we approached each LPT on Facebook and asked their permission to participate in our study. After obtaining their consent, we commenced the administration of our research materials by sharing our Google Forms link with the respondents. When the data collection phase was completed, we verified the identity of our respondents by confirming their names on the list. Since recent LPTs were considered, we diligently checked their Facebook profiles if they met the criteria. As a vital precautionary measure, we ensured that storage for the answered Google Forms was backed up to prevent any potential data loss. As an adherence to the Republic Act of 2012 and the Data Privacy Act of 2012, we stored the documents in a single document folder, securing their responses for confidentiality purposes. Essentially, we stopped accepting incoming virtual responses and deleted all the communication history on Facebook. Finally, in the analysis phase, we collaborated with our statistician, who expertly interpreted and expounded the quantitative results,

RESULTS AND DISCUSSION

LPT's Profile & LET Rating Classification

Table 1 below shows the Profile and LET Rating Classification of the 303 LPTs (2019–2023). The descriptions of their LET Rating are derived from the Philippine Regulatory Commission (PRC) 's LET Rating Classification.

Table 1: UM LPT's Profile & LET Rating Classification

Classification	Frequency	Percent (%)
Top Performing	266	87.79
Better Performing	37	12.21
Overall	**303**	**100**

(N=303)

The descriptive statistics revealed that the majority of the LPT respondents (87.79%) produced by the University of Mindanao from several LET schedules of 2019–2023 are classified as Top Performing, which means their LET Rating ranges from 80–100%. Following that, 12.21% of the LPTs are classified as Better Performing, which means their LET Rating ranges from 75–79.99%.

Level of Social Support

Table 2 shows the level of Social Support received by the Licensed Professional Teachers while preparing for the LET. The mean scores of each indicator of the social support variable and their implications are discussed below.

Table 2: Social Support Level received by UM LPTs

Dimensions	Mean	SD	Description
Friends/Class	4.31	0.549	Very High
Family	4.26	0.690	Very High
Professors	3.63	0.840	High
Overall	**4.07**	**0.538**	**High**

(N=303)

The overall mean score of this variable is 4.07, with a standard deviation of 0.538. LPTs received a high level of social support while preparing for the LET, which means their social support is generally observed. The level of support from their Friends and/ or classmates and Family is very high with means scores of 4.31 and 4.26, respectively. The level of support from their Professors, meanwhile, is high, with a mean score of 3.63—the lowest among the three dimensions. Nonetheless, their means' standard deviations mark these results as reliable. Garnering a high level, LPTs had supportive friends and/ or classmates, family, and professors during their preparation. Mohamedhoesein (2020) identified that supportive interactions contribute to students' feeling in control of their academics and achieving success. Moreno-Murcia (2021) argues that social support influences students' motivation for learning, fostering commitment through intrinsic motivation. As tertiary education completers, it is implied that their high social support persisted after graduation and during their LET preparation.

The mean score for the Friends/Class dimension is 4.31, with a standard deviation of 0.549, indicating that LPTs received a very high level of social support from their friends and/ or classmates. Per Shanti *et al.* (2021), support from peers is beneficial in discussing and overcoming academic challenges. It is also influential in one's learning (Furo & Kagu, 2020; Reang & Kaipeng, 2020), academic performance, and achievement (Luo *et al.*, 2023; Shao & Kang, 2022). Hence, it is implied that the peer support they received was always observed during their LET preparations.

Secondly, the mean score for the Family dimension is 4.26, with a standard deviation of 0.690, indicating that LPTs also received a very high level of social support from their family. As stipulated in the studies of Turzák *et al.* (2022) and Otero *et al.* (2020), having more real interactions with parents shows higher competency levels. Additionally, Alanoğlu (2022) and Villarreal Soto *et al.* (2020) realized a link between family support and students' learning attitudes. Hence, it is implied that the Family support they received was always observed during their LET preparations.

Thirdly, the mean score for the dimension Professors is 3.63, with a standard deviation of 0.840, indicating that LPTs received a high level of social support from their professors. Professors provide higher instructional support and student achievement in various subjects (Carrell & Kurlaender, 2023; Zhou & Wu, 2023; Andzik *et al.*, 2022; Collie *et al.*, 2021; Ayllón *et al.*, 2019; Tian *et al.*, 2019). Their support, based on the studies by Tomás *et al.* (2022) and Auletto (2021), boosts students' academic satisfaction and commitment. Moreover, Klasnić *et al.* (2021) obtained that this support has an impact on their academic success and growth— emotionally, socially, and morally. This implies that the respondents received general support from their professors during their LET preparations.

Level of Expectancy
Table 3 shows the level of Expectancy of the Licensed Professional Teachers while preparing for the LET according to its dimensions: Positive Affect (PA), Fighting Spirit (FS), and Negative Affect (NA). The mean scores of each indicator of the variable and their implications are discussed below.

The overall mean score for the Expectancy variable is 3.51, with a standard deviation of 0.270. LPTs had a high level of expectancy while preparing for the LET, which means their expectancy is generally observed. Their expectancy levels in terms of Positive Affect and Fighting Spirit are high with mean scores of 3.45 and 4.14, respectively. Their Negative Affect, on the one hand, is moderate with a mean score of 2.93—the lowest among the three dimensions. Furthermore, their means' standard deviations rate these results as reliable.

Table 3: Expectancy Level of UM LPTs

Dimensions	Mean	SD	Description
PA	3.45	0.337	High
FS	4.14	0.454	High
NA	2.93	0.612	Moderate
Overall	**3.51**	**0.270**	**High**

(N=303)

The mean score of the Fighting Spirit (FS) dimension is 4.14 with a standard deviation of 0.454, indicating that LPTs had a high level of Fighting Spirit during their LET preparation. Similar to FS, Deb and Arora, (2012) cited that students with better academic performance are highly resilient. In their studies, high AQ has been linked as well to higher levels of achievement (Octavianti, 2016) and academic performance (Kuhon, 2020; Española, 2016). Additionally, Susanti et al. (2018) discovered its significant influence on career readiness. Hence, it is implied that the respondents' fighting spirit, resiliency, or adversity was generally observed during their LET preparations.

The mean score of Positive Affect (PA) or Optimism dimension is 3.45 with a standard deviation of 0.337, indicating that LPTs had a high level of Positive Affect while preparing for the LET. Optimism creates positive expectations for what is going to happen and anticipates positive outcomes (Peters et al., 2016; Scheier & Carver, 1985). For Charles (2021), Tsivilskaya (2016), and Shahid (2013), a high positive affect prevents depressive symptoms and provides one with a positive perception of life, a sense of purpose, and a belief in one's ability to succeed). It can also lead to increased academic achievement, dropout rates reduction, better student engagement and lower perceptions of academic stress (Horner, 2019; Shahid, 2013; Tan & Tan, 2013). Furthermore, Binayao and Zita (2020) discovered that optimism is one of the keys that helped successful examinees and graduates of

the University of Southeastern Philippines or USEP. Hence, it is implied that the respondents' positive affect or optimism was generally observed during their LET preparations.

The mean score of the Negative Affect (NA) or Pessimism dimension is 2.93, with a standard deviation of 0.612, indicating that LPTs had a moderate pessimism level while preparing for the LET. Those with high levels of pessimism inhibit feelings such as fear and hopelessness (Trinidad et al., 2020); Jovančević and Milićević (2020) seconded this with fear. Hazarika (2021) warns that pessimism can lead to stress and influence mental health, physical well-being, and academic success. Ferradas et al. (2020) ascertained a partial mediation between pessimism and attitudes toward learning and performance. Furthermore, Kurniati and Fakhruddin (2018) exposed that negative expectancy disfavors success in Mathematics. Since the respondents' negative affect is moderate, it is implied that, sometimes, they inhibit pessimism during their LET preparations.

Correlation between Social Support and LET Success Rating

Table 4 below shows the correlation between Social Support and its dimensions and LET Rating. The dimensions include support from Friends and/ or classmates, Family, and Professors.

Table 4: Correlations Between Social Support and LET Success Rating

Social Support	LET Rating	p
Friends and/or Classmates	0.124	0.031
Family	0.009	0.869
Professors	-0.018	0.759
Overall	**0.043**	**0.445**

Spearman's Rho analysis revealed that social support and LET ratings obtained an rs-value of 0.043, which implies that both have a very weak positive correlation. In addition, the two variables have a p-value of 0.455. The table shows that the relationship between social support and LET rating is positive but very weak and negligible. Although Gautam and Sharma (2022) realized that social support is a coping mechanism for stress and a performance booster, and Donaire et al. (2023) considered it as a test-anxiety regulator—it does not necessarily correlate with LET Success. Furthermore, this statistical result confirms Rotheram-Fuller et al.'s (2022) study among elementary pupils: there is no relationship between social variables and standardized test scores. The findings revealed similar significance in the relationships between two dimensions of Social Support and LET Rating below. Firstly, the Friends and/ Classmates dimension and LET Rating garnered an rs-value of 0.124, which implies that LPTs' support from their friends and classmates has a moderate positive relationship with their LET Rating. Additionally, both variables attained a p-value of 0.031, which signifies a moderate significance. Peer relationships

were determined significant in academic factors such as (1) cognitive and performance outcomes (Wentzel et al., 2018); (2) learning engagements (Shao & Kang, 2022); (3) graduation rates, college GPA (Bronkema & Browman, 2019); and (4) academic attainment (Luo et al., 2023; Furo & Kagu, 2020; Reang & Kaipeng, 2020). This study aligns with Gomes' (2019) and Chan and Lam's (2014) findings that peers facilitate examination scores and performance as the Friends and/or Classmates dimension and LET Success Rating have a moderate positive correlation.

Secondly, Family and LET Rating gained an rs-value of 0.009, which means that LPTs' support from their Family has a very weak positive correlation on their LET Rating. Also, both variables earned a p-value of 0.869, which signifies a very weak significance. Family factors, according to Cisneros-Elias (2022), increased students' belongingness and academic performance. Li et al. (2022) exposed that it decreases the procrastination of nursing students. This study refutes Borekci and Uyangor's (2018) claim that there is a positive correlation between achievement scores and family attitudes. Moreover, Albina et al. (2021), Binayao and Dales (2020), and Caranguian

(2020) may have classified Family aspects as influential to the licensure examination success of Criminology and Education graduates; however, this quantitative study revealed their very weak positive relationship on licensure examination for teachers.

Lastly, the Professor dimension and LET Rating achieved an rs-value of -0.018, which conveys that the support of the LPTs from their professors has a negative and very weak relationship with their LET Rating. Then, both variables received a p-value of 0.759, which denotes a very weak significance. Student-teacher relationships, as discovered by Bai *et al.* (2022), have relationships with self-esteem, self-efficacy, academic performance, extracurricular activity participation, and personal well-being; Additionally, Saputra and Palupi (2020) unearthed its relationships as well with peer pressure, academic achievement, and the psychological well-being of graduating students. This study disagrees with Cahapay and Toquero's (2022) and Cowan *et al.*'s (2020) findings that professor support is significant in exams as the Professor dimension is negatively and negligibly correlated with UM LPTs' LET Rating.

Correlation between Social Support's Dimensions
Table 5 below shows the correlation between Social Support dimensions with each other. The dimensions are Friends and/or Classmates, Family, and Professors.

Table 5: Correlations Between Social Support's Dimensions

Dimensions	Friends/Class		Family	
Friends and/or Classmates	—			
	—			
Family	0.436	***	—	
	< .001		—	
Professors	0.342	***	0.401	***
	< .001		< .001	

* p < .05, ** p < .01, *** p < .001

Interestingly, Social Support indicators are correlated with each other. These relationships are statistically very strong should this be the center of the investigation. Friends and/or Classmates and Family dimensions have a positive and strong correlation (rs = 0.436), with a statistical significance of p = <.001. Matlin *et al.* (2011) indicated that increased family support and peer support are associated with decreased suicidality; peer support and community connectedness mediated the relationship between symptoms of depression and suicidality. For Fino *et al.* (2021), parental support was significantly related to college students' cognitive and affective well-being. Saeed *et al.* (2023) unveiled that support from peers and family has indirect effects on academic achievement. Thus, this study realized that UM LPTS' support from their friends and/ or classmates and family support during their LET preparation have a strong correlation.

Conversely, Friends and/or Classmates and Professor dimensions have a moderate positive correlation (rs = 0.342), with a statistical significance of p = <.001. Forster *et al.* (2020) shared that support from peers and teachers can promote positive outcomes, including those living in stressful family conditions. Balila *et al.* (2021) seconded this as they disclosed that teacher support fully mediates the influence of students' extracurricular activities participation and the their "perceived lifelong learning skills". Furthermore, Luan *et al.* (2020) ascertained that support from peers and teachers, alongside students' cognitive, emotional, and social engagement, is moderated by behavioral engagement. Thus, this study sighted a moderate positive correlation between peer and professor support that the UM LPTs received while preparing for the LET.

Family and Professors have a positive and strong correlation (rs = 0.401), with a statistical significance of p = <.001. Hellfeldt *et al.* (2019) unearthed that the support coming from family and support from teachers are mediators between cyberbullying and psychological well-being. Their support reduces depressive and anxiety symptoms as well. Pajarianto *et al.* (2020) ascertained that support from teachers and parents is positively correlated to academic stress amid the COVID-19 pandemic. Thus, this study noticed a strong positive correlation between UM LPTs' family and professor support during their LET preparation. Family and Professors have a positive and strong correlation (rs = 0.401), with a statistical significance of p = <.001. Hellfeldt *et al.* (2019) unearthed that the support coming from family and support from teachers are mediators between cyberbullying and psychological well-being. Their support reduces depressive and anxiety symptoms as well. Pajarianto *et al.* (2020) ascertained that support from teachers and parents is positively correlated to academic stress amid the COVID-19 pandemic. Thus, this study noticed a strong positive correlation between UM LPTs' family and professor support during their LET preparation.

Correlation between Expectancy and LET Success Rating
Table 6 shows the correlation between Expectancy and its dimensions and LET Rating. The correlation of each dimension, Positive Affect/Optimism, Fighting Spirit, and Negative Affect/Pessimism, to LET Success Rating is discussed below.

The Spearman's Rho analysis unveiled that Expectancy and LET Rating garnered an rs-value of 0.044, which

Table 6: Correlations between Expectancy and LET Success Rating

Expectancy	LET Rating	p
Positive Affect	-0.005	0.925
Fighting Spirit	0.028	0.629
Negative Affect	0.032	0.572
Overall	**0.044**	**0.446**

implies that both have a very weak positive correlation. In addition, the two variables have a p-value of 0.446. The table shows that the relationship between expectancy and its dimensions towards the LET Rating is positive but very weak.

Moreover, the variables' indicators shared uniform significance towards LET rating. This finding negates the collective findings of expectancy and adaptability towards examinations.

Firstly, Positive Affect (PA) or Optimism and LET Rating gained an r-value of -0.005, which implies that LPTs' optimist mindset has a very weak negative relationship with their LET Rating. Additionally, both variables obtained a p-value of 0.925, which signifies a very weak significance. Researchers uncovered that this dimension is linked with (1) academic achievement (Ramli *et al.*, 2023; Amalu & Dein, 2022; Ateş & Ünal, 2021; Horner *et al.*, 2019; Tetzner & Becker, 2018); (2) better GPAs (Rogaten, 2013); (3) adaptive behavior's, personal development, dropout prevention, and school satisfaction (Usan *et al.*, 2022); (4) athletic performance (Ortin-Montero, 2018); (5) test anxiety regulation, self-esteem, and life satisfaction (Çikrıkci *et al.*, 2019); (6) reducing anxiety (Bagana *et al.*, 2011); (7) anxiety management (Binayao & Dales, 2020); and work performance and job satisfaction (Mishra *et al.*, 2016). Nonetheless, this study uncovered otherwise. Furthermore, it refutes the claim of Lewis (2016) and Rogaten (2013) that students with higher optimism can score higher and perform better on exams -including the local qualitative studies of Binayao and Dales (2020) and Albite (2019) regarding Optimism's significance in LET Rating and Success-as UM LPTs' optimism and LET Success Rating have a very weak negative relationship.

Secondly, Fighting Spirit (FS) and LET Rating attained an rs-value of 0.028, which implies that LPTs' 'fighting spirit' has a very weak positive relationship with their LET Rating. Additionally, both variables obtained a p-value of 0.629, which signifies a very weak significance. Susanti *et al.* (2018) learned that Fighting Spirit is significant on students' career readiness; Lumbo *et al.* (2023), Cowan *et al.* (2020), and Moneva and Tribunalo (2020) discovered it as a predictor and has a correlation with examinations. However, the result of this study says otherwise, as the Fighting Spirit dimension and the LET Rating have a very weak positive relationship.

Lastly, Negative Affect (NA) or Pessimism and LET Rating garnered an rs-value of 0.032, which implies that LPTs' pessimist mindset has a very weak positive relationship. Additionally, both variables attained a p-value of 0.572, which signifies a very weak significance. Pessimism was associated with (1) learning performance (Ferradas *et al.*, 2020); (2) failure in Mathematics (Kurniati & Fahkruddin, 2018); (3) high levels of fear (Jovančević & Milićević, 2020); (4) low scores in exams (Jerrim, 2022); (5) worse examination grades and GPA (Rogaten *et al.*, 2013); and (5) negative test performance (Chin *et al.*, 2015). Nevertheless, Pessimism and LET Success Rating are positively associated, but negligibly correlated.

Correlation between Expectancy's Dimensions
Table 7 below shows the correlation between Expectancy's dimensions to each other. The dimensions are Positive Affect/Optimism, Fighting Spirit, and Negative Affect/Pessimism. Interestingly, their relationship ranges from strong to very strong should this be the subject of the investigation

Positive Affect and Fighting Spirit have a moderate positive correlation (rs = 0.378), with a statistical significance of p = <.001. Bidve *et al.* (2022) discovered that through optimism, one becomes resilient. Maheshwari and Jutta (2020) revealed that the two share a positive relationship. Among secondary students, Rahayu and Ad (2023), as well as Setyadi and Seotjiningsih (2022), unearthed that optimism also has a positive and significant relationship

Table 7: Correlations Between Expectancy's Dimensions

Dimensions				
	PA	FS		
Positive Affect	—			
	—			
Fighting Spirit	0.378	***	—	
	< .001		—	
Negative Affect	-0.155	***	-0.150	***
	0.007		0 .009	

*p < .05, ** p < .01, *** p < .001*

with adversity. Thus, this study agrees with the literature above; it determined that while preparing for the LET, UM LPTs' Positive Affect or Optimism and Fighting Spirit have a moderate positive relationship.

Positive Affect and Negative Affect, meanwhile, have a very weak negative correlation (rs = -0.155), with a statistical significance of p = 0.007. Optimism was learned to predict a decrease in negative affect (Rand *et al.*, 2020). Some studies analyzed Negative Affect such as perceived stress and psychological distress. Regarding the former, Joshi and Joshi (2021), together with Rajan and Babu (2021), disclosed that Positive Affect and Negative Affect, or Optimism and Pessimism, are negatively correlated. For the latter, Rodiyah (2021) identified that the Optimism and Psychological stress of college freshmen students amid the COVID-19 pandemic are negatively correlated. Hence, this study shared similar findings as UM LPTs' optimism and pessimism, which have a strong negative relationship.

Likewise, Fighting Spirit and Negative Affect or Pessimism have a very weak negative correlation (rs = -0.150), with a statistical significance of p = 0.009. Fuentes and Medina (2012) ascertained that resilient students are less pessimistic. Female ones had greater

pessimism. They observed that resiliency and pessimism are negatively related. Shaheen *et al.* (2023) complemented the findings above. They unveiled that those who are highly resilient have jobs, are optimistic, and are fearless amid the COVID-19 pandemic. Like Fuentes and Medina (2012), Feng (2023) discerned that resilience and negative affect are negatively correlated. Furthermore, this study harmonizes with the aforementioned findings as UM LPTs' Fighting Spirit and Negative Affect amid their LET preparation have a strong negative relationship.

Social Support as Predictor of LET Success Rating
Table 8 below shows the standardized, unstandardized, t value, and significance level of Social Support and its dimensions as predictors of LET Rating. The dimensions are Friends and/or Classmates, Family, and Professors. Multiple Regression analysis was performed to determine how Social Support and its dimensions predict the LET Rating of the LPTs. The analysis revealed that Friends and Classmates (ß = 0.153) significantly predicted the LET Rating in a positive direction; Family (ß = -0.039) and Professors (ß = -0.020) significantly predicted the LET Rating in a negative direction. Each dimension obtained a p-value of 0.019, 0.560, and 0.303, respectively. That

Table 8: Which dimensions of Social Support Predict LET Rating

Social Support	LET Rating			
	B	**ß**	**t**	**p**
Friends/Class	0.101	0.153	2.367	0.019
Family	-0.020	-0.039	-0.583	0.560
Professors	-0.028	-0.066	-1.033	0.303
R	0.138			
R²	0.019			
F	1.960			
p	0.120			

means only the Friends and/or Classmate dimension obtained a statistical significance. The three predictor dimensions explain the LET Rating at 1.9% (R = 0.138, R2 = 0.019, F = 1.960, and p = 0.120). Based on the results of the analyses, Friends and/or Classmates yield the highest regression coefficient (B = 0.101); while Family (B = -0.020) and Professors (B = -0.028) have a similar low regression coefficient. Hence, the Friends and/or Classmates dimension emerges as a better predictor than Family and Professors. Additionally, it obtained a p-value of 0.019 which means it has a strong significance level.

Social Support predicted exam scores (Sever & Tunç, 2020; Sulva & Sukma, 2020) among early adolescents (Shivata, 2022), public secondary students (Al-Faleh, 2020), and university students in Brazil (Nunes *et al.*, 2020); this study found otherwise as social support predict LET Rating by only 1.9%. Hence, it is implied that a high social support level while preparing for the LET has a positive predictive power but is statistically insignificant in the LET Success Rating.

Peers are influential to one's test-taking skills (Lee, 2020). Yu *et al.* (2023) unearthed that among elementary and secondary students, peer relationships are closely associated with their scores in Mathematics. This study confirms the studies above as the peer support that UM LPTs received positively and strongly predicted their LET Rating by 1.9%. Hence, it is implied that very high support from Friends and/or Classmates has a positive predictive power and strong statistical significance in LET Success Rating.

Family support, as argued by Valencia-Jimenez *et al.* (2021), is influential when it comes to obtaining average scores, which Rodrigues (2020) confirmed among elementary students in Angola. Lindberg (2019) revealed that high parental expectations also make students attain high grades and achieve high scores on standardized tests. Igbo *et al.* (2015) shared that familial relationships had a significant impact on math and English test scores. Nonetheless, this study refutes the literature claiming that family support is a predictor of test scores as the

Family support that UM LPTs received negatively and negligibly predicted their LET Rating. Hence, it is implied that a very high level of Family support has a negative predictive power and negligible statistical significance in the LET Success Rating.

Support from Professors or teachers is also essential. Hill and Jones (2017) discovered that teachers' expectations increased the test scores of students in grades 4–8. Together with the schools, DeAngelis (2021) confirms that they shape learners' cognitive skills, as evident in their students' test scores. For Delos Angeles (2020), professors' mastery of the subject matter and the quality of content are the strongest predictors of LET Performance. Nonetheless, this study refutes the literature claiming that support from professors predicts test scores as the professors support that UM LPTs received negative and negligibly predicted their LET Rating. Hence, it is implied

that a high level of support from Professors has negative predictive power and negligible statistical significance.

Expectancy as Predictor of LET Success Rating
Table 9 shows the standardized, unstandardized, t-value, and the significance level of Expectancy and its dimensions as predictors of LET Rating. The dimensions are Positive Affect/Optimism, Fighting Spirit, and Negative Affect/Pessimism.

Multiple Regression analysis was performed as well to determine how Expectancy and its dimensions predict the LET Rating of the LPTs. The analysis revealed that Positive Affect ($\beta = 0.047$) significantly predicted the LET Rating in a negative direction; Fighting Spirit ($\beta = 0.027$) and ($\beta = 0.039$) significantly predicted the LET Rating in a positive direction. Each dimension obtained a p-value of 0.457, 0.673, 0.503, respectively. That means

Table 9: Which dimensions of Expectancy Predict LET Rating

Social Support	LET Rating			
	B	ß	t	p
Positive Affect	-0.051	-0.047	-0.745	0.457
Fighting Spirit	0.021	0.027	0.423	0.673
Negative Affect	0.023	0.039	0.671	0.503
R	0.062			
R²	0.004			
F	0.381			
p	0.767			

all dimensions of the Expectancy variable obtained an insignificant level. The three predictor dimensions explain the LET Rating at 0.4% (R = 0.062, R2 = 0.004, F = 0.381, and p = 0.767). Based on the results of the analyses, Positive Affect yields the lowest regression coefficient (B = -0.051; both Fighting Spirit (B = 0.021) and Negative Affect (B = 0.023) have high regression coefficients. Although Fighting Spirit and Negative Affect dimensions emerge as the better predictors and predict LET Rating in a positive direction, they have a very weak significance level.

Despite LPTs' high level of Expectancy during their LET preparation, it only positively predicts their LET rating by 0.4% with a very weak or negligible significance level. Thus, this implies that expectancies—either positive, negative, or fighting spirit—have negative predictive power and negligible statistical significance in the LET Success Rating.

Majali (2020) sighted Positive Affect or Optimism to be a predictor of exam scores, while Khan (2020) learned that it mediates examination anxiety. As attested by Lewis (2016), a high positive expectancy, like Optimism, was associated with a higher score and better performance on exams when combined with self- efficacy. These complement the local qualitative findings of Binayao and Dales (2020) regarding upholding positivity and optimism, as they helped LET passers and non-passers of

USEP in regulating their stress and anxiety. Furthermore, Olvina *et al.* (2023) revealed that optimism was one of the insights shared by licensure examinees who failed the LET. However, this study revealed that despite UM LPTs' high levels of Positive Affect or Optimism while preparing for the LET, it predicted their LET Success Rating negatively and negligibly. Taylor et al. (1989) claimed that over-optimistic perceptions may lead to maladaptive behaviors. An accurate or even less optimistic self-assessment may be more conducive to success. False optimism may lead to complacency, inappropriate preparation, or carelessness for certain events (Ochse, 2014), e.g., licensure examinations. Hence, this study implies that a very high Positive Affect has a negative predictive power and negligible statistical significance in LET Success Rating.

Fighting Spirit traits such as resilience, as Deb and Arora (2012) discovered, is a facilitator to performing better in exams with 120% odds of success. Taylor and Reyes (2012) detected otherwise, as the correlations between test scores and resilience are weak. Lumbo *et al.* (2023), Cowan *et al.* (2020), and Moneva and Tribunalo (2020) indicated it as a predictor of and correlated with examinations. Nevertheless, this study has shown that despite UM LPTs' high level of Fighting Spirit while preparing for the LET, it predicted their LET Success Rating positively but negligibly. Hence, this study implies

that a high Fighting Spirit has a negative predictive power and negligible statistical significance in the LET Success Rating.

Theobald *et al.* (2022) uncovered that negative affect such as test anxiety predict memory-retention challenges during the exam-preparation phase. Jerrim (2022) exposed it as a contributor to low exam scores, while Kurniati and Fakhruddin (2018) discovered pessimism to negatively favour success in Mathematics. Despite UM LPTs' moderate levels of Negative Affect or Pessimism while preparing for the LET, it predicted their LET Success Rating of the LPTS positively but negligibly. Hence, this study implies that a moderate Negative Affect has a positive predictive power but negligible statistical significance in LET Success Rating.

In a nutshell, the majority of the LPTS produced by the University of Mindanao are Top Performing. They had high levels of Social Support and Expectancy while preparing for their Licensure Examinations for Teachers. Nevertheless, the variables and their indicators have no correlation and negligible statistical significance with the LET Success Rating. Social Support positively but negligibly predicted the LPTs' LET Success Rating at 1.9%. The Friends and/or Classmates dimension dominated as a positive predictor with a strong significance level among the dimensions utilized. In addition, Expectancy's Fighting Spirit and Negative Affect dimensions positively but negligibly predicted LET Success Rating at 0.4%. The descriptive-correlational and inferential statistics indicate that the non-academic variables as Social Support and Expectancy and their dimensions have very weak importance in increasing the odds of succeeding in the Licensure Examination for Teachers for the 303 Licensed Professional Teachers produced by the University of Mindanao from 2019–2023.

The Social Capital Theory of Coleman (1988) argues that parental obligations and social networks are essential aspects of students' academic achievement and success, which are testified in several literatures (see Sharbatiyan & Rohani, 2021; Daly *et al.*, 2020; Mutawally, 2018; Novak *et al.*, 2018; Salloum *et al.*, 2017; Yang, 2017). This theory highlights the role of social capital in enhancing the teacher-student relationship and improving instruction, but the results have shown that Professors' support negatively predicted the LET Success Rating. This finding is comprehensible as the respondents are outside the university premises after graduation and while preparing for the examination. Familial support negatively predicted LET's Success as well. Hence, this study confirms that the Friends and/or Classmates dimension is a better significant predictor of success in the Licensure Examination for Teachers than support from Family and Professors.

Eccles-Parsons *et al.*'s (1983) Modern Expectancy-Value Theory (EVT) proposes that one can perform well on tasks attached to four values, namely: attainment or subjectively important, intrinsic or enjoyable, utility or useful, and cost or worthwhile. Carver and Scheier (1988) consider these desirable values as goals, and action only occurs when goals are valued. They also noted the role of expectancies wherein one engages and continues to be engaged in the goal-directed effort should they have enough confidence. Scheier *et al.* (2001) may have considered these concepts applicable to optimism and pessimism, but the results have shown that expectations such as positive affect or optimism, negative affect, and fighting spirit have very weak predictive power in the Licensed LPTs' performance in the task, i.e., Licensure Examination for Teachers, regardless of whether the four values of EVT are observed.

CONCLUSION

The study revealed that UM LPTs received high levels of social support from friends, classmates, family, and professors during their LET preparation, and their expectancy levels, including positive affect, fighting spirit, and negative affect, were also high. Despite this, the relationships between social support and LET success rating, and expectancy and LET success rating, were positive but very weak, which means that there is no significant relationship between these factors and LET success. Notably, support from friends/classmates strongly correlated with family support, and family support strongly correlated with professor support, though the relationship between friends/classmates and professor support was weaker. Similarly, positive affect and fighting spirit were weakly related, and both had a very weak negative relationship with negative affect. While social support and expectancy minimally predicted LET success, only support from friends/classmates showed strong significance. Under Social Capital Theory, the study confirms that support from friends/classmates slightly predicts LET success, but family and professor support do not. Under Expectancy-Value Theory, positive affect negatively predicts success in the Licensure Examination for Teachers, whereas fighting spirit and negative affect positively predict success, though to a minimal extent.

This study filled the three gaps found. First, it adds knowledge to the literature on the relationship of Social Support and Expectancy in licensure examination success among Licensed Professional Teachers, i.e., Their relationship is positive but negligible. This finding is novel as most prior studies utilized academic predictor variables, especially in the local region. Previous research unveiled that the Social Support variable and optimism dimension are predictors of health and wellness. This finding is new, adding insights into the field of education. Secondly, this quantitative study filled the methodological gap in local studies about LET success. The published local literature utilized qualitative and data mining approaches. Finally, this research filled the population gap, targeting Education graduates produced by the University of Mindanao and the inclusion of Secondary Education graduates.

RECOMMENDATION

Researchers recommend that future LET takers prioritize knowledge content in their preparation, as this unveiled positive, albeit weak, relationships with LET success. While these factors are statistically negligible, social support plays a crucial role in regulating stress, boosting performance, and reducing anxiety. Familial support, background, relationships, study groups, positivity, and optimism are influential for LET takers, with peer support moderately correlating with LET success. Additionally, the University of Mindanao should utilize these findings to maintain its tradition of producing board passers and quality education. The institution should focus on enhancing professor support and reducing negative affect to prevent mental health issues among students.

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