

# 16-Year Analysis of BukSU-CoE's Licensure Exam for Teachers (LET) Performance and Interventions with Additional Insights from Other SUCs' Practices

Shaunell Mary J. Sayson, Bernadette S. Binayao, Ronnel M. Gayon  
Bukidnon State University, Malaybalay City, Bukidnon, Philippines

## Abstract

This study examined Bukidnon State University-College of Education's (BukSU-CoE) performance in the Licensure Examination for Teachers (LET) from 2008 to 2024. Using a mixed-method approach, the quantitative analysis compared LET passing rates, while the qualitative component included interviews with LET coordinators at BukSU-CoE and other state universities in Region 10. The Mann-Whitney U Test showed significant improvements in LET performance between 2008-2016 and 2017-2024, with mean scores increasing from 0.55 to 0.77 for Bachelor of Elementary Education (BEE) and from 0.46 to 0.61 for Bachelor of Secondary Education (BSEd). Key interventions included *curriculum alignment, dedicated LET preparation courses, intensive in-house reviews, monitoring and evaluation, LET-simulated exams and practice tests, final coaching and mock exams, partnerships with review centers, and appointing a LET coordinator*. Unique practices like *incentives for topnotchers, honoring passers, parent engagement, and counseling support* were also noted. The findings suggest that combining standardized interventions with innovative support measures enhances LET performance. Recommendations include continuous evaluation of interventions and broader implementation of successful practices from other universities.

**Keywords:** Licensure Examination for Teachers (LET), performance, interventions, teacher education institutions, college of education

## Introduction

Quality teacher education preparation is essential for ensuring the effectiveness and success of educators in the classroom. Comprehensive teacher education programs provide future teachers with a deep understanding of pedagogical theories, effective instructional strategies, and robust classroom management techniques. These programs also emphasize the importance of addressing diverse student needs, implementing inclusive teaching practices, and adapting to evolving educational standards and technologies. The foundation of a strong educational system lies in the hands of well-prepared teachers, who are critical in shaping the intellectual and social development of future generations.

High-quality pre-service teacher education is fundamental to achieving excellence in Philippine education. In the Philippines, teachers responsible for preparing for primary and secondary education sectors are entrusted to higher education institutions. The effectiveness of efforts to enhance the country's education quality is contingent upon

the proficiency of thoroughly prepared teachers to fulfill their diverse roles and responsibilities (CHED Memorandum Order 30, series of 2004). Consequently, it is imperative to establish and adhere to the highest standards in defining the objectives, components, and processes of the pre-service teacher education curriculum.

State universities and colleges (SUCs) play a pivotal role in shaping the future of education through their teacher education programs. SUCs refer to any public institution of higher learning established by an Act passed by the Philippine Congress. The national government fully subsidizes these institutions and operates as corporate bodies (Republic Act No. 10931, also known as the 'Universal Access to Quality Tertiary Education Act').

Mandated by Republic Act No. 7722, the "Higher Education Act of 1994," and Republic Act No. 7836, also known as the "Philippine Teachers Professionalization Act of 1994," the Commission on Higher Education (CHED), a Philippine government agency, is tasked with promoting

relevant and quality higher education, ensuring access, and protecting academic freedom to foster intellectual growth, research, leadership development, professional education, and cultural enrichment. According to CHED Memo No. 74, Series of 2017, State Universities and Colleges (SUCs) offering teacher education programs, including the Bachelor of Elementary Education (BEEd) or the Bachelor of Secondary Education (BSEd), as well as any professional education courses specified within both curricula, are strongly encouraged to adhere strictly to the national standards and regulations set by CHED. This adherence is crucial for providing high-quality education, professional training, and practical experiences, all essential for effective teaching (Luzano, 2024).

The licensure exam in the Philippines plays a significant role in evaluating the caliber of graduates, ensuring they have the required competencies for their prospective professions. This is particularly emphasized in the context of the teaching profession, where the Licensure Examination for Teachers (LET) serves as a pivotal metric for assessing educator quality and instructional standards. The LET is mandated by Republic Act No. 7836, also known as the Philippine Teachers Professionalization Act of 1994, highlighting its importance in the employment landscape of schools. The enactment of this law underscores the commitment to enhancing education quality through the professionalization of teaching and the regulation of licensure examinations (Laguador & Refozar, 2020).

The Licensure Examination for Teachers (LET) in the Philippines is a standardized test aimed at assessing the competencies and qualifications of aspiring licensed professional teachers. Administered by the Professional Regulation Commission (PRC) biannually, typically in March and September, the exam evaluates Bachelor of Secondary Education (BSEd) graduates across three main components: General Education (20%), Professional Education (40%), and Field of Specialization (40%). Bachelor of Elementary Education (BEE) graduates, on the other hand, are assessed through General Education (40%) and Professional Education (60%). To pass the examination, candidates must achieve a minimum score of 75%. The PRC is responsible for

issuing professional licenses to successful examinees based on their board exam outcomes (Sawey-Ognayon & Afalla, 2022).

The examination is meticulously crafted to ensure that only capable and qualified candidates are licensed, thereby enhancing the educational standards nationwide (Department of Education, 2021). For aspiring educators, success in the LET validates their academic journey and heralds the commencement of their teaching careers. The outcomes of licensure examinations significantly influence individual career trajectories and serve as a barometer for the overall educational quality and workforce preparedness (Garcia, Castillo, & Sarmiento, 2019; Santiago, Villon, & Paculdo, 2017). Consequently, the LET has emerged as a pivotal determinant of the caliber of teachers entering the workforce, offering a standardized measure to assess whether graduates possess the requisite proficiency for effective engagement in the teaching profession.

For aspiring educators, passing the LET validates their educational journey and opens the door to a teaching career. The performance of students in licensure examinations significantly impacts their career prospects and reflects the overall quality of education and workforce readiness (Professional Regulation Commission, 2020). The LET has become an essential safeguard for determining the caliber of teachers to be employed in schools, offering a standard to judge whether a graduate possesses the minimal proficiency necessary for teaching. Furthermore, the LET is a crucial criterion for the Commission on Higher Education (CHED) in granting Center of Development and Center of Excellence status to the curricular programs of SUCs, as outlined in CHED Memorandum Order No. 16, Series of 2015. Additionally, both local and international accrediting agencies consider an institution's performance in licensure examinations as a key performance indicator for quality assurance (Amanonce & Maramag, 2020).

Given the importance of the LET, SUCs are compelled to excel in board examination outcomes. As nurturing grounds for future educators, SUCs in their teacher education programs ensure that students are fully prepared for the licensure exam. Top-performing SUCs establish their brand of educational quality through their graduates'

performance in the LET. In pursuit of this objective, SUCs undertake rigorous curricula assessments, revise syllabi, and enforce stringent admission and retention standards. As a result, it becomes imperative for SUCs to synchronize their instructional approaches with the competencies mandated for the LET. Furthermore, they implement thorough pre-board review initiatives to adequately prepare teacher education students for the LET, replicating authentic board examinations that candidates must successfully navigate.

The analysis conducted by the Philippine Business for Education (PBE) highlights a significant concern within the teacher education landscape in the Philippines: a widespread deficiency in the quality of educator preparation programs. More than half of the TEIs have been consistently underperforming in licensure examinations since 2010, underscoring an urgent need to re-evaluate and enhance the efficacy and standards of these programs. Reyes (2019) and Gatchalian (2021) have both noted that 56% of schools nationwide offering teacher education have recorded below-average passing rates in the licensure exam since 2010. This trend persists even among institutions designated as Centers of Excellence or Centers of Development, indicating deep-rooted systemic issues within the education system that demand immediate attention (Amanonce & Maramag, 2020).

From 2010 to 2016, the passing rates for elementary and secondary education test takers were, on average, 30% (200,260 out of 663,645) for elementary education and 35% (244,385 out of 707,204) for secondary education. These findings align closely with the PRC's data, which indicates an average passing rate of 28% for elementary education and 37% for secondary education from 2009 to 2019 (Generalao et al. (2022)). These statistics highlight the persistent issue of low passing rates in the Licensure Examination for Teachers (LET), indicating a need to improve teacher education programs. Higher education institutions must upgrade curricula, teaching methods, and support systems to better prepare candidates. This includes enhancing pre-service teacher training, strengthening pedagogical content, practical teaching experiences, and test preparation strategies.

Despite being awarded the Center of Development (COD) status in 2016 and producing topnotchers in the Licensure Examination for Teachers (LET), Bukidnon State University (BukSU)-College of Education (CoE) experienced fluctuations in its LET passing rates. Various interventions have been implemented over the years to improve LET performance. This study aimed to (1) conduct a comparative analysis of BukSU-CoE's LET school performance for 16 years, from 2008 to 2024, (2) determine whether the implemented interventions significantly impacted LET performance, and (3) gather insights from other SUCs in the region to identify their practices in LET preparation.

With these objectives, the study could provide a comprehensive evaluation of the impact of the interventions, offer evidence-based recommendations for enhancing LET performance, and benchmark successful practices from other SUCs. The study aimed to strengthen the LET preparation and performance of BukSU's teacher education students, ensuring consistent and improved passing rates. Additionally, it aimed to provide other teacher education institutions with valuable insights for improving their own LET preparation and performance strategies.

### **Methods**

The research design of this study adopted a mixed-method approach, incorporating both quantitative and qualitative methodologies. The quantitative component focused on a comparative analysis of BukSU-CoE's LET school performance for sixteen years from 2008 to 2024. This involved analyzing numerical data related to LET passing rates and employing statistical techniques to identify variations in performance over time.

For the qualitative component, interviews were conducted to gather insights on the interventions implemented within CoE to improve LET performance. These interviews allowed for an in-depth exploration of the strategies for implementing interventions. Additionally, interviews were conducted with LET coordinators from other State Universities and Colleges (SUCs) in Region 10 to gather additional insights on LET preparations and best practices. This qualitative data provided a broader perspective on LET

preparation strategies and allowed for comparisons with BukSU-CoE’s approaches.

The study participants comprised six LET Coordinators from BukSU-CoE and three other SUCs in Region 10. These coordinators were from top-performing schools in the Region, with two institutions designated Centers of Excellence in Teacher Education and the remaining two as Centers of Development. These SUCs have a track record of consistently producing topnotchers in the LET exam.

Quantitative data on LET performance were sourced from the PRC’s official results, avoiding data privacy issues as this information was publicly accessible. For qualitative insights, a validated researcher-designed interview guide was used, supplemented by follow-up questions to deepen the understanding of participants’ responses.

The Mann-Whitney U test was used to compare LET takers’ mean scores across two time periods, allowing for a rigorous examination of significant performance differences. This non-parametric test was chosen due to the non-normal distribution of LET passing rate data, ensuring robust analysis without stringent distributional assumptions. For qualitative analysis, Colaizzi’s method, outlined by Morrow and King (2015), guided the systematic examination of transcribed interviews. This involved extracting significant statements, formulating meanings, identifying emergent themes, exhaustively defining them, and validating findings through participant input.

**Results and Discussion**

*16-Year Comparative Analysis of BukSU- CoE’s LET School Performance*

The 16-year comparative analysis covered thirty-two exam schedules from 2008 to 2024. The analysis was divided into two batches: 2008-2016 and 2017-2024. Although interventions had been implemented earlier than 2008, the analysis was based on the availability of data. This division was sufficient to provide a meaningful comparison. The batches were separated based on the interventions implemented during these years, with 2017 marking the introduction of enhanced and additional interventions.

Table 1

*Mann-Whitney U Test on the Licensure Examination BEE in BukSU Between BEE Batches 2008-2016 and 2017-2024*

Batch	Mean	SD	Mean Difference	Mann-Whitney U Test	p-value	Remarks
2008-2016	0.55	0.03				
2017-2024	0.77	0.07	-0.22	56.5	0.015	Significant

Table 2

*Mann-Whitney U Test on the Licensure Examination BSEd in BukSU Between BEE Batches 2008-2016 and 2017-2024*

Batch	Mean	SD	Mean Difference	Mann-Whitney U Test	p-value	Remarks
2008-2016	0.46	0.12				
2017-2024	0.61	0.14	-0.15	47.5	0.005	Significant

Tables 1 and 2 present a comparison of LET results of BukSU-CoE LET-takers between two periods, 2008-2016 and 2017-2024, using the Mann-Whitney U Test. Table 1 focuses on BEE LET-takers, showing that the mean score for the 2008-2016 batch is 0.55 with a standard deviation of 0.03, while the 2017-2024 batch has a higher mean score of 0.77 and a standard deviation of 0.07. The mean difference of -0.22 indicates that the later batch scored, on average, 0.22 points higher than the earlier batch. The Mann-Whitney U Test yields a U value of 56.5 and a p-value of 0.015, signifying a statistically significant difference between the two batches. This improvement suggests that intensified interventions during the 2017-2024 period were impactful. However, the increased standard deviation in the later batch (0.07 compared to 0.03) suggests a broader range of student performance, indicating variability in response to the interventions and the need to refine efforts to be effective for all students.

Similarly, Table 2 compares BSEd LET takers, where the mean score for the 2008-2016 batch is 0.46 with a standard deviation of 0.12, while the 2017-2024 batch scores higher at 0.61 with a standard deviation of 0.14. The mean difference of -0.15 indicates that the 2017-2024 batch scored, on average, 0.15 points higher. With a U value of 47.5 and a p-value of 0.005, the results are statistically significant. The substantial increase in mean scores suggests effective interventions and educational strategies during the 2017-2024 period, but the slight increase in standard deviation from 0.12 to 0.14 implies a wider range of student performance outcomes.

The interventions at BukSU-CoE shared key similarities across both periods, such as curriculum alignment, integration of LET courses, and external review centers. However, the 2017-2024 period saw significant improvements due to more intensive in-house review sessions, stricter monitoring, and expanded incentives. Formal partnerships with review centers and a LET Coordinator enhanced preparation, leading to notable achievements, including sixteen topnotchers. These enhancements, based on LET performance studies and stakeholder feedback, highlight the importance of tailoring interventions to address diverse student needs, aiming for consistent and uniform improvement. The increased standard deviations in both programs indicate that while many students benefited greatly, others may have responded less favorably, underscoring the need for continuous evaluation and refinement of educational practices to ensure effectiveness for the entire student population. This result aligns with Antiojo (2017), who underscored the need for targeted interventions and continuous research to enhance LET performance.

#### *BukSU-CoE's Intensified Interventions for Increasing LET School Performance*

Eleven emergent themes were derived from participants' responses to interview questions regarding the interventions implemented by BukSU-CoE to enhance students' LET preparation.

#### *Recalibrating Curriculum with National Standards to Align with LET*

The College conducted the Curriculum recalibrations to align the course curriculum with the standards set by the Professional Regulation Commission (PRC), Commission on Higher Education (CHED), and Department of Education (DepEd). This alignment ensures that the education provided is directly relevant to the Licensure Examination for Teachers (LET). Meticulously studying and analyzing passing trends, the results were used to enhance interventions, ensuring the curriculum remains current and effective in preparing students for the LET. It further implies that the LET performance of graduates depends on the curriculum offered. A well-organized and carefully structured subject framework likely leads to better licensure exam performance.

The finding is supported by Delos Angeles (2019), who emphasized that LET performance is dependent on the curriculum offered. A well-organized and structured subject framework enhances academic performance. Aligning the curriculum with national standards and continuous improvement based on trend analysis validates Delos Angeles's assertion, demonstrating that a structured and relevant curriculum is essential for improving LET outcomes.

#### *Integrating Dedicated LET Preparation Courses into the Curriculum*

The curriculum includes one course to review all the theories and concepts, methods and strategies, field study, and special topics under Professional Education (Prof Ed) and one to review various learning areas under General Education (Gen Ed). Internal lecturers conduct these courses, featuring lectures followed by LET-format tests, with scores determining the course grades. The graded nature of these courses ensures consistent student attendance and engagement and guarantees comprehensive coverage of essential content but also fosters a high level of student commitment and academic rigor throughout the course.

#### *Conducting Intensive LET In-House Review Sessions*

The review sessions, facilitated by the College of Education and led by the LET Coordinator, are designed to comprehensively prepare students for the Licensure Examination for Teachers (LET). These sessions, which include detailed reviews of Professional Education (Prof Ed), General Education (Gen Ed), and major subjects, are conducted during weekends in the 2nd semester of the 4th year. Invited speakers provide in-depth lectures and administer LET-format tests with 150 or more items, ensuring rigorous preparation. Structured review sessions ensure students receive thorough and rigorous preparation for the exam that could enhance their readiness and commitment to the LET through review sessions. Villaflores (2023) highlighted that review sessions and support from peers significantly improve student readiness for the LET.

Furthermore, the program employs various modalities to accommodate diverse learning needs, including face-to-face sessions, online instruction, and recorded videos. This multi-faceted approach allows all students to access the material in the

format that best suits them, enhances accessibility, and caters to diverse learning preferences while also ensuring targeted support and continuous improvement (Luzano, 2024). Scores from these sessions are communicated to Department Heads to facilitate proper intervention in cases of low scores or poor attendance. Additionally, LET retakers are encouraged to join the sessions for free, allowing them to improve their chances of passing the exam.

#### *Implementing Comprehensive LET Review Sessions Monitoring and Evaluation*

The LET Coordinator closely monitored student attendance in the LET review sessions. Absences were reported to the Department Heads for intervention. Determining the cause of absences led to providing appropriate interventions. Pre-tests and post-tests were conducted to assess progress, with feedback on scores provided to the LET Coordinator by lecturers. Concerns were then relayed to the Department Heads. This process enables the identification of students facing difficulties and the facilitation of appropriate follow-up and support. Interventions included providing review materials, additional lectures, and personalized assistance. This support system helps improve individual student performance and enhances overall program effectiveness, potentially contributing to improved pass rates on the LET and better-prepared future educators. Monitoring student attendance in LET review sessions and correlating it with performance aligns with Khine's (2016) findings, facilitating identifying at-risk students and enhancing overall program effectiveness.

#### *Administering LET-Simulated Exams and Test Practice Sessions*

Instructors handling education courses provide test questions that simulate the LET format and content, incorporating multiple-choice questions that require higher-order thinking skills, such as analysis, evaluation, and synthesis. This approach is implemented across all education courses from the first to fourth-year levels, ensuring a comprehensive preparation strategy. Constant practice through these simulations enhances reading speed and boosts test-taking skills, such as identifying context clues and keywords. It also develops sharp examination-taking skills, which are

critical through frequent practice exams, timed tests, and strategies for managing exam pressure and time effectively. Further, the practice tests students familiarize themselves with the exam format and better gauge their readiness, ultimately contributing to improved performance on the actual exam. Rawson and Dunlosky (2012) affirmed that such practice testing, when emphasizing recall and reviewed in subsequent sessions, significantly enhances student learning, reinforcing the efficacy of this approach.

#### *Conducting Intensive LET Final Coaching and Mock Exams*

The College invites lecturers to conduct final coaching for graduates preparing for the LET during the school break, a few months before the exam. A mock exam is administered using materials that mimic the actual LET exam, and results are communicated to students for improvement. Mock exam scores determine whether applicants will be issued the Transcript of Records for LET purposes, with a passing score set at 75%. Applicants can retake the exam if needed. Interventions such as free review materials and personalized lectures are provided for those who repeatedly fail. Although students feel pressured, they recognize that this helps them perform better, admitting that the structured preparation and slight push are beneficial. Brunner, Artelt, Krauss, and Baumert (2007) demonstrated that combining coaching and pretesting significantly improves student performance, thereby supporting this approach.

#### *Partnering with Reputable Review Centers for Expert LET Lecturers*

The College has forged partnerships with reputable review centers, inviting their lecturers to contribute to review sessions and final coaching. This collaboration ensures students access to high-quality review materials and lectures, and opens scholarship opportunities for those who wish to enroll in partner review centers. Leveraging the expertise of these external partners, students receive comprehensive preparation for the LET. For instance, review center lecturers provide specialized insights and resources that complement the College's curriculum. As a result, students benefit from a well-rounded preparation experience, enhancing their chances of success in the LET.

*Giving of Incentive to LET Topnotchers and Honoring of Passers*

The recognition and incentives awarded to LET topnotchers and honoring all passers represent significant practices within the LET preparation process. These initiatives, which include providing recognition and cash incentives to top performers and honoring all passers, serve as potent motivators for students. The program also offers a platform for sharing success stories and valuable tips for LET preparation. These efforts aim to inspire students to pass the LET and aspire to excel and achieve top rankings.

Incentive programs and recognition ceremonies have a dual role in motivation. On one hand, they serve as extrinsic motivators by providing tangible rewards and public acknowledgment. On the other hand, they can also bolster intrinsic motivation by fostering a sense of achievement and pride. This dual impact aligns with the findings of Cerasoli et al. (2014).

*Engaging Parents through PTA in LET Preparation and Support*

The College recognized the critical role of parents' support and material resources as external motivators in the success of students passing the LET. The Parent-Teacher Association (PTA) for parents of graduating students has been instrumental in this regard. Parents have taken on the responsibility for review expenses, including the payment for review materials and guest lecturers. Furthermore, the College has partnered with parents to closely monitor students' LET preparation. Through a resolution, it was agreed that students must pass a mock exam to receive a certificate, which the registrar requires to issue the Transcript of Records (TOR) for the LET application. This creates a robust support system that integrates parental involvement and external motivators, significantly improving the likelihood of students passing the LET. Research from the Journal of English Education and Linguistics (2021) supports this approach, indicating that parental involvement enhances students' exam performance.

*Offering Counseling and Support for LET Takers*

The College provides ongoing support to its graduates preparing for the LET by offering to counsel them regarding exam-related concerns. Additionally, on exam day, faculty members are

assigned to accompany LET takers to the venue, providing practical support and reassurance. This dual approach addresses students' emotional and psychological needs, ensuring they feel supported throughout the exam process, reducing anxiety, and boosting confidence, which are crucial for optimal performance. Rostiana (2023) highlights that higher learning motivation enhances exam readiness, suggesting that counseling services can aid students in reaching their potential.

*Appointing a LET Coordinator for Coordination and Oversight*

The College's designation of a LET Coordinator to manage the review process significantly enhances student performance. The coordinator's responsibilities include setting review dates, assigning lecturers, systematically monitoring and evaluating student performance, and ensuring a structured and efficient review process. The coordinator communicates with lecturers to clarify concepts that address individual student needs while liaising with Department Heads for interventions regarding low scores or attendance and providing timely and appropriate support for struggling students. Reporting LET preparation concerns to the College Dean ensures prompt administrative action. This role creates a more organized and supportive environment, likely leading to improved student increased success rates in the LET.

*Practices of Other SUCs in Region 10 in LET Examination Preparations*

Based on interviews with LET Coordinators from various SUCs, almost all institutions have implemented similar interventions and practices. These include conducting curriculum assessments to ensure alignment with National Standards and offering courses that review all Professional Education (Prof Ed) and General Education (Gen Ed) topics from the first to fourth year. Additionally, they conduct in-house review sessions, simulate exams, and monitor attendance to maximize student participation. SUCs also have coordinators, linkages with review centers, enabling students to access scholarship grants provided by these centers.

However, there are also distinctive practices. While the LET Coordinators emphasized the importance of incentives, not all provide cash incentives to

topnotchers. Unique approaches include highly engaging parents in LET preparation and support and offering counseling services for LET takers. Some Coordinators were particularly interested in the organization of the parent-teacher association and the resolution requiring students to pass a mock test for TOR issuance, noting these strategies' effectiveness in motivating students. Further, not all institutions assign faculty members to accompany examinees to the exam venue for support.

These variations in practices suggest that while common strategies are beneficial, the adoption of unique and additional support measures can further enhance student performance. Institutions that engage in these distinctive practices may see better outcomes, indicating the potential value of broader implementation. Overall, these findings imply that a combination of standardized interventions and innovative, tailored approaches can optimize student success in the LET.

The 16-year comparative analysis covered thirty-two exam schedules from 2008 to 2024. The analysis was divided into two batches: 2008-2016 and 2017-2024. Although interventions had been implemented earlier than 2008, the analysis was based on the availability of data. This division was sufficient to provide a meaningful comparison. The batches were separated based on the interventions implemented during these years, with 2017 marking the introduction of enhanced and additional interventions.

#### *Practices of Other SUCs in Region 10 in LET Examination Preparations*

Based on interviews with LET Coordinators from various SUCs, almost all institutions have implemented similar interventions and practices. These include conducting curriculum assessments to ensure alignment with National Standards and offering courses that review all Professional Education (Prof Ed) and General Education (Gen Ed) topics from the first to fourth year. Additionally, they conduct in-house review sessions, simulate exams, and monitor attendance to maximize student participation. SUCs also have coordinators, linkages with review centers, enabling students to access scholarship grants provided by these centers.

However, there are also distinctive practices. While the LET Coordinators emphasized the importance of incentives, not all provide cash incentives to topnotchers. Unique approaches include highly engaging parents in LET preparation and support and offering counseling services for LET takers. Some Coordinators were particularly interested in the organization of the parent-teacher association and the resolution requiring students to pass a mock test for TOR issuance, noting these strategies' effectiveness in motivating students. Further, not all institutions assign faculty members to accompany examinees to the exam venue for support.

These variations in practices suggest that while common strategies are beneficial, the adoption of unique and additional support measures can further enhance student performance. Institutions that engage in these distinctive practices may see better outcomes, indicating the potential value of broader implementation. Overall, these findings imply that a combination of standardized interventions and innovative, tailored approaches can optimize student success in the LET.

#### **Conclusion and Recommendation**

From 2008 to 2024, Bukidnon State University-College of Education (BukSU-CoE) witnessed a significant improvement in the Licensure Examination for Teachers (LET) performance. This study highlights that effective and sustained interventions are crucial to enhancing the success rates in LET. Key strategies such as intensive review sessions, curriculum alignment with national standards, partnerships with reputable review centers, and comprehensive monitoring and evaluation systems played pivotal roles in achieving these improvements. The statistical analysis, particularly using the Mann-Whitney U Test, confirms the significant impact of these interventions, evidenced by higher mean scores and significant p-values, indicating improved performance among students in the 2017-2024 batch compared to the 2008-2016 batch.

Based on the study's findings, institutions should prioritize aligning their curricula with national standards and regularly updating them based on passing trends and stakeholder feedback. Integration of dedicated LET preparation courses,

along with conducting intensive review sessions and simulated exams, is crucial for comprehensive student readiness. Robust monitoring systems should track student progress and intervene when necessary. Partnerships with reputable review centers can provide valuable support, while incentive programs and parental involvement through PTAs can motivate students. Utilizing counseling services for emotional support and appointing dedicated LET Coordinators are also recommended. Institutions should benchmark successful practices from other SUCs for continuous improvement and knowledge sharing.

### References

- [1] Amanonce, F. B., & Maramag, R. E. (2020). Enhancing the Licensure Examination for Teachers (LET) performance through quality teacher education: A comparative analysis of top performing state universities and colleges (SUCs) in Region 10. *Journal of Education and Human Development*, 9 (3), 1-17.
- [2] Antiojo, A. A. (2017). A study on the strategies to improve the licensure examination for teachers (LET) performance among first-time takers in the College of Teacher Education of a state university in Cebu, Philippines. *International Journal of Humanities and Social Science Invention*, 6 (11), 40-46.
- [3] Brunner, M., Artelt, C., Krauss, S., & Baumert, J. (2007). Personal characteristics, family factors, and teachers' preparation for high-stakes examinations: A cross-national study comparing Germany and Singapore. *European Journal of Psychology of Education*, 22(3), 325-342.
- [4] Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*, 140 (4), 980-1008.
- [5] Commission on Higher Education. (2004). CHED Memorandum Order No. 30, Series of 2004: Policies, Standards and Guidelines for Teacher Education.
- [6] Commission on Higher Education. (2017). CHED Memorandum Order No. 74, Series of 2017: Adoption of Policies and Guidelines on the Bachelor of Secondary Education (BSEd) Program.
- [7] Delos Angeles, G. M. (2019). The Influence of Curriculum Offerings on the Performance of Teacher Education Graduates in the Licensure Examination for Teachers. *Asia Pacific Journal of Education, Arts and Sciences*, 6 (2), 22-28.
- [8] Department of Education. (2021). Licensure Examination for Teachers (LET). Retrieved from <https://www.deped.gov.ph/programs-and-projects/teachers-education-program/licensure-examination-for-teachers-let/>
- [9] Garcia, D. M., Castillo, M. L., & Sarmiento, S. G. (2019). Licensure Examination for Teachers (LET) Performance: Basis for a Teacher Education Program Enhancement Plan. *International Journal of Progressive Research and Development*, 4 (3), 218-222.
- [10] Generalao, C. A., Laguador, J. M., Refozar, L. J., Sawey-Ognayon, C. F., & Afalla, A. C. (2022). Enhancing LET Performance through Curriculum Review: Basis for a Proposed Framework. *Asia Pacific Journal of Multidisciplinary Research*, 10 (3), 17-23.
- [11] Khine, M. S. (2016). *Applications of Rasch Measurement in Education*. Bentham Science Publishers.
- [12] Laguador, J. M., & Refozar, L. J. (2020). Transforming the Licensure Examination for Teachers (LET) Performance through Contextualized Instruction. *Asia Pacific Journal of Academic Research in Social Sciences*, 5 (1), 46-54.
- [13] Luzano, J. F. (2024). Optimizing Ipsative Assessment in the Philippines: A Narrative Review of Mathematics Teachers' Experiences. *Diversitas Journal*, 9 (2). <https://doi.org/10.48017/dj.v9i2.2964>
- [14] Luzano, J. (2024). A Scoping Review of the Professional Practices and Standards in Mathematics in Higher Education. *Journal of Harbin Engineering University*, 45(3), 1 – 6.
- [15] Morrow, S. L., & King, N. (2015). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52 (2), 250-260.
- [16] Philippine Business for Education. (n.d.). The state of teacher education in the Philippines:

- Technical report. Retrieved from <https://pbed.ph/wp-content/uploads/2021/03/PBED-The-State-of-Teacher-Education-in-the-Philippines-Technical-Report.pdf>
- [17] Philippines. (1994). Republic Act No. 7722: Higher Education Act of 1994.
- [18] Philippines. (1994). Republic Act No. 7836: Philippine Teachers Professionalization Act of 1994.
- [19] Philippines. (2017). Republic Act No. 10931: Universal Access to Quality Tertiary Education Act.
- [20] Professional Regulation Commission. (2020). Republic of the Philippines: Professional Regulation Commission. Retrieved from <https://www.prc.gov.ph/>
- [21] Rostiana, M. (2023). Examining the Role of Teacher Motivation in Improving Students' Exam Readiness. *Journal of Learning and Teaching*, 4 (2), 72-85.
- [22] Santiago, C. A., Villon, C. A., & Paculdo, D. R. (2017). An evaluation of a teacher education program: Basis for an enhanced teacher education curriculum. *Asia Pacific Journal of Multidisciplinary Research*, 5 (4), 77-83.
- [23] Sawey-Ognayon, C. F., & Afalla, A. C. (2022). Trends and Patterns of LET Performance in Teacher Education Programs: A Basis for a Performance Enhancement Framework. *International Journal of Progressive Research and Development*, 7 (1), 92-97.
- [24] Villaflores, J. L. (2023). Influence of LET Review Center Engagement on Student Readiness for Licensure Examination for Teachers. *Journal of Teacher Education Research*, 14 (2), 87-95.