JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 3 No. 9, pp. 290-300, September 2025

Licensure Exam for Teachers (LET) Elementary and Secondary Performance: Implications for Teacher Preparation

Shiela Mae I. Segumpan*[1], Ted Nudgent F. Tac-an[2], Al-Moshey R. Tidal[3], Chelsi B. Trasmonte[4], Ray Butch D. Mahinay[5]
[1]Central Mindanao University, Maramag, Bukidnon, Philippines
[2]La Salle University, Ozamiz City, Philippines
[3]Tawi-Tawi School of Arts and Trades, Ministry of Basic, Higher and Technical Education, Tawi-Tawi, Philippines
[4]University of Science and Technology of Southern Philippines, Cagayan de Oro City, Philippines
[5]City College of Cagayan de Oro, Cagayan de Oro City, Philippines

*Corresponding Author Email: f.shielamae.segumpan@cmu.edu.ph

Date received: July 4, 2025
Date revised: July 25, 2025
Date accepted: August 14, 2025

Originality: 93%
Grammarly Score: 99%
Similarity: 7%

Recommended citation:
Segumpan, S., Tac-an, T., Tidal, A., Trasmonte, C., & Mahinay, R. (2025). Licensure Exam for Teachers (LET) elementary and secondary performance: Implications for teacher preparation. *Journal of Interdisciplinary Perspectives*, *3*(9), 290-300. https://doi.org/10.69569/jip.2025.488

Abstract. Persistent gaps in the licensure performance of teacher education graduates in the Philippines raise urgent concerns about the alignment and effectiveness of pre-service teacher preparation. This study employed a descriptive quantitative research design utilizing archival data from the Professional Regulation Commission (PRC) on Licensure Examination for Teachers (LET) pass rates from 2014 to 2018, focusing on both the elementary and secondary levels. The objective was to analyze national passing rates, year-on-year changes, and comparative trends between Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs. Key findings revealed a declining trend in BEEd pass rates, reaching a low of 20.05% in 2017, while BSEd pass rates steadily improved, peaking at 41.46% in 2018. The performance gap widened sharply, from 0.95 percentage points in 2014 to 19.69 in 2018, indicating systemic deficiencies in elementary teacher education. Year-on-year trends showed volatile shifts in BEEd outcomes, particularly a significant -32.54% drop in 2017, compared to a more stable pattern of positive gains in BSEd, such as +14.74% in 2015 and +10.16% in 2017. These disparities underscore the need for differentiated, data-informed reforms, including strengthened curricular alignment, institutionalized pre-licensure diagnostics, enhanced practicum quality, and structured in-house review programs, particularly for BEEd tracks. Furthermore, this study affirms the need for targeted and systemic recalibration of teacher education programs to foster equitable licensure success and ensure high-quality classroom instruction in both elementary and secondary education.

Keywords: LET trend analysis; Licensure Examination for Teachers; Teacher preparation.

1.0 Introduction

Worldwide, teacher quality is pivotal to educational outcomes, with licensure exams often serving as proxies for preparedness and professional readiness (Darling-Hammond et al., 2017; National Academies of Sciences, 2023). In the Philippine context, the Licensure Examination for Teachers (LET) functions as a nationwide standard for

certifying new educators. However, recent LET performance, most notably in the elementary track, has remained uneven and frequently below national expectations, calling into question institutional alignment with licensure competencies (Abao et al., 2023; Ferrer et al., 2024).

The urgency of addressing this misalignment is amplified by the Second Congressional Commission on Education (EDCOM II), which was launched to evaluate and recommend reforms across the Philippine education system. EDCOM II underscores the necessity of evidence-based policymaking to enhance teacher quality and system-wide accountability. Moreover, this research aligns with United Nations Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Within this goal, target 4.c emphasizes increasing the supply of qualified teachers through improved teacher education and recruitment strategies, further reinforcing the relevance of analyzing LET trends (UNESCO, 2022).

Abao et al. (2023) analyzed LET outcomes across all 16 Philippine regions, finding statistically significant differences by program specialization, geographic locale, and institutional resources, with Bachelor of Secondary Education (BSEd) graduates outperforming Bachelor of Elementary Education (BEEd) graduates. Ferrer et al. (2024) found similar trends in Isabela State University, linking stronger LET performance to robust curricular alignment and faculty mentoring. Locally in the Visayas, Amanonce and Maramag (2020) reported a strong correlation ($r \approx .65$, $p < .01$) between graduates' Grade Weighted Averages and their LET scores, underscoring the predictive significance of academic performance. Quiño-Justol (2024) corroborated these findings in northern Mindanao, showing that practicum quality and in-campus preparation statistically predicted LET results ($\beta = .42$).

Region-specific studies highlight the importance of context: a correlational study in Leyte demonstrated that professional education grades were among the strongest predictors of LET success ($p < .001$), while a Cagayan Valley analysis identified pre-board exam outcomes as significant ($r \approx .50$, $p < .01$) (Tamayo-Amanonce & Maramag, 2020). Despite these valuable insights, most research remains institution- or region-specific and cross-sectional. No existing study has systematically compared national LET pass rates over time, nor examined the year-on-year variance between elementary and secondary levels using official Professional Regulation Commission (PRC) data.

By offering an evidence-based assessment, the study contributes to ongoing national reform dialogues through EDCOM II and informs future teacher education strategies in line with SDG 4 commitments. This study addresses that gap by utilizing a descriptive quantitative design, analyzing LET performance from 2014 to 2018. Drawing on PRC data, it examines (1) annual national passing rates by level, (2) year-on-year percentage changes, and (3) the growing variance between BEEd and BSEd outcomes. The findings aim to guide teacher education institutions and policymakers toward strengthening curricula, enhancing mentor-led support, and aligning pre-service practices with licensure demands, and aiming to elevate the quality of teachers across the Philippines.

2.0 Methodology

This section outlines the research methodology adopted in analyzing national passing rates in the Licensure Examination for Teachers (LET) for elementary and secondary levels from Calendar Years (CYs) 2014 to 2018. Secondary data sourced from the Professional Regulation Commission (PRC) was used to determine trends, evaluate year-on-year changes, and draw implications for teacher preparation programs.

2.1 Research Design

This research employed a quantitative-descriptive design, which is widely accepted for studies aiming to summarize and interpret numerical data collected from large-scale testing outcomes (Creswell & Creswell, 2018). Descriptive research is suitable when the objective is to provide a detailed account of trends, patterns, or status without manipulating variables (Best & Kahn, 2006). Given the nature of the study, which seeks to identify year-on-year performance trends in national licensure outcomes, the design was deemed most appropriate for addressing the research question.

Quantitative-descriptive research, as defined by McMillan and Schumacher (2014), enables the researcher to describe systematically and factually the characteristics of a given phenomenon. In this case, the phenomenon under investigation is the national LET passing performance across time. No causal inferences were made; instead, the emphasis was on trend analysis and performance interpretation relevant to pre-service teacher education programs. Given the aggregated nature of the PRC datasets and the absence of individual-level variables, a

descriptive approach was more appropriate for capturing large-scale patterns and informing system-level educational insights. Future research may pursue inferential analyses using disaggregated or institutional-level data to validate and deepen the interpretation of observed disparities.

2.2 Data Gathering Procedure

This study utilized archival secondary data, specifically the Professional Regulation Commission (PRC) National Passing Percentage reports from Calendar Years (CYs) 2014 to 2018. These records, compiled by the PRC Educational Statistics Task Force, were publicly accessible and contained annual data on examinees, passers, and national passing percentages across disciplines, including the LET for both elementary and secondary levels. The use of secondary data is well-supported in educational research, especially when dealing with large-scale, government-archived datasets (Johnston, 2014). As Vartanian (2010) notes, secondary data analysis is cost-effective and provides access to broader populations than primary studies can often reach. For this study, data were extracted, cleaned, and organized using Google Sheets. No additional data collection, field survey, or experimental manipulation was conducted. The researcher ensured the authenticity and credibility of the data by verifying their origin, consistency, and publication metadata. The PRC is the sole governmental agency mandated to administer the LET, adding further validity to the dataset.

2.3 Data Analysis Procedure

The analysis employed descriptive statistical methods, which, as Fraenkel, Wallen, and Hyun (2012) explain, are appropriate for summarizing educational outcomes and presenting trend-based insights. The following analyses were conducted: Annual Passing Rates were computed for both LET-Elementary and LET-Secondary from 2014 to 2018; Year-on-Year Percentage Point Changes were calculated to measure increases or decreases in passing rates over time; and Comparative Trend Visualization was used to juxtapose the performance of both levels across the given period.

Also, data were presented in tabular and graphical formats for clarity and interpretive value: Table 1: National Passing Rates in LET Elementary and Secondary Levels (CYs 2014–2018); Table 2: Year-on-Year Change in LET Elementary Level Passing Rates; Table 3: Year-on-Year Change in LET Secondary Level Passing Rates, and Figure 1: Year-on-Year Comparative Trends in LET Passing Rates by Level (CYs 2015–2018). The intent was to present the data in a way that reflects performance dynamics, allowing implications for teacher education institutions (TEIs) to emerge from the descriptive interpretation.

2.4 Ethical Considerations

While the study did not involve human subjects, ethical rigor was observed in the use of secondary data. As Babbie (2020) emphasizes, the ethical use of archival data requires proper acknowledgment of the original data producer and adherence to data-use standards. The PRC dataset used is in the public domain and does not contain personally identifiable information. The researcher ensured the following, but not limited to, proper citation of the original data source (PRC Educational Statistics Task Force); intellectual honesty, with no data fabrication or manipulation; and transparency of analysis, including methodological disclosure for reproducibility. The study complied with data use guidelines recommended by the American Educational Research Association (AERA, 2011) regarding the ethical analysis of public data.

3.0 Results and Discussion

This section presents the results of the study using descriptive and trend analyses based on data from the PRC LET between 2014 and 2018. Each result is directly followed by its interpretation to explain patterns, changes, and disparities in passing rates between elementary and secondary LET level examinees. The discussion connects these findings with broader trends in teacher education, supported by relevant studies that thematically connect from the LET national passing rates, followed by year-on-year changes, and concluding with comparative trends across levels.

3.1 National Passing Rates in LET Elementary and Secondary Levels

Over the five years from 2014 to 2018, Table 1 shows an apparent and widening disparity in national passing rates between elementary and secondary examinees in the Licensure Examination for Teachers (LET). The elementary level exhibited a consistent decline, starting at 33.93% in 2014 and reaching a low of 20.05% in 2017, before posting a modest recovery to 21.77% in 2018. Conversely, the secondary level displayed an upward trajectory, beginning at 32.98% in 2014 and rising steadily to 41.46% in 2018.

Table 1. *National Passing Rates in LET Elementary and Secondary Levels (CYs 2014–2018)*

Calendar Year	Elementary	Secondary	Difference
2014	33.93	32.98	0.95
2015	30.06	37.84	7.78
2016	29.72	34.56	4.84
2017	20.05	38.07	18.02
2018	21.77	41.46	19.69

Note. Data are from the PRC-Educational Statistics Task Force.

The data reveal two contrasting trends: a decline in performance among elementary education graduates and steady gains among secondary education graduates. Notably, the difference in passing rates between the two groups widened significantly over time. In 2014, the gap was minimal at 0.95 percentage points, but by 2017 it had jumped to 18.02 percentage points, and further increased to 19.69 in 2018. This growing disparity points to underlying structural differences in how elementary and secondary teacher education programs are preparing their candidates for licensure. While the secondary level appears to benefit from consistent improvements, the elementary level remains unstable, with its lowest recorded passing rate in 2017. The rebound in 2018 was marginal and insufficient to close the gap. The overall trend suggests a systemic misalignment in elementary-level preparation in comparison to secondary education. The patterns in Table 1 support the need for targeted reforms in elementary teacher education—particularly in curriculum delivery, content mastery, and exam-readiness strategies—to ensure more equitable outcomes across licensure levels.

3.2 LET Elementary Level Passing Rates

To better understand fluctuations in licensure outcomes and their implications for teacher preparation, this section examines the year-on-year (YoY) changes in the elementary-level passing rates of the Licensure Examination for Teachers (LET) from 2014 to 2018. These annual shifts offer insight into the consistency, responsiveness, and effectiveness of teacher education institutions (TEIs) in meeting licensure benchmarks.

Table 2. *Year-on-Year Change in LET Elementary Level Passing Rates*

Year	YoY Change (%)	Interpretation
2015	-11.41	Declined
2016	-1.13	Declined
2017	-32.54	Declined
2018	8.58	Improved

The pattern reveals a volatile trajectory, particularly between 2015 and 2017. After a moderate decline of -11.41% in 2015 and a minor drop of -1.13% in 2016, a sharp plunge of -32.54% occurred in 2017. This significant dip reflects a critical downturn in performance, suggesting systemic weaknesses in elementary teacher education programs during that period. In 2018, the trend reversed slightly with an 8.58% improvement, hinting at early efforts to recover from the previous year's sharp decline.

The 2017 decline, in particular, calls attention to deeper systemic and policy-related issues. Despite the BEEd program's narrower focus—covering only General and Professional Education—elementary-level examinees consistently underperformed relative to their BSEd counterparts. Scientifically, this counterintuitive result is linked to the breadth-versus-depth challenge: BEEd programs aim to develop generalists who can teach across subjects, often at the cost of subject-matter mastery, leading to weaker performance on content-heavy licensure exams (CHED, 2017; Ferrer et al., 2024).

This performance gap may have been further exacerbated in 2017 by a misalignment between the CHED-mandated BEEd curriculum and the PRC's LET Table of Specifications (TOS). Although CHED began transitioning to outcomes-based education (OBE) as early as 2012, the complete standardization of the BEEd

curriculum was only formalized in CHED Memorandum Order (CMO) No. 74, Series of 2017, meaning many examinees in 2017 were trained under older curricular models not fully aligned with the competencies later emphasized by the PRC (CHED, 2017).

Additionally, CHED (2017) observed that the LET structure has historically lacked complete alignment with the National Competency-Based Teacher Standards (NCBTS) and CHED's learning outcomes, contributing to low pass rates among graduates whose academic preparation did not match the licensure exam's focus. Compounding this issue, the Second Congressional Commission on Education (EDCOM II) (2023) reported ongoing fragmentation in education governance, where CHED, PRC, and DepEd operate in silos, resulting in curriculum-assessment disconnects. Without formalized inter-agency coordination mechanisms, examinees are often caught between instructional expectations and licensure demands that do not fully converge.

Therefore, the 2017 performance crash may not solely reflect deficiencies in teacher quality or preparation but rather point to systemic lapses in curricular alignment, policy coherence, and agency coordination. Unless CHED and PRC establish shared standards for curriculum design and licensure test development, the BEEd cohort will remain at a disadvantage in national licensure outcomes. Despite the slight rebound in 2018, the overall trend underscores the volatility and structural inconsistencies affecting elementary-level licensure outcomes. These findings emphasize the need for more cohesive academic preparation strategies, curriculum-to-assessment alignment, and governance reforms targeting the elementary education track.

3.3 LET Secondary Level Passing Rates

The secondary-level LET performance from 2015 to 2018 exhibited greater stability and more favorable trends compared to its elementary counterpart. The year-on-year (YoY) analysis reveals that, except for a minor decline in 2016, the Bachelor of Secondary Education (BSEd) examinees demonstrated consistent improvements in licensure outcomes, suggesting a more responsive and resilient teacher preparation system.

Table 3. *Year-on-Year Change in LET Secondary Level Passing Rates*

Year	YoY Change (%)	Interpretation
2015	14.74	Improved
2016	-8.67	Declined
2017	10.16	Improved
2018	8.90	Improved

In 2015, the LET secondary level saw a significant increase of 14.74%, indicating substantial gains in examinee performance. This was followed by a decline of 8.67% in 2016, which briefly interrupted the upward trajectory. However, the trend rebounded in the next two years: a 10.16% gain in 2017 and an 8.90% improvement in 2018. This sustained recovery suggests that secondary-level teacher education institutions were able to adapt effectively to challenges and maintain momentum.

The 2016 decline, while notable, may reflect cohort-specific challenges or temporary fluctuations in program implementation. This dip contrasts with the overall trajectory of growth and recovery, as institutions appeared to respond by reinforcing preparation mechanisms in subsequent years—the consistent gains in 2017 and 2018 point to improving stability and internal systems that supported examinee readiness. Most significantly, the performance divergence in 2017—when elementary outcomes dropped sharply while secondary results improved—highlights a growing disparity in how effectively each track prepares its candidates. While elementary-level programs faced volatility, secondary-level examinees showed resilience and upward progression.

Overall, the LET secondary level outcomes from 2015 to 2018 reflect a relatively more consistent and structured teacher preparation environment. The year-on-year improvements suggest that many secondary-level institutions have implemented responsive strategies that contribute to stronger and more stable licensure performance. This contrast sets the stage for further analysis in Section 3.4, which explores the comparative factors influencing the performance gap between BEEd and BSEd programs.

3.4 Year-on-Year Comparative Trends in LET Passing Rates

Figure 1 visually compares the year-on-year percentage changes in LET passing rates for elementary and secondary levels from 2015 to 2018. The contrast between the two tracks is striking, with one showing sustained

instability and the other reflecting gradual improvement. For the elementary level (represented by blue bars), the data show a continuous decline in the first three years: -11.41% in 2015, -1.13% in 2016, and a sharp -32.54% in 2017. The modest +8.58% gain in 2018 was not enough to offset the overall negative trend. By contrast, the secondary level (orange bars) demonstrated greater resilience and positive progression. After a +14.74% improvement in 2015, there was a brief dip of -8.67% in 2016, followed by successive increases in 2017 (+10.16%) and 2018 (+8.90%).

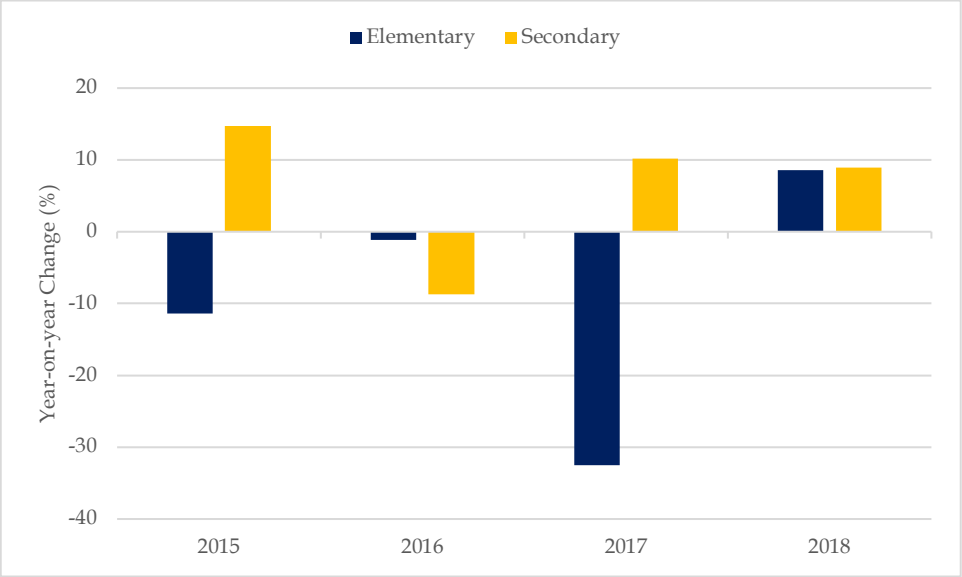

Figure 1. *Year-on-Year Comparative Trends in LET Passing Rates by Level (CYs 2015–2018)*

The divergence in trends illustrates a growing gap in performance consistency between BEEd and BSEd programs. While the elementary level appeared to struggle with sustained downward movements, the secondary level consistently rebounded and strengthened over time. The 2016 decline in the secondary level, followed by a strong recovery in 2017, points to the institutional adaptability of BSEd programs, suggesting that secondary TEIs were more capable of recalibrating academic support systems and responding to student performance issues. In contrast, the inability of BEEd programs to recover quickly in 2017 suggests deeper structural or curricular limitations.

This performance divide is echoed in national and regional studies. Abao et al. (2023) found that 2017 was the lowest-performing year across both levels, attributing this drop to weak alignment between institutional preparation and licensure demands. Ferrer (2024) and Salendab et al. (2024) emphasized that BEEd programs often suffer from overly generalized content coverage, lacking the depth required for LET success. In contrast, BSEd programs benefit from more targeted subject specialization, which aligns well with exam components.

At first glance, it may appear counterintuitive that BEEd examinees, whose licensure coverage is limited to General Education and Professional Education, would perform worse than BSEd examinees, who must also master a field-specific specialization. However, this paradox is explained by what scholars term the "breadth-versus-depth dilemma." BEEd curricula are structured to prepare generalists capable of teaching across multiple content areas—Mathematics, Science, English, Filipino, and Social Studies—often with shallow content exposure in each subject. In contrast, BSEd students are trained intensively in a single major (e.g., English or Math), allowing more profound content mastery and stronger performance in the LET's specialization subtests (CHED, 2017; Ferrer et al., 2024).

Furthermore, the LET design does not proportionally compensate for the BEEd's generalist load. The exam structure still expects sufficient mastery in all tested domains, resulting in cognitive overload for elementary education examinees who have to recall surface-level knowledge across disciplines (Cadosales et al., 2023). This

dynamic disadvantages BEEd students, especially those from institutions with limited faculty specialization, outdated syllabi, or minimal test-readiness interventions. By contrast, BSEd programs often benefit from focused content coaching and deeper alignment between their major field and LET subtests.

In addition to curricular design, institutional practices also play a role. Igcasama et al. (2021), examining teacher education outcomes from Saint Michael College of Caraga, identified internal review classes, faculty mentoring, and subject-specific instruction as key drivers of higher LET pass rates—practices notably stronger in BSEd programs. Likewise, Tamayo-Amanonce and Maramag (2020) highlighted the significance of academic grades and pre-board diagnostics, which were more consistently applied in BSEd tracks.

The sustained volatility in BEEd performance may also reflect cohort-based and institutional variability. While short-term changes in examinee quality or academic readiness can affect outcomes, the inability of many BEEd programs to consistently recover year to year implies a lack of embedded academic scaffolding. This includes limited access to formal mock exams, absence of review integration, or weak graduate tracking systems—elements that have been observed more consistently in BSEd preparation models.

Ferrer (2024), in a study of 299 BEEd examinees from Ilocos Sur Polytechnic State College (2016–2019), found that academic performance in both general education and professional education courses significantly predicted LET success—mainly English, which emerged as the strongest predictor—highlighting the importance of robust subject-matter preparation. Similarly, Simbulan (2022), through a longitudinal case analysis of San Isidro College, emphasized the effectiveness of pre-board simulations and faculty-led interventions in improving licensure outcomes, particularly for struggling BEEd cohorts. Fiscal and Roman (2022) noted that pre-licensure assessments strongly predicted LET outcomes, particularly in general and professional education. Shuls and Trivitt (2015) offered a broader view, arguing that licensure exams must be tightly coupled with preparation systems to be meaningful indicators of teacher quality. Darling-Hammond, Burns, and Campbell (2017) further stressed that effective licensure systems rely on a combination of exam rigor, curriculum alignment, and teacher mentoring structures.

Taken together, these studies affirm what Figure 1 reveals visually: BEEd programs face deeper structural and curricular challenges that undermine licensure performance. Meanwhile, BSEd programs demonstrate institutional resilience and alignment with licensure benchmarks. The strong post-decline recovery of secondary pass rates following 2016, contrasted with the elementary level's continued decline through 2017, further highlights this difference in responsiveness. The figure strengthens the call for reform: elementary teacher education must incorporate stronger specialization, institutionalize early diagnostics, improve practicum quality, and develop targeted review systems. Drawing lessons from the secondary model can offer a pathway for BEEd programs to enhance both consistency and outcomes in future LET performance.

The comparative performance trends between elementary and secondary licensure outcomes, as evidenced in Figure 1, underscore not just academic discrepancies but also systemic imbalances in how teacher education programs are designed, supported, and assessed. These patterns are not isolated institutional concerns but indicators of broader policy challenges. Addressing them requires a comprehensive, differentiated, and data-informed approach to teacher preparation governance in the Philippines.

3.5 Implications for Teacher Preparation

The findings of this study present clear and urgent implications for policymakers, regulatory agencies such as the Commission on Higher Education (CHED) and the Professional Regulation Commission (PRC), and teacher education institutions (TEIs) across the Philippines. The widening and persistent performance gap between Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs underscores deeper systemic issues, ranging from curriculum design and institutional readiness to governance coordination and assessment misalignment. The following areas require strategic attention and evidence-informed reform:

Differentiated Support for BEEd and BSEd Programs

Policies must move beyond a "one-size-fits-all" framework and adopt differentiated support strategies tailored to the distinct instructional demands of BEEd and BSEd tracks. While BSEd programs benefit from discipline-specific specialization, BEEd curricula must equip generalist teachers across multiple subject domains, posing broader and more complex demands on both learners and institutions. As such, BEEd programs require enhanced structural

supports, including expanded practicum time, integrated content reinforcement modules, and review systems calibrated explicitly for the generalist structure of the elementary LET.

CHED should explore the development of track-specific policy instruments, including curriculum enrichment mandates, funding prioritization, and targeted capacity-building efforts aimed at elementary-level instruction. These would ensure equitable developmental support based on the unique demands and vulnerabilities of each program.

Mandated Pre-Licensure Diagnostic Assessments

In addition to structural support measures, there is a critical need to institutionalize standardized diagnostic assessments across all teacher education institutions. These early-stage screening tools are especially vital for BEEd programs, where licensure outcomes have been more volatile. Diagnostic testing allows for the early identification of academic weaknesses in General and Professional Education, enabling timely and targeted remediation before students enter the internship or board review phase.

Studies consistently show that pre-board or diagnostic assessments are strong predictors of LET performance (Fiscal & Roman, 2022; Tamayo-Amanonce & Maramag, 2020). Despite this, implementation remains uneven. CHED may consider issuing a national memorandum requiring all TEIs to administer LET-aligned diagnostics during the final year of coursework. These assessments should follow PRC's Table of Specifications and provide actionable insights to inform individualized support and institutional review design.

Diagnostic results should also be integrated into TEI reporting and accountability mechanisms, enabling CHED and accrediting bodies to monitor preparedness trends and intervene where necessary. When strategically embedded, diagnostic testing serves not only as a quality control mechanism but as a catalyst for systemic improvement.

Strengthening Curricular and Licensure Alignment

In a case study of a teacher education institution in Davao City, program coordinators described a misalignment between CHED's outcomes (CMO 74/75) and the PRC's licensure competencies, marked by outdated curricular frameworks and assessment methods not aligned with licensure requirements. They responded through constructive alignment, revising outcomes, instructional strategies, and evaluation tools to better prepare examinees for board expectations (Porras, 2024).

To address this, CHED and PRC should institutionalize joint curriculum-assessment reviews, ideally every three to five years, to ensure the LET remains responsive to the actual delivery of TEIs. One practical approach would be the co-creation of an LET-aligned curricular mapping tool, allowing institutions to visualize and adjust their course content to meet the evolving competencies assessed by the licensure exam.

CHED may also require TEIs to conduct internal curriculum audits using this tool, reporting outcomes as part of program compliance and accreditation. These efforts would reduce the disconnect between licensure and instruction and uphold the principle of assessment fairness across the teacher education system.

Standardization of Structured Review Programs

A key factor contributing to the stronger performance of BSEd graduates is the widespread presence of institutionalized review systems, often lacking or underdeveloped in BEEd programs. Structured review sessions—when well-integrated—offer students the opportunity to consolidate content knowledge, build test-taking skills, and receive mentorship aligned with LET standards.

To ensure equitable preparation, CHED should require all TEIs, particularly those with BEEd programs, to implement standardized in-house LET review programs. These should be embedded into the academic calendar, led by qualified faculty, and designed using performance data from diagnostics and past cohort results. Elements should include content bootcamps, mock exams modeled after the LET, peer-led study sessions, and faculty-guided coaching.

Evidence from Igcasama et al. (2021) and Simbulan (2022) supports the impact of such internal review systems in raising pass rates and reducing dropout intent among licensure candidates. TEIs should also be required to submit

an annual LET review implementation report detailing schedules, content modules, and student outcomes. This would encourage not only accountability but also continuous refinement of the licensure preparation practices system-wide.

Enhancement of Practicum Design and Mentorship

The quality of practicum experience and mentor involvement has been consistently linked to licensure readiness, particularly in the context of BEEd programs where institutional performance remains unstable. Research suggests that robust practicum exposure—when coupled with reflective supervision—enhances not only instructional confidence but also performance in professional education components of the LET (Quiño-Justol, 2024; Simbulan, 2022).

To elevate practicum effectiveness, CHED should consider revising the minimum practicum requirements under the BEEd program to extend contact hours and diversify classroom exposure. Beyond duration, attention must be paid to the quality of mentor engagement. This includes strengthening criteria for cooperating teachers, formalizing training modules for mentors, and requiring the use of competency-based evaluation tools during in-campus and off-campus placements.

Additionally, CHED could incentivize high-performing cooperating schools and mentor-teachers by developing certification or recognition schemes, backed by national or regional teacher education networks. TEIs should be required to track and report practicum performance data, including mentor feedback, student-teacher evaluations, and post-practicum LET outcomes. These practices would reinforce a feedback-driven practicum system, where field experience and assessment are meaningfully integrated into pre-service teacher development.

Performance-Based TEI Monitoring and Accreditation

A critical step toward systemic reform is the institutionalization of performance-based monitoring and accountability mechanisms for TEIs offering BEEd and BSEd programs. While national policies emphasize outcomes-based education, the absence of consistent tracking tools tied to licensure performance limits the ability of regulators to identify underperforming programs and reward excellence. To address this, CHED and accrediting bodies should incorporate LET passing rates as a core metric in both institutional evaluation and program accreditation. These metrics should be disaggregated by program type (BEEd vs. BSEd) and tracked over multi-year periods to account for cyclical fluctuations. Institutions with persistently low licensure performance should be flagged for technical assistance, policy intervention, or program review.

Conversely, TEIs with consistently high LET pass rates—particularly those serving low-resource populations—should be recognized through funding incentives, public performance dashboards, or tiered accreditation pathways. Moreover, TEIs should be required to submit annual program performance audits, detailing pass rates, curriculum revisions, review outcomes, and diagnostic data. This would enable CHED to transition from passive oversight to data-informed governance, promoting transparency and equity in teacher preparation.

In summary, the patterns revealed in this study extend beyond classroom-level challenges. They call for responsive, evidence-informed policy reforms that support teacher education institutions where the gaps are most persistent, particularly in the preparation of elementary educators. By combining differentiated program support, mandated diagnostics, curriculum realignment, and stronger quality assurance frameworks, the Philippine teacher education system can move closer to achieving equitable and high-impact professional preparation for all future educators.

While these recommendations point to needed reforms, it is also essential to assess the effectiveness of existing policies. For example, CHED Memorandum Order No. 74, s. 2017 mandates an outcomes-based BEEd curriculum, but its uneven implementation across TEIs has left many graduates underprepared for the LET (CHED, 2017). Similarly, PRC's Tables of Specification remain insufficiently harmonized with CHED's curriculum standards, resulting in persistent content misalignment (CHED, 2017). Findings from EDCOM II (2023) further underscore systemic governance gaps, particularly the lack of an integrated framework that connects teacher preparation, curriculum regulation, and licensure assessment. These policies provide a necessary foundation but require more precise inter-agency coordination, stronger enforcement mechanisms, and outcome-based accountability to achieve lasting impact.

Bridging these gaps requires not only inter-agency collaboration but also sustained political will to translate these reforms into equitable and lasting outcomes for future Filipino educators.

4.0 Conclusion

This study offers critical insights into the national landscape of teacher licensure performance in the Philippines, highlighting a consistent and widening gap between the passing rates of elementary and secondary LET examinees from 2014 to 2018. While secondary-level candidates demonstrated steady improvement—likely a result of more substantial curricular alignment, content specialization, and institutional review mechanisms—elementary-level pass rates remained unstable, with sharp declines observed in several years. This disparity signals more profound issues in the design and delivery of elementary teacher education programs.

The findings suggest that many Bachelor of Elementary Education (BEEd) programs are insufficiently aligned with the competencies assessed in the LET. There is an urgent need for teacher education institutions to revisit their curricular frameworks, strengthen faculty-led support systems, and institutionalize evidence-based strategies such as early diagnostic assessments and structured licensure review initiatives. These measures can improve the preparedness of elementary teacher candidates and help close the persistent performance gap between BEEd and BSEd cohorts.

For policymakers, the results reinforce the importance of differentiated support and accountability systems that are responsive to the distinct challenges of BEEd programs. Beyond improving pass rates, these efforts are crucial for ensuring that future elementary teachers possess the foundational knowledge, pedagogical skills, and professional readiness required to effectively serve young learners, where long-term educational outcomes are most strongly shaped.

Future research may explore post-2018 LET performance data, examine successful institutional practices, and assess the impact of recent policy reforms. Such studies can provide a more complete picture of the evolving teacher education landscape and inform scalable interventions.

To translate these findings into actionable reform, several targeted recommendations are proposed. First, curricular alignment may be strengthened by ensuring that BEEd programs are explicitly mapped to the LET's tested competencies. Second, mentor-led support and practicum quality may be enhanced, recognizing that practicum effectiveness and in-campus preparation are closely linked to licensure performance. Third, predictive indicators such as academic grades and pre-board examination scores may be used to identify at-risk students early, enabling timely and focused interventions.

In support of these reforms, TEIs may embed diagnostic testing protocols early in the teacher education process—ideally before the internship phase—to assess both content mastery and pedagogical readiness. Based on diagnostic outcomes, institutions can deploy structured intervention programs, including modular review tracks, peer-teaching laboratories, and mentor-guided content bootcamps. At the policy level, CHED may consider issuing minimum standards for LET preparation benchmarks and requiring TEIs to provide documented evidence of embedded board-readiness frameworks within their curricula.

5.0 Contributions of Authors

Author 1: conceptualization, data gathering, data analysis, research article writing, and refinement
Author 2: conceptualization, data gathering, data analysis, research article writing, and refinement
Author 3: conceptualization, data gathering, data analysis, research article writing, and refinement
Author 4: conceptualization, data gathering, data analysis, research article writing, and refinement
Author 5: conceptualization, data gathering, data analysis, research article writing, and refinement

6.0 Funding

No agency or organization funded this research.

7.0 Conflict of Interests

There is no conflict of interest.

8.0 Acknowledgment

The researchers would like to express their sincere gratitude to the University of Science and Technology of Southern Philippines – Cagayan de Oro City, particularly the Doctor of Technology Education program, for providing the platform to carry out this academic endeavor. Special thanks are extended to Dr. Ray Butch D. Mahinay, co-author, for his invaluable expertise in the conceptualization and completion of this study. The researchers also acknowledge the support of the university/school they represent—lastly, heartfelt thanks to the Almighty for the

continuous guidance and boundless opportunities.

9.0 References

Abao, E. D., Petancio, J. M., Sanchez, J. M. P., & Sumalinog, G. G. (2023). Performance of beginning teachers in the licensure examination for teachers: A national study. Frontiers in Education, 8, Article 1240658. https://doi.org/10.3389/feduc.2023.1240658

Amanonce, J. T., & Maramag, A. M. (2020). Licensure examination performance and academic achievement of teacher education graduates. International Journal of Evaluation and Research in Education, 9(3), 510–516. https://doi.org/10.11591/ijere.v9i3.20614

American Educational Research Association. (2011). Code of ethics. Retrieved from https://tinyurl.com/snez3wzm

Babbie, E. (2020). The practice of social research (15th ed.). Cengage.

Best, J. W., & Kahn, J. V. (2006). Research in education (10th ed.). Pearson.

Cadosales, M. N. Q., Sanchez, J. M. P., Cordova, M. E., Merin, J. A., & Augusto, W. S., Jr. (2023). Exploring the predictive influence of licensure examination results for beginning teachers' performance: The case of the Philippines. Frontiers in Education, 8, Article 1252368. https://doi.org/10.3389/feduc.2023.1252368

CHED. (2017). CHED Memorandum Order (CMO) No. 74, Series of 2017: Policies, standards and guidelines for the Bachelor of Elementary Education (BEEd) program. Commission on Higher Education.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage.

Darling-Hammond, L., Burns, D., & Campbell, C. (2017). Empowered educators: How high-performing systems shape teaching quality around the world. Jossey-Bass.

EDCOM II. (2025). Fixing the foundations: A matter of national survival (Preliminary technical report: Transforming Philippine education). Second Congressional Commission on Education. https://edcom2.gov.ph

Ferrer, J. C. (2024). Academic performance and predictors of licensure examination for teachers of Bachelor of Elementary Education. Malaysian Journal of Social Sciences and Humanities, 9(11), Article e003091. https://doi.org/10.47405/mjssh.v9i11.3091

Ferrer, R. P., Buted, D. J., & Dimas, R. B. (2024). Factors affecting the licensure examination for teachers (LET) performance of BSEd graduates in a state university. Pakistan Journal of Life and Social Sciences, 22(2), 14556–14561. https://doi.org/10.57239/PJLSS-2024-22.2.001047

Fiscal, R. R., & Roman, A. G. (2022). Pre-licensure examination as predictor of licensure examination for teachers result. International Journal of Evaluation and Research in Education, 11(1), 136–142. https://doi.org/10.11591/ijere.v11i1.22133

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). McGraw-Hill Education.

Igcasama, A. M., Layao, J., Magallano, S. M., & Maloloy-on, M. (2021). Factors affecting the Licensure Examination for Teachers (LET) performance of Saint Michael College of Caraga (2017–2019). SMCC Higher Education Research Journal, 3(1).

Johnston, M. P. (2014). Secondary data analysis: A method of which the time has come. Qualitative and Quantitative Methods in Libraries, 3(3), 619–626. https://tinyurl.com/93zh4ddd

McMillan, J. H., & Schumacher, S. (2014). Research in education: Evidence-based inquiry (7th ed.). Pearson.

National Academies of Sciences, Engineering, and Medicine. (2023). Testing teacher candidates: The role of licensure tests in improving teacher quality. The National Academies Press. https://doi.org/10.17226/26739

Porras, C. J. M. (2024). Constructive alignment approach to curriculum-licensure integration: A case study of teacher education program coordinators. International Journal of Research in Social Sciences, 14(2), 194–208. https://tinyurl.com/y8m6ku8k

Quiño-Justol, J. B. (2024). Perspectives of teachers on the integration of assistive technology in higher education inclusive classrooms in the Philippines: Importance, benefits, social support, and challenges. Journal of Interdisciplinary Perspectives, 2(12), 497–509. https://doi.org/10.69569/jip.2024.0428

Salendab, F. A., Dela Cruz, J. E., Tabifranca, C. A., & Fortaliza, J. E. (2024). Analyzing the performance trends in Licensure Examination for Teachers (LET) among Bachelor of Elementary Education graduates: A quantitative approach. International Journal of Multidisciplinary: Applied Business and Education Research, 5(9), 3632–3641. https://doi.org/10.11594/ijmaber.05.09.23

Shuls, J. V., & Trivitt, J. R. (2015). Teacher effectiveness: An analysis of licensure screens. Educational Policy, 29(4), 645–675. https://doi.org/10.1177/0895904813510777

Simbulan, N. G. (2022). Case study on board review strategies and performance among BEEd students. Journal of Teacher Preparation and Practice, 6(2), 80–92.

Tamayo-Amanonce, J. C., & Maramag, A. M. (2020). Licensure examination performance and academic achievement of teacher education graduates: Correlational analysis in Cagayan Province. International Journal of Evaluation and Research in Education, 9(3), 510–516. https://doi.org/10.11591/ijere.v9i3.20614

UNESCO. (2022). Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. United Nations Educational, Scientific and Cultural Organization. https://sdgs.un.org/goals/goal4

Vartanian, T. P. (2010). Secondary data analysis. Oxford University Press.