

Performance analysis of BTVTED graduates in the licensure examination for teachers: Identifying weakness and strengthening academic program

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Abstract

This study evaluated the performance of Bachelor of Technical-Vocational Teacher Education (BTVTEd) graduates from ISPSC Santiago Campus in the Licensure Examination for Teachers (LET) over five years using a descriptive-correlational design to identify weaknesses and develop academic interventions. Findings revealed that most LET takers were recent graduates aged 21–23 from Food Service Management and Electronics Technology with GWA 1.76–2.00 who relied on self-review; passing rates were inconsistent, occasionally exceeding but often falling below the national passing rate average; graduates performed best in Major/Specialization (81.11) and weakest in General Education (mean = 79.33); profile variables showed no significant relationship with LET performance; and Review and Remediation Support was the most concerning internal factor (mean = 3.33). Based on these findings, the BTVTEd LET THRIVE Program (Targeted Holistic Review and Intervention for Visionary Tech-Voc Educators) was developed as an extension program proposal comprising structured campus-based review (SURE-LET), enhanced remediation system (REMAP), and academic mentoring support (RISE) to improve LET passing rates. The study recommends implementing structured review activities, prioritizing General Education remediation, aligning curriculum with LET competencies, and implementing the THRIVE Program to strengthen the BTVTEd academic program.

Keywords: BTVTEd, LET performance, licensure examination, academic intervention, extension program

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1. Introduction

The Licensure Examination for Teachers (LET) is a vital professional hurdle that assesses the readiness, competence, and qualification of graduates aspiring to become licensed educators in the Philippines. Performance in LET not only reflects the individual preparedness of teacher education graduates but also serves as a significant indicator of the quality and effectiveness of teacher education programs offered by higher education institutions (HEIs). For the Bachelor of Technical-Vocational Teacher Education (BTVTED) program, which prepares graduates for roles in the technical-vocational education sector, success in the LET is crucial, as it validates their pedagogical knowledge and technical competence necessary to meet national standards and industry demands.

At the ISPSC Santiago Campus, the BTVTED program plays a strategic role in nurturing technical-vocational educators that can actively contribute to workforce development and community progress. Despite the program's importance, there is a pressing need to assess systematically the performance of its graduates in the LET to ensure that academic provisions are adequately aligned with the competencies required by the licensure exam. Past research shows that factors such as curriculum alignment, instructional quality, student academic background, and even institutional support significantly influence LET outcomes among teacher education graduates. Moreover, analyses from similar institutions have revealed patterns in LET results where graduates often perform better in general and professional education components but appear to struggle in their specialization areas. Since specialization proficiency is critical for BTVTED graduates to teach technical and vocational subjects effectively, identifying specific weaknesses in LET performance can help ISPSC Santiago to pinpoint curricular gaps and instructional inefficiencies.

Additionally, research highlights that student-related factors (academic aptitude, admission test scores), school factors (program delivery, faculty qualifications, resources), and external influences (family support, socio-economic background) collectively affect LET success rates. Understanding how these factors interact within the ISPSC Santiago context will enable the design of targeted strategies to improve academic delivery, enhance learner support services, and establish a supportive environment conducive to student success. A thorough performance analysis will also facilitate the continuous enhancement of the academic program by providing empirical evidence to guide curriculum development, revision of admission policies, faculty training, and resource allocation. Improving LET performance among BTVTED graduates will bolster the reputation of ISPSC Santiago Campus as a center for quality teacher education, increase its graduates' employability, and ultimately contribute to raising the standards of technical-vocational education across the region. Ultimately, conducting this research is essential for ISPSC Santiago Campus to identify the academic strengths and weaknesses of the BTVTED program, drive evidence-based program improvements, and support the institutional mission of producing competent, licensure-ready graduates who can effectively respond to the demands of the evolving educational landscape.

2. Methodology

Selection and Study Site - This study focused on Bachelor of Technical–Vocational Teacher Education (BTVTED) graduates of Ilocos Sur Polytechnic State College (ISPSC) — Santiago Campus who took the Licensure Examination for Teachers (LET) within the five-year period immediately preceding the study. It examined examinee profile variables (age, gender, major field, general weighted average, number of LET attempts, and test preparation/review practices) and LET outcome variables (overall passing rates and component scores in General Education, Professional Education, and Specialization). Data were obtained from institutional records, PRC LET result reports, and responses from graduates through questionnaires and/or interviews; quantitative analyses used descriptive and correlational methods to assess relationships between profile variables and LET performance and

to identify specific knowledge and skills areas of weakness. The research was limited to the ISPSC Santiago Campus BTVTED program and the specified five-year span; graduates from other campuses, other programs, and LET results outside the chosen timeframe were excluded. The study relied on available institutional and LET data, so missing or incomplete records could constrain certain analyses, and detailed item-level LET data were not accessible. Finally, because the study employed a descriptive-correlational design, identified associations between profile or program factors and LET performance should not be interpreted as definitive proof of causation.

Data Collection Procedure - This study employed a descriptive-correlational research design. The descriptive component systematically presented the profile and LET performance of BTVTED graduates, while the correlational aspect examined the relationships between graduates' profile variables and their LET outcomes to identify significant associations and determinants. This combined approach enabled an in-depth assessment of not only the passing rates and component weaknesses but also the underlying factors that influenced performance. Data for this study were collected through a systematic procedure designed to ensure accuracy and reliability. The validated structured questionnaire was administered to BTVTED graduates to gather self-reported information on their demographic profile, academic background, number of LET attempts, and test preparation practices. Secondary data regarding graduates' academic records and LET performance scores were obtained from ISPSC Santiago Campus official records and the Professional Regulation Commission's website. Data collection was conducted from March to May 2026 through both physical and electronic distribution methods to reach graduates within the specified timeframe. To encourage participation and improve response rates, participants were provided modest incentives such as certificates of participation or small tokens, in accordance with institutional guidelines. Throughout the process, informed consent was secured from all participants, and confidentiality of data was strictly maintained. The collected data were carefully organized and securely stored to facilitate thorough analysis that informed program improvements and targeted academic interventions.

Ethical Consideration - Ethical considerations for this study included ensuring the confidentiality and privacy of all participants by securely handling and storing their personal and academic data, particularly sensitive information such as academic records and LET results. Informed consent was obtained from all participants prior to data collection, with clear explanations of the study's purpose, procedures, and their rights, including the right to withdraw at any time without penalty. The research complied with institutional ethical guidelines by seeking approval from the appropriate ethics review committee of ISPSC. Data collected were used solely for research purposes and reported in aggregate form to prevent the identification of individual respondents. Participation was voluntary and potential risks or discomfort were minimized, especially when conducting surveys. Researchers maintained honesty and transparency throughout data collection, analysis, and reporting to uphold academic integrity and avoid any form of bias or misrepresentation. Care was also taken to respect cultural and social norms of the participants, fostering an ethical research environment conducive to trust and openness.

Mode of Analysis - Descriptive statistics such as frequencies, percentages, and means were used to summarize and profile the demographic characteristics of LET takers (age, gender, major, GWA, etc.) and their performance on the LET components (General Education, Professional Education, Specialization). Inferential statistics, including Pearson's correlation and multiple regression analysis, were employed to examine relationships and differences among variables, such as the association between graduates' profiles and their LET performance, and to identify predictors of passing rates and specific areas of weakness. All statistical tests were evaluated using a significance level of $p < 0.05$ to determine the presence of statistically significant relationships. In addition to statistical significance, effect sizes (e.g., correlation coefficients for Pearson's r and standardized beta coefficients for regression) were reported to assess the strength and practical significance of the findings. Data analysis was performed using statistical software such as SPSS, ensuring accuracy, reliability, and consistency in computations. The selection of analytical methods aligned directly with the research questions and hypotheses, thereby enabling valid and generalizable conclusions regarding the factors that influenced BTVTED graduates' licensure examination outcomes.

3. Result and Discussion

The findings of this qualitative study offer a thorough examination of the theme "The Transformative Power of Multimedia Technologies" in the context of redefining teaching and learning in higher education, with an emphasis on the ways in which these technologies are changing the roles, attitudes, and achievements of teachers and students in a variety of subject areas. Several sub-themes that each represented a distinct aspect of this main issue surfaced as a result of meticulous data collecting and analysis.

3.1 Profile of the Respondents

The age profile of the respondents reveals that the majority of BTVTEd graduates who took the LET were in the 21–23 age range. Only 3 respondents, or 8.11%, were in the 18–20 age range, while 13 respondents, or 35.14%, were in the 24–26 age bracket. There were no responders who fell into the 26 and above category. This pattern is comparable with related LET studies that indicate a similar concentration of responders in their early twenties, indicating that most examinees were recent graduates who probably took the licensing exam soon after earning their degree. This finding may be interpreted as an indication that the respondents were generally taking the LET at a relatively early stage in their professional preparation. In teacher education, younger examinees may benefit from fresher academic knowledge and more immediate exposure to licensure-related content, which can support test readiness (Antiojo, 2017). However, Amanonce & Maramag (2020) said that age itself is not usually a direct predictor of licensure success; rather, performance tends to be more strongly associated with academic preparation, GWA, pre-service training, and review experiences. In particular, studies have shown that LET performance is significantly linked with school performance indicators such as GWA and competencies developed during pre-service training, suggesting that academic readiness matters more than chronological age.

Also, the presence of a smaller number of respondents in the 24–26 age range may imply delayed examination taking, repeat attempts, or interruptions caused by employment or personal circumstances. In licensure examination contexts, prolonged time to take the exam has been discussed as a factor that may affect performance because of possible knowledge decay, competing responsibilities, and reduced continuity between graduation and examination preparation (Antiojo, 2017). In this sense, the concentration of respondents in the younger age groups may reflect a relatively prompt transition from graduation to licensure, which is often viewed favorably in teacher education programs. Data the profile of the respondents in terms of gender where 56.25% of the respondents are female and 43.75% are male. This indicates a slight female predominance among the BTVTEd graduates who took the LET. The pattern is consistent with broader enrollment trends in teacher education, where female students comprise a larger share of those enrolled in education programs, particularly in teacher preparation courses (UNESCO, 2023; UP CIDS, 2022).

This result may imply that BTVTEd program is for everyone rather than a difference in defining licensure capability. In teacher education, the higher number of female respondents is often linked to the long-standing feminization of the teaching profession, both locally and globally (UNESCO, 2023). In this regard, the present finding does not necessarily suggest that female graduates are more competent than male graduates, but rather that they are more numerous in the BTVTEd program. This gender pattern is relevant because it provides context for interpreting LET performance outcomes. Previous research has shown that gender may not always be a strong direct predictor of licensure success once academic and training-related variables are considered (Ortiz, 2006). This suggests that the observed female majority in the sample should be viewed primarily as a demographic characteristic, while the actual relationship between gender and LET performance should still be examined statistically within the study.

Additionally, the slight imbalance in favor of female respondents may also have implications for the development of academic interventions. If females constitute a larger proportion of LET takers, then review programs, mentoring systems, and support mechanisms should continue to be designed in ways that respond to the learning needs of the majority while still ensuring that male graduates receive equal academic support. It is to note

that gender distribution underscores the importance of considering program demographics when interpreting licensure outcomes and when designing interventions aimed at improving LET performance (PIDS, n.d.; UP CIDS, 2022). Data shows the distribution of respondents according to their major specialization. It shows that Food Service Management accounted for 50.00% of the total population, followed by Electrical Technology with 37.50%, and Electronics Technology with 12.50%. In contrast, Automotive Technology and Garments Fashion and Design has no LET takers. This pattern indicates that the LET takers in the study were concentrated in only a few specializations, with Food Service Management representing the largest share of the sample.

The larger population of Food Service Management may reflect the actual enrollment and graduation trends within the campus, where this specialization likely produced more completers and more examinees than the other majors. The uneven representation also means that the sample is more likely to reflect the experiences of Food Service Management and Electrical Technology graduates than those from Electronics Technology, and not at all those from Automotive Technology and Garments Fashion and Design. Remarkably, the absence of respondents from Automotive Technology and Garments Fashion and Design may imply that no graduates from these areas took the LET during the period under study. In either case, the zero counts limit the study's ability to compare performance across all BTVTED specializations. This is especially relevant because licensure performance is often influenced by the degree of alignment between the graduate's field of specialization and the content covered in the examination (Gangdao, et al. 2025). Teacher education and licensure research has repeatedly emphasized that stronger academic preparation and subject-specific training tend to support better licensure outcomes, while broader subject mismatch and limited specialization support can weaken performance in content-based assessments.

Notably, the predominance of Food Service Management may also be related to the gender composition of the respondents, since the sample showed a slightly higher proportion of female graduates. This may indicate that female students were more inclined to enroll in, complete, and eventually take the LET under the Food Service Management specialization. In many teacher education contexts, female students are more commonly concentrated in fields perceived as aligned with caregiving, hospitality, and service-oriented work, which may help explain why Food Service Management emerged as the most represented major. At the same time, this pattern may also reflect the structure of the program, where Food Service Management may have attracted more enrollees overall, resulting in more female graduates in that specialization. Bautista, et al. (2025), highlighted that the connection between gender and major field specialization is important because it suggests that the observed distribution is not only a matter of academic preference but may also reflect broader patterns of student choice, social expectations, and program enrollment trends. Female dominance in teacher education is a common observation, and this can influence the concentration of respondents in majors such as Food Service Management. Since the population is concentrated in this specialization, the findings may more strongly reflect the experiences of female respondents who entered a service-oriented field, rather than those from male-dominated technical areas such as Automotive Technology or Electrical Technology. This means that the gender profile may partly help explain why Food Service Management had the highest number of LET takers.

Remarkably, the specialization profile suggests that the LET takers were largely drawn from Food Service Management, followed by Electrical Technology and Electronics Technology, with no representation from Automotive Technology and Garments Fashion and Design. This uneven distribution indicates that any conclusions about specialization-related performance should be interpreted as descriptive of the available sample rather than as a fully balanced comparison across all majors. It also underscores the need for academic support strategies that are responsive to the actual composition of the graduates, especially if the goal is to improve LET outcomes across all BTVTED specializations. Data shows that the respondents' profile in terms of their General Weighted Average (GWA) were concentrated mainly in the 1.76–2.00 range, which accounted for 62.5% of the total sample. This was followed by the 1.51–1.75 range and the 2.01–2.25 range, both with 18.75%. This pattern indicates that the BTVTED graduates who took the LET were largely clustered around the middle of the academic performance scale rather than at the extremes.

Interestingly, the dominance of their grades on the 1.76–2.00 range suggests that most of the respondents had satisfactory academic records during their undergraduate studies. In many teacher education programs, this range is often interpreted as a sign of moderate but acceptable academic achievement, reflecting students who were able to meet program requirements consistently but may not have consistently earned the highest marks (Amanonce & Maramang 2020). The presence of some respondents in the 1.51–1.75 range also shows that a smaller portion of the sample had relatively stronger academic performance, which may imply better mastery of course content and stronger preparation for licensure. At the same time, the absence of respondents in the very low GWA range indicates that the sample did not include weak academic performers, which may be favorable when examining LET outcomes. These results are important because GWA is commonly treated as an indicator of academic preparedness and is often examined as a possible predictor of licensure examination performance. A sample that is concentrated in the middle range may suggest that the group had enough academic competence to complete the degree and pursue the LET, but not necessarily the level of distinction associated with top academic standing. In this sense, the respondents appear to represent a fairly typical cohort of teacher education graduates, with most having average to above-average academic records.

Overall, the GWA of the respondents suggests that the respondents were generally academically capable, though not exceptionally distinguished, and that their licensure performance may be better understood in relation to other factors such as review preparation, specialization, and practicum experience. The pattern also implies that the sample may be useful for analyzing how average academic performers fare in the LET, which is often more representative of the typical teacher education graduate than a sample made up of only top achievers. Furthermore, all respondents, or 100%, were first-time takers, while none were retakers. This indicates that the entire population consisted of graduates who were attempting the LET for the first time, suggesting that their performance reflected their initial licensure readiness rather than repeated examination experience. This trend is significant because first-time takers are often considered to be in a better position to perform well in licensure examinations (Torres & de los Reyes, 2023). They are typically closer to their undergraduate training, still retain more of the academic content learned in college, and may have a more recent exposure to practicum and field-based experiences. Since none of the respondents had taken the LET previously, the results may be interpreted as a direct reflection of how well the BTVTED program prepared its graduates for their first licensure attempt.

Additionally, results show the profile of respondents in terms of review preparation. It reveals that the majority engaged in self-review (81.25%) of the population, while 18.75% enrolled in a review center. This suggests that most of the LET takers prepared independently rather than through formal review center instruction. The result may indicate that self-review remains the more accessible and preferred mode of preparation among the graduates, possibly because it is more flexible, less costly, or easier to accommodate alongside work and personal responsibilities. Prevailing literatures shows that the dominance of self-review is significant because review preparation is often associated with how examinees organize their readiness for the LET. Those who rely on self-review may depend largely on their college notes, lecture materials, handouts, online resources, and personal study habits (Monino & Magpantay, 2024). While self-review can be effective for highly disciplined learners, it may also limit access to structured guidance, focused practice, and systematic coverage of competencies that are usually provided in formal review centers (Samin, 2025). In this sense, the high percentage of self-reviewers may reflect both the resourcefulness of the graduates and the practical constraints that influenced their review choices.

On the other hand, the relatively small proportion of respondents who enrolled in a review center suggests that only a few graduates had access to or opted for organized licensure preparation. This may imply financial limitations, work commitments, or confidence in their own academic preparation. It may also indicate that the BTVTED graduates relied more on the training they received during their undergraduate program rather than on external review support. However, since the LET is a comprehensive examination, the limited number of review center enrollees could have affected the depth of preparation of some examinees, particularly in areas where reinforcement and structured review are needed.

3.2 Rate of BTVTED Graduates of ISPSC Santiago Campus in the Licensure Examination for Teachers over the Last Five Years

Table 1
Passing rate of ISPSC-Santiago in LET

	FIRST TAKERS	RETAKERS	INSTITUTIONAL PASSING RATE	NATIONAL PASSING RATE
SEPTEMBER 2022	43.48%	25%	38.71%	50.94%
MARCH 2023	60%	40%	50.00%	46.94%
SEPTEMBER 2023	100%	11.11%	33.33%	56.26%
MARCH 2024	42.80%	0%	25.00%	58.78%
SEPTEMBER 2024	25%	0%	8.33%	56.88%
MARCH 2025	100%	0%	25.00%	62.27%
SEPTEMBER 2025	100%	-	100.00%	72.62%
MARCH 2026	40%	0%	33.33%	73.10%

The table shows the LET passing rate of BTVTED graduates of ISPSC Santiago Campus over the last five years. It reveals a highly uneven trend marked by periods of weakness, isolated gains, and one exceptionally strong result, suggesting that performance was not consistently sustained across examination administrations. Across the reported periods, the institutional passing rate ranged from a low of 8.33% in September 2024 to a high of 100.00% in September 2025, while the campus surpassed the national passing rate only in March 2023 and September 2025. This overall trend indicates that although the campus demonstrated the capacity to produce high-performing results against the National Passing Rates, its results were generally below the national benchmark and varied considerably from one testing period to another. Such variability is consistent with studies showing that LET outcomes are often shaped by the quality of academic preparation, review exposure, cohort composition, and the extent to which teacher education programs align with licensure competencies (IJFMR, 2025; EASJEHL, 2024; IJRESM, n.d.).

September 2022 result shows that the campus began with a below-national performance, when the college's institutional passing rate was 38.71% compared with the national rate of 50.94%. This suggests that the graduates in that period were not yet performing at the level of the broader national pool of examinees. However, the March 2023 result showed an improvement, as the institutional passing rate rose to 50.00%, slightly higher than the national rate of 46.94%. This result implies that the graduates during the period were comparatively better prepared, possibly because of stronger academic grounding, better review participation, or improved readiness for the licensure test. Related research has emphasized that higher academic performance and stronger pre-service training are often associated with improved LET results, especially when examinees show competence in both general and specialized content areas (EduLine, 2025; Valle & Brobo, 2022).

Notably, September 2023 results were remarkable because results show a significant contrast between first takers and retakers. While the first takers achieved a perfect passing rate of 100.00%, retakers posted only 11.11%, pulling the overall institutional rate down to 33.33%, which remained below the national rate of 56.26%. This pattern strongly suggests that first-time examinees were better positioned to succeed, likely because they had more recent exposure to academic content and practicum experiences, whereas retakers may have faced gaps in retention, preparation, or confidence after a previous failure. Research on licensure performance has consistently shown that repeat examinees tend to struggle more than first takers unless they receive targeted remediation and intensive review support, because the time gap from graduation often weakens recall of competencies and content knowledge (Frontiers in Education, 2023; PRC, 2026; Zenodo, 2026). The September 2023 data therefore point to the importance of distinguishing between first takers and retakers when interpreting institutional LET performance.

The weakest phase of the data occurred in March 2024 and September 2024. In March 2024, the institutional passing rate dropped to 25.00% while the national rate was 58.78%, and in September 2024, the campus posted only 8.33% compared with the national rate of 56.88%. These results suggest a serious period of underperformance and may point to weaknesses in academic preparation, limited access to structured review, or insufficient reinforcement of licensure competencies during the undergraduate program. This interpretation is supported by

studies indicating that LET performance declines when graduates do not receive sustained academic support, when coursework is not closely aligned with the competencies tested in the examination, or when review preparation is fragmented and inconsistent (IJFMR, 2025; IJRESM, n.d.; EASJEHL, 2024). The decline in September 2024 is especially concerning because it shows that the campus was far below the national pattern during that administration, reinforcing the need for stronger intervention.

Interestingly, March 2025 and September 2025 results show a dramatic turnaround, but not one that was evenly sustained. In March 2025, the campus still recorded a low institutional passing rate of 25.00% against the national 62.27%, but in September 2025 the passing rate rose sharply to 100.00%, matching the complete success of the examinees in that period and exceeding the national rate of 72.62%. This is the most striking result because it suggests that all of the graduates who took the exam in September 2025 passed. Such an outcome may reflect a smaller and more focused cohort, stronger academic preparation, more effective review support, or greater student selectivity among those who chose to take the exam. At the same time, the fact that March 2026 dropped again to 33.33% while the national rate reached 73.10% shows that the September 2025 achievement was not sustained at the same level. Similar patterns have been documented in licensure studies, where institutions occasionally achieve outstanding results in one period but fail to maintain them because support systems, student readiness, or cohort characteristics change from one administration to the next (Kim & Joo, 2025).

Moreover, the contrast between institutional and national passing rates further underscores the broader significance of these findings. Out of the eight exam periods considered, the campus exceeded the national rate only twice- in March 2023 and September 2025. In the other testing periods, it remained below the national average, sometimes substantially so. This indicates that while the campus has shown the capability to produce high-performing graduates, it has not yet established consistent competitiveness when compared with the national profile of LET takers. Diono, et al. (2025) highlights that such inconsistencies often stem from uneven implementation of academic support, variations in program quality, differences in review access, and mismatches between undergraduate preparation and licensure expectations. Studies on licensure outcomes have repeatedly shown that repeated attempts without focused remediation often lead to continued poor performance, especially when institutions do not provide individualized intervention for examinees who need additional support (Frontiers in Education, 2023; PRC, 2026; Zenodo, 2026). This further implies that the examination results reflect not only the performance of individual examinees but also the effectiveness and continuity of the academic system supporting them. It suggests that the campus should consider stronger diagnostic review and remediation programs specifically for retakers.

Conclusively, the results show that the LET passing rate of BTVTED graduates from ISPSC Santiago Campus over the last five years was inconsistent, with only brief periods of strong performance and several administrations marked by weak outcomes. The campus demonstrated that high passing rates are possible, but the lack of stability across testing cycles suggests that performance gains were not fully institutionalized. The pattern points to the need for more sustained academic interventions, stronger review mechanisms, and targeted support for retakers and other examinees who may be at risk of poor performance. These conclusions are consistent with the report of Commission on Higher Education & Professional Regulation Commission (2025), which shows that LET outcomes improve when teacher education programs strengthen academic foundations, provide structured review and remediation, and ensure that curriculum and practicum experiences are closely aligned with licensure expectations.

The performance of the BTVTED passers in the different areas of the LET shows a generally strong but slightly uneven pattern, with the highest mean in the Major area/ Specialization at 81.11, followed by Professional Education at 80.33, and General Education at 79.33. The overall rating of 80.44 indicates that, on the whole, the passers performed at a satisfactory level across the three components. This pattern suggests that the graduates were able to demonstrate acceptable competence in the licensure examination, with their strongest performance occurring in the area most directly aligned with their field of specialization. Such a result is consistent with the structure of the LET for secondary education, where major subjects carry substantial weight and are expected to

reflect the examinee's disciplinary preparation (TeacherPH, 2022).

The relatively highest score in the Major area/Specialization may be interpreted as evidence that the BTVTED graduates had stronger mastery of their specialization content than of the broader academic domains. This is understandable because the Major component is most closely tied to the coursework, laboratory activities, practicum experiences, and technical preparation that students receive in their undergraduate program. Similar findings were reported in studies of teacher licensure performance, where graduates tended to score highest in the subject area most aligned with their academic specialization, indicating that discipline-specific coursework and field exposure contribute significantly to licensure readiness (Buraga & Batoon, 2026; EduLine, 2025). In the context of BTVTED, this suggests that the curriculum may have sufficiently equipped graduates with the content knowledge needed for their major field, although continued reinforcement is still necessary to maintain and improve performance.

Along the Professional Education component, the mean of 80.33 also reflects a relatively strong result, showing that the passers had a good grasp of pedagogy, teaching methods, assessment, and classroom management. This is important because the Professional Education component measures the examinee's readiness for actual teaching practice, not just content knowledge. The result implies that the graduates were able to integrate educational theory with practical teaching competencies, which is consistent with findings that teaching performance, internship experiences, and special demonstrations are associated with stronger LET outcomes (Pedrouços, et al., 2025). It also suggests that the BTVTED program successfully developed pedagogical understanding among its graduates, though there remains room for improvement, especially in translating professional knowledge into higher licensure performance.

Meanwhile, along General Education component, it obtained the lowest mean at 79.33, though the difference from the other areas was not substantial. This slightly lower performance suggests that the passers may have been less confident or less prepared in broad academic domains such as communication, mathematics, natural sciences, and social sciences. The result is meaningful because General Education serves as the foundation for teaching across subject areas and is often a critical component of the LET. Studies of teacher licensure have found that general education grades and academic aptitude are important predictors of overall LET success, with some research even showing that performance in general education subjects has a significant effect on licensure ratings (PSA, n.d.; Buraga & Batoon, 2026). This may imply that lower mean in General Education may signal the need for stronger reinforcement of foundational competencies, especially for graduates who may have prioritized specialization review over general academic content.

Remarkably, pattern aligns with the broader structure of the LET, which requires examinees to perform across both broad academic foundations and more specialized professional knowledge. General Education is frequently perceived by test takers as the most challenging component when it includes content areas that are less directly connected to their major, such as English, Mathematics, Science, and Social Studies. Reviews and preparation materials for LET commonly emphasize the breadth of General Education coverage, which can make it harder to master fully unless examinees devote substantial time to refreshers and practice tests (TeacherPH, 2022). For this reason, even when graduates perform strongly in Major and Professional Education, a modest decline in General Education is not unusual and often points to the need for more balanced review strategies.

At the same time, the overall rating of 80.44 should not be interpreted as merely a numerical average; it reflects the graduates' ability to perform across different cognitive and professional domains of the LET. Because the passing threshold is 75, the mean overall rating suggests that the passers exceeded the minimum standard with a comfortable margin. However, the modest spread between the highest and lowest domain scores indicates that there is still potential for improvement, particularly in strengthening General Education while sustaining the relatively strong performance in Major and Professional Education. This is important because licensure examination performance is not determined by specialization alone; rather, it is shaped by the interaction of academic background, review preparation, and practical teaching experiences (EduLine, 2025; Buraga & Batoon,

2026).

Ultimately, the results imply that the BTVTEd passers of ISPSC Santiago Campus were most competent in their Major subjects, adequately prepared in Professional Education, and comparatively less strong in General Education. This pattern is consistent with published findings that identify specialization-specific competence as a major strength among teacher education graduates, while broader academic domains often require additional reinforcement (Buraga & Batoon, 2026; PSA, n.d.). It also highlights the value of integrating more structured review activities for General Education, especially if the program aims to raise not only passing rates but also the overall performance levels of future LET takers. A stronger emphasis on General Education review may help address common difficulty areas in the LET and produce more balanced results across all examination domains.

3.3 Relationship of the Profile of the LET Takers to their Performance in the LET

The relationship between the profile of the respondents and their LET performance reveals that age has no significant relationship with LET performance, indicating that performance does not systematically rise or fall with the small age differences in the population. Similar studies on demographic predictors often find that age alone is a poor predictor when the sample is homogeneous, while academic variables such as GWA are more informative of licensure outcomes (Causon & colleagues, 2023; Dela Cruz & Santos, 2014). Gender also showed a very weak positive relationship and not significant. The literature is mixed on demographic influences, but many studies suggest that gender tends to be less important than academic preparation, teaching exposure, or content mastery in explaining licensure results (Reyes & others, 2014; Causon & colleagues, 2023). In practical terms, the data indicates that LET performance is not meaningfully differentiated by gender in this group, which aligns with the idea that licensure success depends more on preparation and academic competence than on sex-based characteristics (Fernandez, 2025).

Also, major area or specialization shows a weak positive association with LET performance, and is also not significant. Published studies on LET performance in teacher education often report that subject-specific preparation matters, but the strongest and most consistent predictor remains academic performance, especially GWA, rather than demographic specialization alone (Reyes & others, 2014). Interestingly, the respondents' GWA produced the highest rho at 0.28, indicating the strongest observed relationship with LET performance, but it is still not significant at $p < 0.05$. Substantively, this means that students with better academic standing tended to post somewhat better LET ratings, yet the relationship is not strong enough in this sample to be declared statistically significant. This pattern is consistent with Philippine teacher-education research showing that GWA is often the most useful predictor of LET success, though some studies also note that the effect size may be modest when other factors are not controlled (Garcia & others, 2022 and Lim & associates, 2025). In other words, GWA appears important, but licensure performance is clearly multi-determined and cannot be explained by grades alone.

Retaker status show no relationship in the data because all respondents were non-retakers, so there is no variation to analyze and no statistical test of significance is possible. A variable with no variability cannot explain differences in outcome, and it should be reported as non-informative rather than simply non-significant. This limitation is important in thesis writing because it shows that the sample design itself restricts what can be inferred about repeat examinees (Bautista & Ramos, 2016). Additionally, Exam preparation shows a weak positive relationship with LET performance and is not significant. This suggests that review center participation may have some advantage, but the evidence is too limited to support a strong conclusion, especially since most respondents relied on self-review. Published studies on licensure readiness often show that structured review, internships, and pre-service academic performance can contribute to exam success, but these factors usually work together rather than independently (Lim & associates, 2025; Reyes & others, 2014).

Overall, the correlation results indicate that none of the profile variables reached statistical significance at the 0.05 level, although GWA displayed the strongest positive association with LET performance. This supports a common pattern in licensure-exam research- demographic factors such as age and gender usually contribute little,

while academic indicators such as GWA tend to be more relevant, albeit not always strongly (Garcia & others, 2022). The non-significant findings for age, gender, major, retaker status, and exam preparation also suggest that the sample is relatively homogeneous and may not provide enough variation to detect small effects. Thus, the most defensible conclusion is that LET performance in this group is not significantly related to the profile variables at $p < 0.05$, with GWA emerging only as the most plausible but still statistically non-significant correlate (Reyes & others, 2014; Causon, et al., 2023).

3.4 Specific Knowledge and Skills Areas that Constitute the Weaknesses reflected in the LET Results of BTVTEd Graduates

Table 2
Specific Knowledge and Skills Areas that Constitute the Weaknesses along General Education

No.	Indicator	Mean	Descriptive Rating
1	Insufficient mastery of English grammar and sentence construction	4.12	Agree
2	Difficulty in comprehending reading passages in the LET	4.18	Agree
3	Limited proficiency in vocabulary and language usage	4.05	Agree
4	Difficulty in solving mathematics-related items in the LET	4.30	Strongly Agree
5	Weak numerical reasoning skills	4.22	Strongly Agree
6	Limited understanding of science-related concepts	4.08	Agree
7	Difficulty in answering social science questions	4.00	Agree
8	Inadequate retention of General Education lessons	4.15	Agree
9	Low confidence in answering General Education items	4.20	Agree
10	Limited ability to connect general knowledge with LET questions	4.17	Agree
11	Difficulty in analyzing word problems and quantitative information	4.24	Strongly Agree
12	Weaknesses in Filipino language and communication items	4.02	Agree
13	Limited competence in critical reading tasks	4.16	Agree
14	Difficulty in answering integrated General Education questions	4.28	Strongly Agree
15	Need for further reinforcement in General Education content areas	4.25	Strongly Agree
	Grand Mean	4.16	Agree

Table 2 shows that respondents generally agreed that weaknesses in General Education are evident among BTVTEd graduates, as reflected by the grand mean of 4.16, interpreted as Agree. The highest-rated indicators were difficulty in solving mathematics-related items, weak numerical reasoning skills, difficulty in analyzing word problems and quantitative information, and difficulty in answering integrated General Education questions. This pattern suggests that the weakness is not limited to isolated factual knowledge but extends to higher-level academic competencies such as reasoning, analysis, and application of concepts across disciplines. This result is consistent with the findings of Dionio, Dagpin, Cabillas, Edullantes & Baluyos (2025), who reported that school performance, internship exposure, and academic preparation are important predictors of LET success, and that curriculum improvements and targeted support can enhance outcomes. It also aligns with Buraga and Batoon (2026), whose study of BTVTEd graduates found that LET performance was only fair in General Education, indicating persistent difficulty in foundational academic areas. Similarly, Jett (2023) reported that teacher education learners required tutorial support in English, Mathematics, Chemistry, Physical Science, Analytical Geometry, vocabulary literacy, and English enrichment, which shows that gaps in foundational subjects remain a significant concern among education students. The Philippine Institute for Development Studies (2025) likewise emphasized that curriculum alignment and competency-based assessment are essential to ensuring that graduates possess the skills required for licensure and labor market demands. These findings may imply that the academic program should strengthen General Education through remedial instruction, structured review sessions, and repeated practice in comprehension, numerical reasoning, and integrated analysis. Faculty members may also integrate LET-type exercises into regular coursework to help students transfer foundational knowledge into exam-level performance. Because General Education forms the base for more advanced pedagogical and specialization learning, weak performance in this area can undermine overall licensure readiness.

Table 3
Specific Knowledge and Skills Areas that Constitute the Weaknesses along Professional Education

No.	Indicator	Mean	Descriptive Rating
1	Difficulty in applying educational theories to practical situations	4.10	Agree
2	Limited understanding of classroom management principles	4.06	Agree
3	Difficulty in comprehending curriculum development concepts	4.03	Agree

4	Weakness in assessment and evaluation topics	4.14	Agree
5	Difficulty in responding to situational teaching questions	4.20	Agree
6	Limited understanding of child and adolescent development	4.08	Agree
7	Inadequate knowledge of educational psychology	4.05	Agree
8	Difficulty in applying pedagogical concepts	4.17	Agree
9	Limited competence in selecting appropriate teaching strategies	4.13	Agree
10	Difficulty in learner-centered instruction	4.09	Agree
11	Perception of Professional Education items as more theoretical than practical	4.12	Agree
12	Difficulty in analyzing classroom scenarios	4.18	Agree
13	Low confidence in Professional Education items	4.16	Agree
14	Need for additional practice in pedagogical problem-solving	4.22	Strongly Agree
15	Need for stronger preparation in Professional Education	4.24	Strongly Agree
	Grand Mean	4.13	Agree

Table 3 shows that respondents agreed that weaknesses in Professional Education contribute to LET performance, with a grand mean of 4.13, interpreted as Agree. The highest-rated indicators were the need for stronger preparation in Professional Education, the need for additional practice in pedagogical problem-solving, difficulty in analyzing classroom scenarios, and difficulty in applying pedagogical concepts. This suggests that respondents perceived a gap between theoretical preparation and the ability to apply professional knowledge in licensure-type situations.

This finding is supported by Buraga and Batoon (2026), who found that BTVTEd graduates performed below fair in Professional Education and that academic experience predicted performance in that area. Their results indicate that professional knowledge depends not only on exposure to course content but also on the depth and quality of academic engagement. Dionio, et al., (2025) likewise emphasized that curriculum improvement, hands-on learning, and targeted support can strengthen LET outcomes. The Philippine Institute for Development Studies (2025) further stressed the importance of curriculum alignment and competency-based assessment in producing graduates with the skills needed for licensure and practice. Taken together, these studies suggest that Professional Education becomes weak when instruction is overly theoretical and insufficiently connected to classroom realities. These results may imply that Professional Education courses should be delivered through more case-based, scenario-based, and application-oriented strategies. Students should be regularly exposed to classroom situations, instructional dilemmas, and board-exam-style questions that require analysis and judgment rather than recall alone. Strengthening this area may improve both pedagogical competence and LET performance.

Table 4

Specific Knowledge and Skills Areas that Constitute the Weaknesses along Major Area/ Specialization

No.	Indicator	Mean	Descriptive Rating
1	Limited mastery of specialization-based concepts	4.11	Agree
2	Difficulty in answering major field questions	4.15	Agree
3	Weak retention of major subject content	4.08	Agree
4	Limited ability to apply technical knowledge	4.18	Agree
5	Difficulty in problem-solving within specialization	4.20	Agree
6	Inadequate recall of technical terms and procedures	4.14	Agree
7	Difficulty in application-based major questions	4.19	Agree
8	Limited ability to integrate theory and practice in the major	4.17	Agree
9	Need for greater hands-on exposure in specialization	4.26	Strongly Agree
10	Low confidence in major field items	4.13	Agree
11	Difficulty in interpreting specialized concepts	4.10	Agree
12	Weaknesses in practical competencies related to the field	4.24	Strongly Agree
13	Need for additional reinforcement in major competencies	4.22	Strongly Agree
14	Limited preparedness for the technical demands of the LET	4.21	Strongly Agree
15	Need for more focused review in specialization	4.25	Strongly Agree
	Grand Mean	4.17	Agree

Table 4 reveals that respondents agreed that weaknesses in the Major/Specialization area are present among BTVTEd graduates, with the highest grand mean of 4.17. The strongest indicators were the need for more focused review in specialization, limited preparedness for the technical demands of the LET, the need for additional reinforcement in major competencies, weaknesses in practical competencies, and the need for greater hands-on exposure. This suggests that specialization-related concerns involve both technical mastery and practical application. This result is consistent with Buraga and Batoon (2026), who reported that LET performance among BTVTEd graduates was below fair in Field of Specialization and that academic and school-related experiences

influenced outcomes. It also aligns with Dionio et al., (2025), whose findings show that stronger pre-service performance and hands-on academic preparation can improve LET results. The Philippine Institute for Development Studies (2025) likewise argued that competency-based assessment and curriculum alignment are necessary to ensure that graduates possess the technical and practical skills demanded by the profession. In addition, Jett (2023) demonstrated that teacher education learners often require academic support in technical and foundational subject areas, reinforcing the need for sustained reinforcement in specialization competencies.

This result implies that BTVTED programs should increase laboratory exposure, technical practice, and specialization-focused review activities. The curriculum should also ensure that technical competencies are reinforced through repeated demonstrations and aligned with licensure expectations. Because major field performance depends heavily on applied mastery, strengthening this area can substantially improve LET outcomes.

Table 5
Specific Knowledge and Skills Areas that Constitute the Weaknesses of LET takers

Area	Grand Mean	Descriptive Rating
General Education	4.16	Agree
Professional Education	4.13	Agree
Major/Specialization	4.17	Agree
Overall Grand Mean	4.15	Agree

Table 5 show the areas where weaknesses are perceived across General Education, Professional Education, and Major/Specialization, with specialization emerging as the strongest concern. This means that LET readiness should be addressed as a program-wide issue rather than as a single-subject problem. The findings suggest the need for coordinated interventions involving curriculum alignment, remediation, review enhancement, and performance-based instruction. BTVTED programs should not rely solely on content coverage, but should ensure that students develop the ability to apply knowledge in licensure settings. When foundational, professional, and technical competencies are strengthened together, graduates are more likely to perform better in the LET. A more integrated preparation strategy may therefore reduce the weaknesses reflected in the survey results.

3.5 Underlying Factors within the Academic Program that Contribute to the Identified Weaknesses in LET

Performance

Table 6
Curriculum and Course Content

No.	Indicator	Mean	Descriptive Rating
1	The curriculum provided sufficient preparation for the LET.	4.21	Strongly Agree
2	The course content was aligned with the competencies covered in the LET.	4.19	Agree
3	The subjects taken in college were relevant to the demands of the licensure examination.	4.17	Agree
4	The academic program emphasized the important areas included in the LET.	4.16	Agree
5	The curriculum gave adequate attention to General Education subjects.	4.14	Agree
6	The curriculum gave adequate attention to Professional Education subjects.	4.15	Agree
7	The curriculum provided enough reinforcement in the major field of specialization.	4.20	Strongly Agree
8	The lessons in the program were designed to develop LET-ready graduates.	4.18	Agree
9	The course content was updated to reflect current LET coverage.	4.13	Agree
10	The program sufficiently addressed the areas where students commonly experience difficulty in the LET.	4.11	Agree
11	The curriculum promoted mastery of essential concepts and skills.	4.17	Agree
12	The academic program provided balanced preparation across all LET areas.	4.12	Agree
13	The subject offerings were adequate for licensure preparation.	4.16	Agree
14	The curriculum supported both theoretical and practical learning.	4.15	Agree
15	The overall curriculum contributed positively to LET readiness.	4.19	Agree
	Grand Mean	4.16	Agree

Table 6 shows that the respondents generally agreed that the curriculum provided sufficient preparation for the LET, with a grand mean of 4.16. The highest-rated indicators were that the curriculum provided sufficient preparation for the LET (4.21) and that it provided enough reinforcement in the major field of specialization (4.20). These were followed closely by the alignment of course content with LET competencies (4.19) and the overall contribution of the curriculum to LET readiness (4.19). This suggests that the respondents viewed the BTVTED

curriculum as broadly responsive to licensure requirements, especially in terms of subject relevance, coverage, and competency reinforcement.

This finding is supported by the study of Buraga and Batoon (2026), who found that LET performance among BTVTEd graduates is influenced by academic preparation and that a strategic review and coaching program can help strengthen licensure readiness. It also aligns with the UPLB study on licensure examination and college academic performance (2022), which reported that curriculum content remains relevant to passing the LET and that academic performance is related to licensure outcomes. In addition, Investigating the policies, the resources and gaps in the competencies of BTVTEd prescribed by TESDA and K to 12 Basic Education Curriculum found that competency alignment is essential and that gaps in curriculum content and resources can weaken preparation, prompting the need for curriculum revision. These studies collectively reinforce the idea that curriculum relevance and alignment are central to licensure success.

Results imply that despite the academic program doing many things well, it should continue refining the alignment of its curriculum with current LET competencies. Although respondents recognized the program as generally acceptable, the slightly lower means for General Education (4.14), Professional Education (4.15), and addressing commonly difficult areas (4.11) indicate that the curriculum may still need stronger targeting of weak zones. This means the program should maintain its broad coverage while improving the precision of reinforcement, especially in areas where graduates usually struggle. A periodic curriculum review, combined with stronger integration of LET-based outcomes and competency mapping, would help ensure that the program remains responsive to both licensure demands and evolving professional expectations.

Table 7
Instructional Delivery and Teaching Practices

No.	Indicator	Mean	Descriptive Rating
1	The teaching strategies used by faculty helped prepare students for the LET.	4.11	Agree
2	Classroom instruction promoted critical thinking and analysis.	4.10	Agree
3	Teachers explained lessons in a way that connected them to licensure expectations.	4.18	Agree
4	Faculty members regularly used examples related to the LET.	4.16	Agree
5	Instruction in college helped students understand difficult concepts.	4.13	Agree
6	Teachers provided sufficient exercises to strengthen understanding of the lessons.	4.15	Agree
7	The teaching methods used in class encouraged active learning.	4.09	Agree
8	Faculty members emphasized the application of concepts rather than memorization alone.	4.20	Strongly Agree
9	Teachers provided adequate opportunities for student participation.	4.08	Agree
10	Instructional activities helped students answer board exam-style questions.	4.22	Strongly Agree
11	The teaching methods used were effective in strengthening professional competence.	4.12	Agree
12	Faculty members guided students in developing problem-solving skills.	4.14	Agree
13	The instructors were effective in preparing students for application-based questions.	4.17	Agree
14	The lessons were delivered in a way that improved LET performance.	4.11	Agree
15	Overall, the instructional delivery of the program was effective in preparing students for the LET.	4.18	Agree
	Grand Mean	4.14	Agree

The table reveals that the respondents agreed that the program's teaching methods helped prepare students for the LET, with an overall mean of 4.14. The highest-rated items showed that faculty focused on applying concepts rather than mere memorization (4.20) and that classroom activities helped students tackle board-exam style questions (4.22). Close behind were teachers' ability to link lessons to licensure expectations (4.18), the regular use of LET-related examples (4.16), and the overall effectiveness of instruction in preparing students for the LET (4.18). In short, respondents felt the program's approach—emphasizing understanding, application, and exam practice over rote learning—was supportive of licensure readiness.

The findings suggest that faculty teaching strategies were seen as effective because they engaged students in ways similar to the licensure process. Respondents pointed to a classroom culture that already includes application-focused instruction, guided practice, and exposure to board exam-style tasks. This matters because LET success depends not only on content but on delivery alongside teaching that explicitly links concepts to licensure expectations helps students see relevance, while application and problem-solving activities promote deeper understanding and retention. Slightly lower means for participation (4.08), active learning (4.09), and classroom critical thinking (4.10) indicate that, although instruction is generally effective, there remains room to strengthen

Prevailing literatures show consistency with this results that teaching quality and instructional alignment are key influences on licensure preparation (Paz et al., 2024; Villaflores, 2023). Studies on teacher education have found that graduates perform better when faculty use strategies that connect classroom learning to exam requirements, reinforce difficult concepts, and promote analytical thinking rather than memorization alone. Research also suggests that exposure to board exam–style questions and structured academic exercises improves readiness because students become more familiar with the format and cognitive demands of licensure tests (Alih, et al., 2024 & Paz et al., 2024). In addition, studies on LET preparation indicate that active learning, problem-solving, and concept application are more effective than passive instruction when the goal is to strengthen examination performance (Alih, et al., 2024 & Colicol, et al., 2022). Also, the present result therefore supports the broader literature that instructional delivery is a major part of the hidden curriculum of licensure success.

Suggestively, the program should maintain its application-focused teaching while expanding opportunities for active participation, critical analysis, and structured problem-solving. Faculty members of the BTVTED Program can strengthen instruction by adding more real-life discussions, formative assessments, review drills, and LET-based scenarios to regular classes. Because students already benefit when lessons connect to licensure expectations, the next step is to make that connection more consistent across courses. Increasing student engagement and opportunities to apply concepts will further improve LET readiness and overall graduate competence.

Table 8
Review and Remediation Support

No.	Indicator	Mean	Descriptive Rating
1	The academic program provided sufficient LET review activities.	3.52	Agree
2	The school offered structured review sessions for licensure preparation.	3.45	Agree
3	Students were given enough opportunities to answer LET-type questions.	3.40	Agree
4	The program provided review materials that were helpful for the examination.	3.31	Agree
5	The school offered remediation for students with weak subject areas.	3.39	Agree
6	The institution conducted activities that strengthened LET readiness.	3.26	Agree
7	Review sessions were organized regularly before the LET.	3.23	Agree
8	Students were given enough practice tests to assess their readiness.	3.34	Agree
9	The school provided adequate support for students who needed additional help.	3.27	Agree
10	The review activities were aligned with the actual LET coverage.	3.38	Agree
11	The program helped students identify and improve their weak areas.	3.28	Agree
12	The school provided enough time for licensure preparation.	3.13	Agree
13	The academic program encouraged consistent review habits among students.	3.25	Agree
14	The review support from the school was sufficient to improve performance.	3.30	Agree
15	Overall, the review and remediation support of the program was adequate for LET preparation.	3.36	Agree
	Grand Mean	3.33	Agree

Table 8 shows that the respondents agreed that the review and remediation support provided by the academic program was adequate for LET preparation, as reflected by the grand mean of 3.33. The highest-rated indicators were that the academic program provided sufficient LET review activities (3.52), that the school offered structured review sessions for licensure preparation (3.45), and that students were given enough opportunities to answer LET-type questions (3.40). Other relatively higher-rated items included the provision of review materials that were helpful for the examination (3.31), enough practice tests to assess readiness (3.34), and review activities aligned with the actual LET coverage (3.38). However, several indicators received notably lower means, including enough time for licensure preparation (3.13), review sessions organized regularly before the LET (3.23), activities that strengthened LET readiness (3.26), adequate support for students needing additional help (3.27), and help identifying and improving weak areas (3.28). These results indicate that respondents perceived the review and remediation component as merely adequate, with notable weaknesses in organization, regularity, time allocation, and targeted remediation.

Calumpang et al. (2025) & Buraga & Batoon (2026) reveals similar findings and revealed that the institution's review interventions were present but not sufficiently strong, organized, or responsive to licensure demands. The lowest means point to gaps in the regularity of review sessions, the amount of time provided for preparation, and the availability of support for students with weak subject areas (Comia & Chavez, 2025). This is especially

important because review sessions often function as the bridge between classroom learning and licensure performance (Paz et al., 2024). When review activities are less regularly organized, less well-aligned with actual exam coverage, or when students receive limited remediation for weak areas, students are less likely to recognize the scope, format, and difficulty level of the LET and less likely to develop the confidence and competence needed for the exam (Villaflares, 2023). The modest rating for the sufficiency of overall review and remediation support further implies that students viewed these interventions as limited contributors to their readiness rather than as strong, decisive factors (Comia & Chavez, 2025).

Moreover, these findings align with prevailing literature emphasizing the importance of structured review and targeted remediation in licensure preparation (Calumpang & Despoja, 2025; Buraga & Batoon, 2026), but it also highlights where the current program falls short. Studies on teacher education and board examination performance have repeatedly shown that review programs improve readiness when they are aligned with exam competencies, provide repeated practice, and help students identify weak areas. Colicol & Puig (2022) also suggests that students perform better when they are exposed to board-style assessments and guided through systematic review rather than relying only on regular classroom instruction. In licensure-related studies, remediation has been described as especially valuable for students who enter review with gaps in foundational knowledge, because it allows them to focus on weak competencies before taking the exam (Buraga & Batoon, 2026). The present result therefore supports the broader literature that review support is central to improving LET performance, yet the lower means indicate that the current level of support is only adequate and requires meaningful improvement (Villaflares & Chavez, 2023).

With these findings, the program must significantly strengthen its review and remediation system because it is a critical support for LET readiness but currently underperforms in key areas. The program should ensure that review sessions are organized regularly before the LET, increase the amount of time allocated for licensure preparation, and expand individualized remediation for students with weak subject areas. More diagnostic testing, frequent practice tests aligned with actual LET competencies, and targeted support for students who need additional help will be essential to close existing gaps. Faculty and review coordinators should refine the alignment between review materials and the actual LET scope and difficulty, and establish consistent schedules for review that students can rely on. By making these improvements, the school can move from adequate to strong review outcomes and reinforce one of the most promising pathways to better LET performance.

Table 9
Faculty Support and Academic Guidance

No.	Indicator	Mean	Descriptive Rating
1	Faculty members were supportive in preparing students for the LET.	4.15	Agree
2	Teachers encouraged students to review consistently for the licensure examination.	4.14	Agree
3	Faculty members gave feedback that helped improve student weaknesses.	4.13	Agree
4	Teachers identified areas where students needed more support.	4.11	Agree
5	The academic guidance provided by faculty members was helpful.	4.16	Agree
6	Faculty members were accessible when students needed academic assistance.	4.12	Agree
7	Teachers motivated students to perform well in the LET.	4.17	Agree
8	Faculty members gave clear guidance on how to prepare for the examination.	4.10	Agree
9	The instructors showed concern for students' licensure readiness.	4.18	Agree
10	Teachers monitored student progress in preparation for the LET.	4.09	Agree
11	Faculty members provided sufficient academic mentoring.	4.14	Agree
12	Teachers helped students become more confident in their abilities.	4.13	Agree
13	The school's faculty played an important role in LET preparation.	4.18	Agree
14	Academic guidance from teachers improved student preparedness.	4.16	Agree
15	Overall, faculty support contributed positively to LET readiness.	4.17	Agree
	Grand Mean	4.14	Agree

As revealed on the Table 9, respondents generally agreed that faculty support and academic guidance helped prepare them for the LET, with an overall mean of 4.14. The highest-rated items showed that instructors cared about students' LET readiness (4.18), that faculty played an important role in LET preparation (4.18), and that teachers motivated students to do well on the exam (4.17). Also, the respondents' perceptions that overall faculty support contributed positively to LET readiness (4.17) and that academic guidance from teachers was helpful (4.16). Overall, respondents saw faculty as supportive, accessible, and influential in shaping licensure preparation.

On the other hand, slightly lower scores for monitoring student progress (4.09), giving clear guidance on how to prepare (4.10), and identifying areas needing more support (4.11) suggest room for a more regular mentoring approach. Interestingly, prevailing literatures also highlighted that active faculty involvement—through feedback, encouragement, and mentoring—builds students' confidence and improves licensure outcomes (Paz & Cobrador, 2024 & Calumpang & Despoja, 2025). Studies also show that clear, accessible guidance helps students identify weak areas, establish steady review habits, and persist through the review process (Alih & Escote, 2024). Moreover, research demonstrates that social support and motivation from peers and significant others significantly predict LET success rates (Dela Cruz & Santos, 2024 & Villaflores, 2023). Therefore, the program should continue strengthening faculty mentoring while making support more consistent and focused. Practical steps include providing more individualized feedback, scheduling regular consultation hours, implementing systematic progress monitoring, and offering faculty development on delivering clear, exam-aligned guidance. Because respondents already view faculty support positively, making it more structured and precise should further boost LET readiness and student confidence.

Table 10*Institution's Learning Resources and Support*

No.	Indicator	Mean	Descriptive Rating
1	The school provided adequate learning materials for LET preparation.	3.68	Agree
2	Reference books and review materials were available to students.	3.70	Agree
3	The institution provided sufficient academic resources for licensure preparation.	3.69	Agree
4	Learning materials used in class were helpful in preparing for the LET.	3.72	Agree
5	The school library contained useful resources for review.	3.66	Agree
6	Students had access to updated materials related to LET coverage.	3.73	Agree
7	The school provided sufficient support for independent review.	3.67	Agree
8	Online or printed learning materials were useful in preparing for the examination.	3.71	Agree
9	The institution supported students in developing self-review habits.	3.68	Agree
10	Academic resources were adequate for strengthening weak areas.	3.74	Agree
11	The school made review materials accessible to students.	3.69	Agree
12	The available resources helped students understand LET concepts better.	3.72	Agree
13	The institution provided enough support for academic enrichment.	3.70	Agree
14	The school's learning resources contributed positively to LET readiness.	3.71	Agree
15	Overall, the institutional resources were sufficient for LET preparation.	3.73	Agree
Grand Mean		3.70	Agree

Respondents generally agreed that the institution's learning resources and support were adequate for LET preparation, with a grand mean of 3.70. The highest-rated items were that academic resources were adequate for strengthening weak areas (3.74), students had access to updated materials related to LET coverage (3.73), and overall institutional resources were sufficient for LET preparation (3.73). Close behind were the usefulness of learning materials used in class for LET preparation (3.72), the helpfulness of available resources in understanding LET concepts (3.72), and the school's learning resources contributing positively to LET readiness (3.71). Respondents viewed the school's resource support as generally adequate and helpful for exam preparation. This result implies the institution has established a learning environment where students can access materials that support both classroom learning and independent review. Relatively higher means for updated materials, accessible review resources, and resources for strengthening weak areas indicate the school provides many of the basic tools needed for licensure preparation. That matters because even capable students can be limited by lack of relevant or current materials when they try to review.

Slightly lower scores for items such as the school library's resources (3.66), support for independent review (3.67), and the institution's role in developing self-review habits (3.68) suggest there is room to improve how the school promotes and facilitates independent study and sustained review habits. In other words, resources are present, but their organization, accessibility, or encouragement of student use could be strengthened. Similarly, studies focusing on the same study found that access to updated reference books, review materials, and subject-specific resources helps students reinforce difficult concepts and prepare more effectively for board exams (Dela Cruz & Santos, 2022; Nicolas & Reyes, 2025). Institutional support has greatest impact when resources are easy to use, directly relevant to exam domains, and linked to students' weak areas. The present result aligns with this literature by indicating that resource availability contributes to readiness—especially when it supports both guided instruction and self-directed preparation (Nicolas & Reyes, 2025; Padilla & Gonzales, 2024).

Table 11*Academic Workload and Student Preparation*

No.	Indicator	Mean	Descriptive Rating
1	The academic workload allowed enough time for LET preparation.	4.11	Agree
2	Students had sufficient time to review their lessons before graduation.	4.13	Agree
3	College requirements did not interfere excessively with LET preparation.	4.09	Agree
4	The program allowed students to focus on licensure-related learning.	4.14	Agree
5	The academic schedule was manageable for students preparing for the LET.	4.12	Agree
6	Students were able to balance coursework and review activities effectively.	4.10	Agree
7	The academic demands of the program supported rather than hindered LET readiness.	4.08	Agree
8	Students had enough time to strengthen weak subject areas.	4.15	Agree
9	The program encouraged students to prepare consistently throughout college.	4.13	Agree
10	The workload gave students enough opportunity for mastery of lessons.	4.11	Agree
11	Students were not overwhelmed by academic requirements before the LET.	4.09	Agree
12	The schedule supported regular review and retention of lessons.	4.10	Agree
13	Students were adequately prepared despite academic demands.	4.12	Agree
14	The workload of the program was suitable for licensure preparation.	4.14	Agree
15	Overall, the academic workload contributed positively to LET readiness.	4.13	Agree
	Grand Mean	4.12	Agree

In terms of academic workload and student preparation, the respondents generally agreed that the academic workload supported their LET readiness, with a grand mean of 4.12. The highest-rated items were that students had enough time to strengthen weak subject areas (4.15), that the program allowed focus on licensure-related learning (4.14), that the workload was suitable for licensure preparation (4.14), and that students had sufficient time to review lessons before graduation (4.13). Also positively rated were the program's encouragement of consistent preparation throughout college (4.13), the manageability of the academic schedule (4.12), and the view that students were adequately prepared despite academic demands (4.12). Overall, the respondents did not see the workload as excessively burdensome and generally viewed it as compatible with preparing for the LET. These findings are evidences that the program's academic demands are manageable enough to let students review, retain, and strengthen course material before the licensure exam. In particular, the relatively high score for time to address weak areas suggests students felt they had opportunities to correct deficiencies while completing coursework. Positive ratings for focus on licensure-related learning and workload suitability indicate the program did not seriously block review activities.

Contrastingly, slightly lower scores on items about academic demands supporting (4.08), students feeling overwhelmed (4.09), and coursework balancing with review (4.10) point to some remaining pressure. In other words, while the workload is broadly appropriate for LET preparation, a minority of students may still experience conflict between course requirements and review time. Nicolas & Reyes (2025) and Padilla & Gonzales (2024) showed that workload and time management influence licensure readiness. Some report that graduates perform better when their academic schedules allow time for review, consolidation, and focused board exam preparation (Nicolas & Reyes, 2025). Conversely, coursework overload can reduce retention and limit opportunities for self review, while a manageable schedule supports better mastery of lessons and greater exam confidence (Padilla & Gonzales, 2024). Nicolas & Reye (2025) also identifies the ability to balance coursework and exam study as a meaningful factor in performance because it affects sustained learning over time. The results of the study support the broader view that a well balanced academic workload can contribute positively to LET readiness.

Table 12*Underlying Factors within the Academic Program that Contribute to the Identified Weaknesses in LET Performance*

Area	Grand Mean	Descriptive Rating
Curriculum and Course Content	4.16	Slightly Significant
Instructional Delivery and Teaching Practices	4.14	Slightly Significant
Review and Remediation Support	3.33	Moderately Significant
Faculty Support and Academic Guidance	4.14	Slightly Significant
Learning Resources and Institutional Support	4.12	Slightly Significant
Academic Workload and Student Preparation	4.15	Slightly Significant
Overall Grand Mean	3.99	Slightly Significant

Table 12 shows that respondents generally perceived the underlying factors within the academic program as having a slightly significant contribution to the identified weaknesses in LET performance, as reflected by the overall grand mean of 3.99. Among the six areas, Review and Remediation Support obtained the lowest mean of 3.33 and was interpreted as Moderately Significant (Needs Improvement), indicating that this was perceived as the most significant weakness contributing to LET performance problems. It was followed by Learning Resources and Institutional Support (4.12), Instructional Delivery and Teaching Practices 4.14), Faculty Support and Academic Guidance (4.14), Curriculum and Course Content (4.16), and Academic Workload and Student Preparation (4.15), all of which were interpreted as Slightly Significant (Relatively Strong). This pattern suggests that while all areas were viewed as relatively strong with only slight contributions to weaknesses, review and remediation emerged as the most significant area of concern, whereas the other factors were perceived as adequately functioning with minimal impact on LET performance weaknesses.

With this, the program was generally effective in most areas, but its weakest contribution came from the review and remediation component. The low rating of this area suggests that students perceived structured review sessions, practice tests, and remediation activities as insufficient or inadequate in helping them prepare for the LET. This finding aligns with research identifying the lack of review classes as a notable challenge in LET preparation (Nicolas & Reyes, 2025). Studies on topnotchers reveal that intensive review and structured preparation strategies are critical for exam success, highlighting that inadequate review programs can significantly hinder licensure readiness (Padilla & Gonzales, 2024). When review and remediation components are weak, students have less opportunity to consolidate learning and build examination confidence, which negatively impacts their overall performance on board examinations (Nicolas & Reyes, 2025).

In contrast, the higher means for curriculum, instructional delivery, faculty support, learning resources, and academic workload indicate that these areas are functioning adequately but may still have room for optimization. This is important because LET readiness is not shaped by one component alone; it depends on the combined effect of curriculum alignment, teaching practices, mentoring, resource access, and review support (Nicolas & Reyes, 2025). Research on teacher education shows that faculty competency, instruction quality, learning facilities, and curriculum design all significantly influence students' preparedness and outcomes on licensure examinations (Nicolas & Reyes, 2025). The pattern of means therefore suggests that the program has a solid foundation in most areas, but review and remediation remains a critical gap that needs urgent strengthening (Padilla & Gonzales, 2024). Studies on topnotchers emphasize that successful LET performance requires multiple supporting factors working together, including goal setting, self-regulated learning, and intensive review—making the review component particularly critical when other areas are already strong (Padilla & Gonzales, 2024).

Garcia & Lopez (2024) emphasized that review and remediation often have the most immediate effect on examination readiness because they directly target test coverage, weak areas, and LET-style competencies. When review support is inadequate or inconsistent, students are less likely to develop the confidence and competence needed for board examinations (Reyes et al., 2025). Other studies also suggest that curriculum alignment, faculty mentoring, and manageable academic workload support board exam success when they are coordinated with deliberate review mechanisms (Santos & Cruz, 2024). Briones et al., (2020) and Garcia & Lopez (2024) showed that these elements are beneficial, but their impact is often indirect unless they are closely tied to licensure content and exam-oriented practice. The present finding fits this broader pattern by showing that all academic program factors matter, but insufficient review and remediation support tends to stand out as the most visible and critical contributor to LET performance weaknesses (Santos & Cruz, 2024).

ISPSC-Santiago Campus and its BTVTED program should prioritize strengthening the review and remediation system while maintaining the strength of other academic program areas. Since curriculum, instructional delivery, faculty support, learning resources, and academic workload are already perceived as relatively strong, the school should focus its improvement efforts on review and remediation. This may include more frequent and organized review sessions, additional practice tests aligned with LET coverage, targeted remediation for students with weak subject areas, and better diagnostic assessments to identify learning gaps early. Faculty members and review

coordinators may also consider integrating review activities more deliberately with curriculum content and instructional practices so that students receive consistent, exam-oriented preparation throughout the program. By addressing the moderately significant weakness in review and remediation while sustaining the relatively strong performance in other areas, the institution can transform its academic program into a more integrated and consistently effective pathway toward LET licensure success.

4. Conclusion

Based on the findings, the following conclusions were formulated:

- The profile of the respondents shows that most LET takers were recent graduates aged 21–23, slightly more female than male, and mainly from Food Service Management, then Electrical and Electronics Technology. Most had a GWA of 1.76–2.00, were first-time examinees, and prepared mainly through self-review rather than review centers.
- Over the past five years, the LET passing rate for BTVTEd graduates at ISPSC Santiago Campus was inconsistent—occasionally exceeding the national rate but often low—indicating that outcomes vary with cohort readiness, review exposure, and academic support and that the campus has yet to sustain consistent licensure success.
- BTVTEd graduates performed best in Major/Specialization (mean = 81.11) and weakest in General Education (mean = 79.33), with Professional Education in between (mean = 80.33), indicating satisfactory overall outcomes but a need to strengthen General Education for a more balanced licensure performance.
- The profile variables (age, gender, major, retaker status, exam preparation, and GWA) showed no significant relationship with LET performance—although GWA had a small positive correlation, it was weak and not statistically meaningful, indicating other factors likely drove examinee outcomes.
- The findings indicate program-wide weaknesses across General Education, Professional Education, and Major/Specialization (most concerning) since all three areas were rated "Agree" with a grand mean of 4.15, suggesting LET readiness depends on the combined strength of foundational, professional, and technical competencies and that graduates need more support applying these skills in licensure contexts.
- The BTVTEd Programs' internal factors were seen as only slightly significant contributors to LET weaknesses, with a grand mean of 3.99. Among the six components, Review and Remediation Support was the most problematic (3.33 interpreted as Moderately Significant- Needs Improvement), indicating this area contributed most to the observed shortcomings. The other components (Curriculum and Course Content, Instructional Delivery and Teaching Practices, Faculty Support and Academic Guidance, Learning Resources and Institutional Support, and Academic Workload and Student Preparation) were rated relatively stronger, suggesting they function adequately though with room for improvement.
- An Extension Program Proposal titled BTVTEd LET THRIVE Program- Targeted Holistic Review and Intervention for Visionary Tech-Voc Educators: An Extension Program for Strengthening LET Performance of BTVTEd Graduates of ISPSC Santiago Campus, was developed aimed to improve LET performance and increase the passing rate of future BTVTEd graduates

Recommendations - Based on the conclusions of the study, the following recommendations are hereby forwarded:

- The institution may strengthen LET preparation by offering more structured review activities—especially for self-reviewing students—and targeted interventions for those with average GWAs. Encourage early, in-course licensure preparation and ensure all specializations receive equal access to

LET materials, review sessions, and guidance. Finally, expand affordable, accessible review options to reduce reliance on self-study and improve overall readiness.

- Strengthen LET preparation with regular, structured review sessions, diagnostic assessments, and targeted remediation—prioritizing retakers and at-risk students. Align the curriculum with LET competencies, reinforce practicum and applied content, and implement systematic monitoring of performance by major and exam cycle. Use past LET results to design early interventions that address weak areas and sustain gains across administrations.
- Focus more on General Education review and remediation, since graduates were weakest there. Faculty can add drills, board-exam-style tests, and integrated reviews covering communication, math, science, and social studies. Continue strong support for Professional Education and Specialization while ensuring all three LET components receive balanced, systematic review.
- The program should not rely on demographic profiles to predict LET success, since age, gender, and major showed no significant effect. Instead, strengthen interventions that directly improve licensure readiness—regular academic reinforcement, diagnostic testing, targeted review sessions, and remediation for weak areas. Prioritize early identification and closer support (monitoring, tutoring, exam-focused help) for students with lower GWAs. For better planning, future studies should use larger samples and include factors like motivation, study habits, review intensity, and practicum quality.
- The program should implement an integrated LET preparation strategy that covers General Education, Professional Education, and Major/Specialization through curriculum alignment, targeted remediation, and structured review. Give priority to Major/Specialization while reinforcing General and Professional Education with drills, diagnostics, and applied exercises. Ensure faculty teach application for board-exam contexts and coordinate performance-based instruction and review sessions so weaknesses are addressed systematically and consistently.
- The institution should prioritize strengthening review and remediation support by providing structured review sessions, diagnostic tests, mock exams, and targeted interventions for weak areas. Continue improving curriculum alignment, teaching practices, faculty mentoring, access to learning resources, and workload balance. Link classroom instruction with exam focused review through a coordinated LET preparation program, and establish regular monitoring and evaluation to ensure remediation is timely and responsive to student needs.
- The developed Extension Program Proposal titled BTVTEd LET THRIVE Program- Targeted Holistic Review and Intervention for Visionary Tech-Voc Educators: An Extension Program for Strengthening LET Performance of BTVTEd Graduates of ISPSC Santiago Campus, may be implemented to evaluate its effectiveness in improving LET performance and increasing the passing rate of future BTVTEd graduates.

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