The LET Passing Rates of Teacher Education Graduates from Western Leyte College, Ormoc City (2018–2023)

Ma Erenita V. Bahian, Sabina B. Con-ui, Filipina L. Pagaran

Western Leyte College of Ormoc, Ormoc City

ABSTRACT

This study looked at the Licensure Examination for Teachers (LET) passing rates of Western Leyte College teacher education graduates in Ormoc City, Philippines, between 2018 and 2023. The study employed a descriptive-comparative research design, focusing on 192 passers, comprising both first-time takers and repeaters, selected through purposive sampling. Secondary data came from the Office of the Teacher Education Department. Data was analyzed using SPSS and applied descriptive statistics, t-tests, ANOVA, and effect size measures to examine trends, program differences, and scores across exam components. Overall, the results were satisfactory, with 2021 having the highest passing rate. While graduates of the Bachelor of Elementary Education (BEED) program showed a declining tendency after this peak. Significant variations in passing rates were found between years, with 2022 performance significantly outperforming that of 2018. Comparatively, BSED graduates consistently outperformed their BEED counterparts. Performance varied by exam component within the BSED group, with General Education scores outperforming those in Professional Education and Specialization levels. However, no significant variations in the BEED graduates' scores were found. The findings demonstrated that a solid knowledge base and efficient program techniques are critical for LET success. These performance patterns appear to have been influenced by several factors, including the relevance of the curriculum, institutional support, and external issues, notably the COVID-19 pandemic. The study suggests particular measures, such as improved specialized training, faculty development initiatives, and thorough evaluation procedures, to close the gaps and improve the preparedness of future educators.

Keywords: LET, curricular alignment, performance trends, teacher education, and passing rates

INTRODUCTION

In the Philippines, all aspiring teachers must pass the Licensure Examination for Teachers (LET) in order to be eligible to teach in public schools. Specialization, Professional Education, and General Education are the three primary domains in which it evaluates proficiency. It guarantees that graduates have the know-how required to instruct in their disciplines successfully.

Over the years, the LET passing rate has fluctuated due to several factors, including academic preparedness, institutional support, and the quality of the curriculum. National LET passing rates have often been below 50%, and with a range of 18% to 48% for primary school passing rates during the last decade (Abao et al., 2023). The exact reasons for these changes remain largely unexamined, especially in terms of specialization outcome and the ability to support an institution (Blanco, 2025).

In this study, we analyze the LET passing rates of years 2018-2023 to bridge that gap. It shows some patterns and raises awareness of the differences in outcomes between elementary and secondary graduates. Aside from this, it shall consider the results administered in the various parts of the teacher education test (Professional Regulation Commission, 2021). The information acquired will be helpful in creating strategies to improve specialized instruction, enrich teacher preparation, and generate more effective evaluation measures (International Journal of Evaluation and Research in Education, 2022).

METHODOLOGY

Research Design

This study examined LET passing rates from 2018 to 2023 using a quantitative, descriptive-comparative research methodology. It aimed to identify performance disparities and compare the components of the examination between elementary and secondary education levels.

Respondents cipants

The study involved 192 LET passers, including first-time and repeaters, and analyzed their performance data to identify variations in scores across three examination components: Professional Education, General Education, and Specialization.

Data Collection

Researchers obtained secondary data on LET passing rates from the Office of Teacher Education in October 2024. Then, interpreted the LET ratings of the examinees employing performance descriptors: Satisfactory (75.00–83.33), Very Satisfactory (83.34–91.66), and Outstanding (91.67–100).Data Analysis

Data Analysis

To analyze the data, descriptive statistics using means were employed to provide an overview of the overall performance, and inferential statistics, such as t-tests and Analysis of Variance (ANOVA), were used to assess significant group differences.

Ethical Considerations

The research adhered to ethical procedures by accurately citing all sources of data and obtaining necessary permissions for reports from institutions. We maintained the confidentiality of data throughout the research process, and we adhered to the ethical standards for handling secondary data.
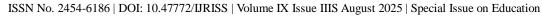
RESULTS AND DISCUSSION

LET passing percentage of teacher graduates

The LET pass rates for graduates from 2018 to 2023 revealed a notable and worrisome gap between the two programs offered at the college, compared to previous years. Over six years, the gap between the programs was quite broad: the overall passing rate for graduates in elementary education was 20.63%, compared to the 52.17% passing rate for secondary education graduates (Table 1).

Table 1. LET passing percentage of teacher graduates from 2018 to 2023

Year	Elementary			Secondary		
	Number of examiners	**Number of passers**	**Passing rate (%)**	**Number of examiners**	**Number of passers**	**Passing rate (%)**
2018	97	9	9.28	95	42	44.21
2019	98	11	11.22	113	57	50.44
2022	68	28	41.18	64	39	60.93
2023	46	14	30.43	92	51	55.43
Total/Ave.	315	65	20.63	368	192	52.17

However, notable increases were observed in 2021, with elementary and secondary graduates showing 50.00% and 75.00%, respectively. These can be attributed to smaller sample size which were too small to be reliable. Other data support this trend; however, a study conducted in 2021 at Saint Michael College in Caraga found that approximately 25% of elementary graduates passed, while around 50% of their secondary school peers did. (Igcasam et al., 2021).

In subsequent years, the performance gap remained, with percentages of elementary and secondary graduates of 41.18% and 60.93%, respectively, in 2022. It then changed to 30.43% for elementary graduates and 55.43% for secondary graduates in 2023. These fluctuations may be the result of some structural inconsistencies stemming from the (post) pandemic disruptions in the teacher education curriculum.

Research shows that graduates from elementary education tend to lag behind those from secondary education in LET performance, due to inadequate curriculum design, according to Dela Rosa and Vargas (2021), who contend that elementary school curricula usually fail to equip students with the theoretical knowledge, teaching skills, and competencies necessary for successful performance. Furthermore, Cabahug (2023) suggests that focused review and mentorship programs are better suited to serve some secondary-level applicants.

These results highlight the over-served need for structured programs in elementary school courses. To address the persistent performance gaps, we need to implement more decisive interventions in curriculum design for elementary education, as we must address gaps in LET competencies, precursor courses, and teaching practicum.

LET performance of teacher graduates

The mean scores and standard deviations for the General Education, Professional Education, and Specialization sections of the Licensure Examination for Teachers (LET) were shown in Table 2.

Table 2 LET performance of teacher graduates from 2018 to 2023

Examination	Component	Mean (SD) and description				
		2018	**2019**	**2021**	**2022**	**2023**
LET - Elementary	General Education	76.33 (1.32) Satisfactory	84.09 (4.48) Satisfactory	77.33 (1.15) Satisfactory	79.18 (4.64) Satisfactory	79.29 (3.91) Satisfactory
	Professional Education	78.44 (2.35) Satisfactory	75.64 (4.83) Satisfactory	76.67 (1.53) Satisfactory	80.57 (3.54) Satisfactory	79.86 (3.46) Satisfactory
LET- Secondary	General Education	83.71 (4.88) Very satisfactory	87.35 (4.48) Very satisfactory	81.33 (5.13) Satisfactory	84.05 (4.26) Very Satisfactory	82.73 (4.83) Satisfactory
	Professional Education	79.33 (3.82) Satisfactory	77.49 (4.89) Satisfactory	79.67 (4.73) Satisfactory	84.49 (4.83) Very satisfactory	82.96 (4.28) Satisfactory
	Specialization	78.64 (4.72) Satisfactory	78.86 (4.11) Satisfactory	77.67 (2.52) Satisfactory	79.62 (6.09) Satisfactory	76.78 (4.76) Satisfactory
Overall	General Education	80.02 (3.10)	85.72 (4.48)	79.33 (3.14)	81.62 (4.45) Very	81.01 (3.08)

	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Professional Education	78.89 (3.09) Satisfactory	76.56 (4.86) Satisfactory	78.17 (3.14) Satisfactory	82.53 (4.83) Satisfactory	81.01 (4.37) Satisfactory
Specialization	78.64 (4.72) Satisfactory	78.86 (4.11) Satisfactory	77.67 (3.13) Satisfactory	79.62 (4.18) Satisfactory	81.41 (3.87) Satisfactory

Legend: 75 -83.33 (Satisfactory), 83.34 -91.66 (Very satisfactory), 91.67 -100 (Outstanding)

Elementary graduates consistently earned scores within the Satisfactory range for both General and Professional Education components. Their General Education scores fluctuated from 76.33 in 2018 up to a peak of 84.09 in 2019, then stabilized between 77.00 and 79.00 in subsequent years. Similarly, Professional Education scores stayed relatively steady, ranging from 75.64 to 80.57. This pattern suggests that while Elementary graduates demonstrate reliable competence, their academic performance has plateaued mainly over the years, indicating limited progress in instructional effectiveness or curriculum impact.

On the other hand, Secondary graduates generally performed better, especially in General Education. Their scores reached a high of 87.35 in 2019, placing them solidly in the Very Satisfactory range. Although there was a slight decline in later years, Secondary candidates consistently outscored Elementary graduates in this area. Professional Education scores for Secondary graduates were comparable to those of the Elementary group overall, but showed a remarkable increase in 2022, reaching 84.49. The specialization scores of secondary graduates consistently fell within the Satisfactory level throughout the study. Igcasama et al.'s (2021) study, which discovered that secondary teacher candidates generally perform better on general education exams than their elementary counterparts, is in line with these results. Both groups' consistent performance in the Professional Education components was consistent with trends observed in the literature. Amanonce and Maramag (2020) stated that teacher preparation programs generally produce consistent outcomes in these fundamental areas, indicating ongoing and functional pedagogical training. Meanwhile, the noticeable improvements in certain years—such as the spike in Secondary General Education scores in 2019 and the peak in Professional Education in 2022—corroborate Cabahug's (2023) findings that targeted curricular reforms and mentoring initiatives can produce short-term performance boosts.

According to these patterns, secondary teacher preparation programs may be more in line with LET requirements, particularly in foundational subjects such as general education. In line with the findings of Igcasama et al. (2010), researchers observe this result. Furthermore, the general consistency in Professional Education and Specialization scores across the two groups supports the significance of consistent teacher training quality, as highlighted by Ama and Maramag (2020). Targeted interventions can temporarily enhance results, highlighting intermittent performance peaks, but more research is needed to ascertain their long-term feasibility, according to Cabahug (2023).

In conclusion, although elementary and secondary graduates continuously show mastery of the core LET components, the higher General Education scores of secondary candidates suggest the need to review and enhance elementary teacher education programs, paritcularly in terms of curriculum alignment and foundational knowledge.

Overall LET performance of teacher graduates

The LET scores of graduates from 2018 to 2023 are clearly summarized in Table 3. It contains the mean scores and standard deviations for the Elementary and Secondary education tracks in addition to the general average for all test takers.

Table 3 Overall LET performance of teacher graduates from 2018 to 2023

Examination	Mean (SD) and description				
	2018	**2019**	**2021**	**2022**	**2023**
LET - Elementary	77.60 (1.58) Satisfactory	79.02 (3.50) Satisfactory	76.93 (1.36) Satisfactory	80.01 (3.67) Satisfactory	79.63 (3.52) Satisfactory
LET - Secondary	79.90 (3.19) Satisfactory	80.01 (3.03) Satisfactory	79.20 (3.08) Satisfactory	82.44 (4.13) Satisfactory	80.42 (3.58) Satisfactory
Overall	79.49 (3.09) Satisfactory	79.85 (3.11) Satisfactory	78.07 (2.46) Satisfactory	81.43 (4.10) Satisfactory	80.25 (3.55) Satisfactory

Legend: 75 -83.33 (Satisfactory), 83.34 -91.66 (Very satisfactory), 91.67 -100 (Outstanding)

All mean scores throughout this time frame were continuously within the "Satisfactory" range (75.00–83.33), indicating a constant level of academic proficiency year after year. With mean scores ranging from 76.93 to 80.01 and standard deviations between 1.36 and 3.67, elementary education graduates demonstrated consistent performance across cohorts. Meanwhile, Secondary education graduates outperformed their Elementary peers, posting higher mean scores between 79.20 and 82.44, accompanied by slightly greater variation (SD from 3.03 to 4.13). The peak in Secondary scores observed in 2022 suggests that targeted instructional strategies or review programs implemented during that period have had a positive influence on outcomes.

When looking at the combined scores of all teacher candidates, the results consistently ranged from 78.07 to 81.43, underscoring Western Leyte College's dependable preparation of teacher graduates for licensure examinations. While these scores are commendable, none reached the "Very Satisfactory" category, highlighting clear opportunities for further enhancement in both academic delivery and program design.

The nationwide data presented in other research, including those by Amanonce and Maramag (2020) and Igcasama et al. (2021), which similarly showed "Satisfactory" LET outcomes among teacher education programs, closely match this performance trend. Cabahug (2023) emphasized the advantages of participating in mentoring activities and conducting data-informed review sessions. He speculated that better instructional techniques and/or more adaptable curricular frameworks might result in the continuous advantage of the Secondary track. He assumed that the constant advantage of the Secondary track might be the result of better instructional techniques and/or more adaptable curricular frameworks.

In summary, graduates are very ready for the LET exam. Examining student performance, improving review techniques, and relating classroom instruction to real-world scenarios—especially in the Elementary Education program—are all ways the college can enhance its effectiveness. To help aspiring educators advance and become more competitive in the market, several key actions are crucial.

Comparison of LET performance

Examination year

The LET scores changed from 2018 to 2023, as seen in Table 4. The lowest average score was 78.07 in 2021, and the highest was 81.43 in 2022. The one-way ANOVA test showed a clear difference in the mean scores over the years, with an F-value of 3.312 and a p-value of 0.011. The year of the exam affected the scores, which confirmed that it impacted the average results, with a small effect size (0.050).

Table 4. Comparative analysis of LET performances by examination year

Year	LET performance Mean (SD)	F-value	p - value	η^2	Significant post-hoc
2018	79.49 (3.09)	3.312*	.011	.050	2022 > 2018
2019	79.85 (3.11)				
2021	78.07 (2.46)				
2022	81.43(4.10)				
2023	80.25 (3.55)				

* Significant at 0.05

More analysis showed that the mean score in 2022 was much higher than in 2018. Changes like better review sessions, teaching methods, or support from the school may have helped raise the scores in 2022. The results indicate that the good changes made in 2022 can help improve scores in the future.

These changes match national studies that show different factors affect LET performance. Dela Cruz et al. (2024) found that people taking the LET for the first time usually do better than those retaking it, showing that good academic preparation is important. Nool (2018) found a strong link between LET scores and a person's education, emphasizing the need to follow the curriculum. However, some studies have a different opinion. Bongalosa et al. (2015) found a weak link between attending review classes and LET scores. Antiojo (2017) observed that BEEd graduates did poorly in many parts of the exam, unlike the improvements seen in 2022.

These views indicate that a combination of educational reputation, policies, and other factors influences performance. Therefore, it's vital to manage positive trends while addressing ongoing issues using evidence-based strategies.

Degree program

Table 5 compares the results of the Licensure Examination for Teachers (LET) for graduates of Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED). There is a significant difference in their scores. BSED graduates had an average score of 80.58, while BEED graduates scored 79.29. The test shows that this difference matters.

The difference in scores might be because each program teaches differently. BSED programs usually go deeper into subjects that are important for the LET. On the other hand, BEED programs concentrate more on basic teaching methods and general education practices, which might not connect directly to the exam. Some studies show that BSED graduates who specialize in their subjects tend to score higher on the LET. However, it's important to remember that many factors influence exam results, such as the quality of teacher training programs and support from schools.

Table 5. Comparative analysis of LET performances by program

Program	LET performance Mean (SD)	t-value	p - value	η^2
BEED	79.29 (3.38)			
BSED	80.58 (3.56)	-2.555	.011	.382

In summary, while the differences in scores suggest that the type of program affects LET pass rates, this information is important for improving BEED programs. To help BEED graduates perform better, we should focus on aligning their curriculum with the exam, integrating content effectively, and providing teacher training. A thorough review of the BEED curriculum could lead to better outcomes for both educational paths.

Examination components

A comparison of Licensure Examination for Teachers (LET) performance across different test components reveals clear strengths and weaknesses among graduates of the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs (Table 6).

The scores for General Education (M = 79.55) and Professional Education (M = 79.11) for BEED graduates were similar (t = 0.598, p = .551). This result indicates steady progress in these important areas. This balance shows that BEED programs teach academic subjects and teaching theory equally well. However, the lack of deep focus in specific subjects may hinder overall growth. On the other hand, BSEd graduates showed clear differences in their exam scores. They performed best in General Education (M = 84.56), followed by Professional Education (M = 80.80), and lastly in Specialization (M = 78.40). The results from the analysis (F = 72.861, p < .001) confirmed that these differences are statistically significant. General Education scores were much higher than those in Professional Education and Specialization, according to further analysis. Also, Professional Education scores were much better than those in Specialization.

Table 6. Comparative analysis of LET performances between BEED and BSEd examination components

Program	Component	LET performance Mean (SD)	F/t-value	p-value	η^2	Level of Significance (post-hoc)
BEED						
	Gen. Ed.	79.55 (4.57)	.598	.551	-	Not significant
	Prof. Ed.	79.11 (3.90)				
BSED	Gen. Ed.	84.56 (4.96)	72.9*	.001	.203	Highly significant Gen. Ed. > Prof. Ed
	Prof. Ed.	80.80(5.25)				Gen. Ed. > Specialization
	Specialization	78.40 (4.92)				Prof. Ed > Specialization

Even BSEd graduates with strong general studies backgrounds often struggle to excel in specific subjects. This effect may be due to differences in major courses or the level of training in their specialties. These results may indicate issues with specialization training or variations in major-related classes. The results match earlier studies by De la Fuente (2019), which showed that changes in school programs can lead to unexpected results, and Bongalosa et al. (2022), which highlighted that a good general education is important for passing the LET.The steady performance of BEEd candidates supports research that shows the need for a consistent curriculum in key subjects; however, this might limit the acquisition of more profound knowledge in specific areas (Nool, 2018). In short, both BEEd and BSEd graduates performed at a "Satisfactory" level. However, BSEd graduates usually did better, but their scores varied more, especially in Specialization. The steady but low scores of BEEd graduates show that their program needs clearer improvements. To better prepare graduates for the LET, changes in the curriculum and focused training are required.

Overall, there are noticeable differences in the performance of LET graduates from 2018 to 2023, depending on the program, year, and components. BSEd graduates had higher mean scores and passing rates than BEEd graduates, and this difference is essential. This result shows that BSEd graduates have better Specialization and follow licensing rules more closely for secondary education.

CONCLUSIONS

The results showed significant disparities in LET passing rates between elementary and secondary graduates from 2018 to 2023, with the latter achieving significantly higher success rates.

The increase in passing rates for both groups in 2021 may be due to factors such as improved training, revised curricula, or pandemic-related adjustments that institutions of higher learning made during the past year.Analyzing the exam performance of graduates from the secondary program reveals that these graduates excel in General Education, perform at a moderate level in Professional Education, and score lowest in their Specialization. This analysis remains valid even when controlling for subject matter and examining the exam performance of these graduates over time.

This pattern highlights the more substantial impact of comprehensive foundational knowledge compared to specific content mastery on licensing results. This process will reflect the kind of academic preparation that is both sound and broadly relevant. These outcomes are more closely related to the quality of the educational program than to the quality of the candidates. Based on these results, educational programs should focus on reviving review programs in addition to strengthening specialization training in order to achieve balanced competency across all LET components. . Consistently revising curricula, increasing institutional support, and implementing highly targeted interventions can not only raise the rates at which our teachers-in-training pass their state licensure exams, but also raise the standard of our programs for teacher education and, consequently, the success of the programs' graduates in the classrooms where they work.

RECOMMENDATIONS

To increase teacher graduates' passing rates and LET performance, the following suggestions are put forth:

Schools should improve their classes to help students understand certain topics better. This plan aims to raise the lower scores in these subjects compared to General and Professional Education.

Institutions of higher learning must provide organized review sessions that concentrate on LET material. They should focus mainly on topics and question types that have traditionally presented difficulties for applicants. Educational institutions

Teachers can help students learn by employing practical methods such as role-playing, incorporating real-life experiences, and administering practice tests. Extra help, like advice, mentoring, and additional study materials, can support students who are struggling to improve.

Keeping track of national LET results can help organizations identify new trends or areas for improvement. This action allows them to adjust their teaching methods and lessons to meet the evolving exam requirements.

Teachers who help students prepare for the LET should keep learning to stay updated on new teaching methods and exam guidelines.

Creating study groups, engaging in discussions with peers, and utilizing teamwork in teaching can help individuals remember what they learn more effectively, understand it more deeply, and feel more confident during tests.

Together, these methods can help improve skills in all areas of the LET, which can lead to more teacher graduates succeeding.

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