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Uncovering Patterns: LEPT Performance of Secondary Takers of Father Saturnino University for Curricular Enhancement

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ABSTRACT

This study examines the Licensure Examination for Teachers (LEPT) performance of secondary test-takers from Father Saturnino Urios University (FSUU), distinguishing between education and non-education graduates. Covering four examination periods from January 2022 to March 2024, it employs a descriptive-correlational design using secondary data from the Professional Regulation Commission (PRC). Descriptive and inferential statistical methods, including T-tests, Pearson's correlation coefficient, and One-Way ANOVA, were used to analyze participation and performance patterns. Findings indicate that graduates from programs closely aligned with the Bachelor of Secondary Education (BSEd) curriculum and corresponding LEPT majors generally performed well. No significant differences were found between unit earners from Nursing and Accountancy compared to Teacher Education Program (TEP) takers. However, significant differences emerged in the performance of Business Administration and Computer Studies graduates compared to TEP takers. Time elapsed between graduation and taking the LEPT was shorter among passers, though no direct correlation was found between time since graduation and licensure performance. Instead, the time since completing the required 18 professional education units appeared more influential. Furthermore, no significant differences in LEPT performance were observed across the four examination periods, indicating stable performance trends. To improve licensure outcomes, the study suggests offering a Teacher Certificate Program, strengthening alumni support, implementing early intervention programs, and integrating a licensure review component into the curriculum, particularly for non-education graduates. These strategies aim to enhance test preparedness and support students in obtaining professional teaching certification.

KEYWORDS

Non-Education graduates; Licensure Examination for Teachers (LEPT) performance; descriptive correlational design; Father Saturnino Urios University

INTRODUCTION

Republic Act No. 9293, amending RA 7836 or the Philippine Teachers Professionalization Act of 1994, expanded eligibility for the Licensure Examination for Professional Teachers (LEPT) to include non-education degree holders with at least 18 units of professional education. This amendment aimed to create a more inclusive pathway to teaching, allowing individuals with diverse academic backgrounds to enter the profession. Consequently, LEPT

performance, particularly at the secondary level, now includes both Bachelor of Secondary Education (BSEd) graduates and non-education degree holders with professional education units. However, this mixed pool complicates the assessment of institutional performance in the LET, as current data do not distinguish between these two groups.

Existing studies often analyze LEPT results without differentiating between education and non-education graduates. Ofqueria (2020), however, provided a more detailed examination, comparing the LEPT performance of these two groups from a state university between March 2014 and September 2018. Findings indicated that education graduates performed better in General and Professional Education but struggled in their Area of Specialization. Non-education graduates consistently showed lower scores across all domains. Similarly, Salundaguit (2018) found that first-time BSEd takers exceeded the national average, while non-education graduates underperformed, negatively impacting institutional LEPT outcomes.

The Second Congressional Commission on Education (EDCOM II) highlighted the persistent low passing rates in the Board Licensure Examination for Professional Teachers (BLEPT) as a national concern, with an average passing rate of 33% for elementary and 40% for secondary examinees from 2009 to 2023. To address this, EDCOM II recommended more targeted reforms in teacher education and licensure processes. In line with this, the Commission on Higher Education (CHED), through CMO 10 s. 2024, has introduced a performance-based classification system for Teacher Education Institutions (TEIs), focusing on LET outcomes and core quality indicators. However, challenges remain due to the Professional Regulation Commission (PRC) not specifying examinees' academic backgrounds in its results, complicating the accurate evaluation of TEI performance (Professional Regulation Commission (PRC), Board for Professional Teachers, 2008).

This study seeks to differentiate the LEPT performance of BSEd and non-BSEd graduates of Father Saturnino Urios University from January 2022 to March 2024. This period is significant as it marks the entry of graduates from the revised Teacher Education curriculum under CMO 74-80 s. 2017. The transition between old and new curricula, along with varying review strategies and delays in taking the LET, may influence performance outcomes. The study will also examine how the time between graduation and examination affects LEPT performance. The LEPT plays a critical role in regulating entry into the teaching profession in the Philippines. As a gatekeeping mechanism, it ensures that aspiring teachers meet minimum standards of competence. For non-education graduates, the LEPT is particularly challenging due to their limited exposure to pedagogical theories and classroom practice. To mitigate this, RA 9293 increased the minimum requirement for professional education from 10 to 18 units. These units are typically offered through Certificate in Professional Education (CPE) programs, which aim to bridge content expertise with foundational teaching skills. Such programs include coursework in educational psychology, curriculum development, and instructional methods and assessment to help non-education graduates transition into teaching.

PRC Resolution No. 51, s. 2016, further clarified LET requirements for non-education graduates, specifying acceptable degree-to-major alignments for the secondary level. This ensures that examinees have relevant subject-matter expertise aligned with their academic background. EDCOM II (2023) emphasized the need for improved teacher preparation, noting that many education graduates struggle with LET content due to inadequate practical experience and limited mastery of teaching strategies. The report recommended comprehensive curricular reforms emphasizing both theoretical grounding and experiential learning. Teacher education programs should thus enhance their focus on practical teaching

experience, which has been shown to improve both LET performance and classroom readiness.

Putman (2021) and García & Weiss (2019) both stress the importance of deep content knowledge and its application in instructional practice. Strong subject mastery enhances student engagement, fosters conceptual understanding, and supports differentiated instruction. These competencies are critical in high-stakes assessments like the LET, which assesses both content knowledge and pedagogical application. Moreover, research suggests that non-education graduates often lack this integrated knowledge base, making targeted pedagogical training essential.

To support this transition, Continuing Professional Education programs must not only meet credit requirements but also incorporate high-impact instructional strategies and classroom simulations. Effective programs align their curricula with the LET content domains: General Education, Professional Education, and Area of Specialization. García & Weiss (2019) emphasized that gaps in teacher training result in poor LET outcomes and ineffective classroom performance. Thus, TEIs must ensure that all LET takers—regardless of academic background—receive adequate preparation grounded in both theory and practice.

Recent findings from Abao et al. (2023) underscore the role of LET results in evaluating graduate competencies. The study suggested that aligning teacher education curricula with LET domains enhances exam performance and professional readiness. Buenvenida (2016) similarly found that factors such as academic performance, curriculum quality, and the availability of review programs significantly influence LET outcomes. These insights support the development of targeted interventions to bolster graduate performance and program quality.

Blanco (2024), Wagner & Nagy (2024), and Alhamid & Mohammad-Salehi (2024) advocate for the integration of cognitive science principles with PCK. This alignment enhances both exam performance and teaching effectiveness. Teachers equipped with strong PCK and memory-optimized review strategies are better prepared for licensure and for the demands of the classroom. These insights suggest that LET preparation programs—particularly for non-education graduates—should incorporate research-based strategies that support deep learning and practical application.

Ultimately, the combination of academic background, quality of pedagogical training, curriculum alignment, and cognitive preparation strategies influences LET success. CHED's recent push for quality assurance through CMO 10 s. 2024 and the classification of TEIs based on LET performance reflects an effort to raise standards in teacher education. However, without disaggregated data from the PRC indicating examinees' academic degrees, TEIs face difficulties in interpreting their results and implementing appropriate program reforms. This lack of transparency poses a challenge in institutional planning, particularly in accurately identifying areas of improvement (**Commission on Higher Education (CHED**, 2024).

Given this context, this study aims to address two key questions: (1) How do BSEd and non-education graduates from Father Saturnino Urios University differ in their LET performance? and (2) Does the time elapsed between graduation and examination influence LET outcomes? By analyzing results from January 2022 to March 2024, this research hopes to provide data-driven insights for TEIs, contribute to policy discourse on teacher licensure, and support EDCOM II's call for strengthened teacher education through targeted, evidence-based reforms.

RESEARCH METHODS

A descriptive-correlational strategy was utilized in the study to investigate the associations among the variables of interest. The study's objective was to evaluate the performance of secondary first-time takers encompassing non-education graduates and education graduates taking the Licensure Examination for Professional Teachers (LEPT) using secondary data from the Professional Regulation Commission (PRC) for the periods October 2022 to March 2024. The researchers processed the data by gathering the National Passing Rate (NPR) for the identified examination periods and comparing the performance of non-education graduates with the national benchmark. Additionally, the time elapsed between graduation and examination was considered as a variable to determine its impact on performance. The relationship between the programs' LET performance and the average time elapsed was analyzed by comparing means and identifying significant differences using T-tests, Pearson's correlation coefficient (r), and One-Way ANOVA. These statistical evaluations were carried out using SPSS software, ensuring precise calculations. This approach enables a thorough evaluation of the links and patterns found in the secondary data, offering insightful information aligned with the study's goals. To describe the LET performance, Table 1 provides a detailed presentation of the passing rate range, corresponding descriptions, and their respective interpretations. This framework offers a clear understanding of performance levels and their implications. In addition, Table 2 presents the Time Interval Scale, including its descriptions and interpretations, offering insights into how the time intervals between graduation and taking the licensure examination may affect performance outcomes. This further enhances the understanding of factors influencing exam success.

Table 1. Passing Rate Range, Descriptions, and Interpretations for LET Performance

Passing Rate Range	Description	Interpretation
81-100% Passing Rate	Very High Performance	This reflects an excellent academic outcome, with most or all students successfully meeting the required standards. It is a testament to effective teaching and learning strategies.
61-80% Passing Rate	High Performance	This range demonstrates strong academic achievement, with a majority of students meeting or exceeding standards. Continuous efforts should focus on maintaining and advancing this performance.
41-60% Passing Rate	Moderate Performance	This indicates an average outcome where a reasonable number of students meet the required standards. There is room for growth and improvement to achieve higher success rates.
21-40% Passing Rate	Low Performance	This level reflects some progress, but still highlights considerable gaps in student achievement. Focused intervention is needed to raise performance levels.
1-20% Passing Rate	Very Low Performance	This range indicates a significant need for improvement in academic outcomes. It suggests that the majority of students are struggling to meet the required standards.

Table 2. Time Interval Scale: Description and Interpretation

Time Interval Scale	Description	Interpretation
16+ Years	Substantial Interval	A long gap between graduation and the examination may lead to a significant decline in academic recall. Comprehensive review and possibly re-engagement in formal education or refresher courses are highly recommended.
11-15 Years	Prolonged Interval	Graduates are at a high risk of diminished familiarity with academic content. Considerable effort in updating knowledge and skills is necessary to ensure readiness.
6-10 Years	Extended Interval	Knowledge retention may begin to fade, and graduates could face challenges in recalling certain concepts. Extensive preparation and review are recommended before taking the examination.
3-5 Years	Moderate Interval	Graduates may still perform well but might require additional review to refresh knowledge. Some aspects of their academic training may need reinforcement due to the passage of time.
1-2 Years	Optimal Interval	Graduates are highly likely to retain knowledge and skills acquired during their studies. This timeframe ensures preparedness and alignment with recent academic training.

RESULTS AND DISCUSSION

This section presents the findings of the study, providing a detailed analysis and interpretation of the data collected. Results are presented in relation to the research objectives, highlighting significant trends, patterns, and relationships. Furthermore, comparisons with existing literature and theoretical frameworks are made to contextualize the findings. Insights gained from the analysis are discussed, emphasizing their implications and potential contributions to the field.

Performance of the Secondary Takers from October 2022 - March 2024

Table 3. FSUU LEPT Passing Rate Across Programs from October 2022 to March 2024

Colleges	LEPT Passing Rating in Four Examination Periods in %									
	October 2022 (%)	Number of takers	March 2023 (%)	Number of takers	Septem-ber 2023 (%)	Number of takers	March 2024 (%)	Number of takers	**Average (%)**	**Descrip-tion**
Arts and Sciences	77.42	24	62.50	5	66.67	8	83.33	5	**72.48**	**High**
Accountancy	77.78	7	100.00	4	100.00	2	100.00	2	**94.45**	**Very High**
Business Ad ministration	27.78	10	63.64	7	55.56	10	73.33	11	**55.08**	**Moderate**
Computer Science	18.18	2	0.00	0	No taker	No taker	No taker	No taker	**9.09**	**Very Low**
Nursing	83.33	5	100.00	1	100.00	2	66.67	2	**87.50**	**Very High**
Teacher Education	100.00	5	98.00	44	100.00	6	97.56	40	**98.89**	**Very High**
Average	**64.08**		**60.59**		**81.48**		**84.18**		**72.58**	**High**
Total		**53**		**61**		**28**		**60**		

Table 3 shows the FSUU Licensure Examination for Professional Teachers (LEPT) performance ratings across different programs from October 2022 to March 2024. Performance ratings, expressed as percentages, vary across programs, with corresponding average ratings and descriptive classifications. It can be gleaned that the Teacher Education demonstrated consistently a very high performance, achieving ratings close to or at 100% across all examination periods, with the highest average of 98.89%, reflecting a well-established program with effective preparation and student support. This aligns with the standards set forth by Resolution No. 2008-07 and Resolution No. 2000-242 issued by the Professional Regulatory Board for Professional Teachers, emphasizing the importance of quality teacher education and licensure requirements (https://www.prc.gov.ph/sites/default/files/2016-51.pdf). Furthermore, the program's success is attributed to its emphasis on content knowledge, ensuring educators possess a strong command of their subject matter. This aligns with the findings of García and Weiss (2019), who highlighted the critical role of content knowledge in preparing graduates for licensure examinations. Similarly, PPST Domain 1 highlights the need for strong subject mastery and effective pedagogy, while Shulman's PCK underscores the integration of content expertise with instructional strategies. These frameworks reinforce the importance of structured preparation and faculty support in ensuring licensure success (Shulman, L. S, 1986). However, this finding contrasts with the EDCOM II (2023) report, which highlights that many educations graduates struggle to master the content required for the LEPT. This challenge is often attributed to limited exposure to practical teaching experiences and inadequate pedagogical training, which hinder their preparedness for the licensure examination. On the one hand, the Accountancy Program excelled, attaining a perfect 100% performance in the last three examination periods, resulting in an average of 94.45% rating and a very high classification. Notably, the Accountancy and Nursing Programs, all offering board examination courses, have implemented strict retention policies. In contrast, the Arts and Sciences, Business Administration, and Computer Studies Programs, which primarily offer non-board examination courses, do not have such retention policies. This may have contributed to the very good performance of the accountancy graduates. Similarly, the Nursing Program also showed high and stable results, averaging 87.50%, with a very high description, though a decline to 66.67% in March 2024. This trend aligns with the findings of Granger et al. (2024), which highlight factors such as curriculum alignment, faculty expertise, student preparedness, and changes in exam difficulty as key influences on nursing licensure performance fluctuations. These factors may also have played a role in the performance of examinees in the Licensure Examination for Teachers (LET). The Arts and Sciences experienced moderate fluctuations, with a significant improvement in March 2024 (83.33%) after a low of 62.50% in March 2023, leading to an overall average of 72.48%, categorized as high and indicating potential for further progress. This disparity can be attributed to the nature of content knowledge. Graduates of Arts and Sciences programs, such as those in English, typically pursue licensure examinations directly aligned with their major field of study. For example, graduates of a Bachelor of Arts in English would typically take the licensure examination with English as their major like those who are graduates of BSE English. Conversely, graduates of Business courses are asked to take Social Studies in the Licensure Examination for Teachers, despite their primary area of expertise being in business.

This partly explains the performance of the Business Administration Program which consistently showed a moderate performance, with an overall rating of 55.08%, despite a positive trend from 27.78% in October 2022 to 73.33% in March 2024, signaling a need for consistent intervention. Unit earners from the Computer Science faced significant

challenges, with an average of just 9.09% due to very low performance and no takers in two periods, necessitating substantial improvements in student support. It can be noted that according to PRB 51 s. 2016, graduates of Computer Science are required to take the Licensure Examination for Teachers (LET) in the field of Technology and Livelihood Education (TLE). This poses a significant challenge for Computer Science graduates as their academic preparation may not adequately cover the breadth of topics included in the TLE portion of the LET.

The results of the study align with the perspective of Hull (2021) which focuses on mastery learning which emphasizes that a solid grasp of foundational knowledge is essential for progressing to advanced material. This approach is directly related to the importance of content knowledge in passing licensure examinations for teachers. Candidates with deeper subject mastery are better equipped to handle complex exam questions, making mastery-based preparation key to success. Therefore, strong content knowledge, built through mastery learning, improves both licensure exam performance and teaching effectiveness. In a similar vein, the study of Putman (2021) underscores that a solid foundation in content knowledge is critical not only for passing licensure examinations but also for fostering long-term teaching efficacy. Candidates with deeper subject mastery are better equipped to answer complex questions, making mastery-based preparation crucial. Thus, strengthening content knowledge should be a primary focus for improving teacher education programs and licensure success.

Significant Difference in the Performance of Education and the Unit Earners

Table 4. Significant Difference in the LEPT Performance Between Education Graduates and Unit Earners

Colleges Compared	Computed t	p-value*	Decision	Interpretation
TEP v ASP	5.462	**.002**	Reject Null Hypothesis	Significant Difference
TEP v AP	0.795	**.457**	Do Not Reject Null Hypothesis	No Significant Difference
TEP v BAP	4.462	**.004**	Reject Null Hypothesis	Significant Difference
TEP v CSP	15.892	**.000**	Reject Null Hypothesis	Significant Difference
TEP v NP	1.423	**.205**	Do Not Reject Null Hypothesis	No Significant Difference

**Note: p-value should be equal to or less than 0.05 to be significant*

The largest difference was observed between TEP and CSP (t=15.892,p=.000), highlighting these groups as the most distinct. This was followed by significant differences between TEP and ASP (p=.002), and TEP and BAP (p=.004). Conversely, TEP showed no significant differences when compared to AP and NP, suggesting comparable performance or characteristics among these groups. To address these findings, it is essential to investigate the factors contributing to the significant differences, particularly with ASP, BAP, and CSP, which may include curriculum structure, faculty expertise, or student demographics. Developing tailored strategies to align the outcomes of other programs with TEP could help bridge these gaps and enhance overall program effectiveness.

In the study of Abao et al. (2023), they examined differences in licensure exam performance across colleges, highlighting that variations are influenced by content knowledge, academic preparation, and institutional support. Colleges with better curriculum alignment to licensure competencies and stronger support systems had higher pass rates. Their study emphasizes the need for mastery-based learning and targeted faculty interventions to enhance exam preparedness. For LEPT, this highlights the importance of

strengthening content knowledge and aligning instruction with licensure standards to boost performance.

Time Interval from the Year of Graduation to Taking the Examination

Table 5. Average Time Elapsed (in years) from Graduation to LET of Secondary Takers in Four Examination Periods

Colleges	2022 Takers		2023 Takers				2024 Takers		Average			
	October		March		September		March					
	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Interpretation	Failed	Interpretation
Arts & Sciences	7	4	8	20	7	14	6	5	7	Extended	11	Prolonged
Accountancy	7	14	10	-	18	-	10	-	11	Prolonged	14	Prolonged
Business Administratio	10	11	9	10	11	14	10	12	10	Extended	12	Prolonged
Computer Science	10	13	-	11	-	-	-	-	10	Extended	12	Prolonged
Nursing	12	11	16	-	13	-	15	16	14	Prolonged	14	Prolonged
Teacher Education	3	-	2	1	1	-	1	1	2	Optimal	1	Optimal
Average	**8**	**11**	**9**	**11**	**10**	**14**	**8**	**9**	**9**	**Extended**	**11**	**Prolonged**

Table 5 presents the average time elapsed in years from graduation to the Licensure Examination for Teachers (LET) for secondary takers across four examination periods: October 2022, March 2023, September 2023, and March 2024. In October 2022, first-time takers who passed had an average elapsed time of 8 years, while those who failed had an average of 11 years. In March 2023, passers had an average of 9 years, compared to 11 years for those who failed. For September 2023, passers had an average of 10 years, while failures had an average of 14 years. In March 2024, the average elapsed time for passers was 8 years, while for failures, it was 9 years. These results suggest a clear trend: the longer the time elapsed since graduation, the higher the likelihood of failing the LET. This pattern is consistent across all four examination periods. The table also presents the board examination performance of various colleges from 2022 to 2024, highlighting the number of passers and failures across different exam periods. Based on the Time Interval Scale, the results reveal that Teacher Education stands out with an optimal average, suggesting that most examinees took the exam within 1–2 years after graduation, retaining strong academic knowledge. In contrast, colleges such as Arts & Sciences, Business Administration and Computer Studies show extended intervals for passers and significant intervals for failures, implying that many of their graduates likely took the exam 6–10 years after graduation, a period when knowledge retention typically begins to fade. Meanwhile, Arts and Sciences, Accountancy, Business Administration, Computer Science, and Nursing show a prolonged level of interval, indicating that several takers may fall within the 11–15 year or even 16+ year interval, where substantial content recall issues are expected. Overall, the average results across all programs suggest an extended interval for passers and a prolonged interval for failures, highlighting the need for comprehensive review strategies and possible refresher programs to improve future licensure exam outcomes. Research suggests that the time between graduation and taking the Licensure Examination for Teachers (LET) significantly impacts performance outcomes. For instance, a study by Buenveninda (2016) of BEEd graduates from Capiz State University found out that 55.8% of those who failed in the licensure exam are those who

graduated 5 years and above after they graduated in college. Results connotes that there is a higher chance of passing for those who took the test within three years after graduation.

On the other hand, it is observable that Education graduates typically have a shorter time elapsed between graduation and taking the Licensure Examination for Teachers (LET), which correlates with better performance. This is supported by the study of Abao et al. (2023), which highlights that Education graduates, who undergo specialized training and a curriculum focused on teaching methodologies and subject knowledge, tend to perform better than non-education graduates. In contrast, non-education graduates often face challenges due to longer preparation periods, which may involve completing additional coursework to meet the requirements for the LET. This extended preparation time can delay their examination attempts and potentially affect their performance (Kaye, 2021). Considerably, the delay in non-education graduates taking the Licensure Examination for Teachers (LET) can stem from several factors. Firstly, they must enroll in the required 18 units of professional education courses, which may take a year depending on the institution's offerings. Secondly, they might have enrolled in LET review programs, further extending their preparation time. Finally, some may experience a delay due to a later decision to pursue a teaching career.

Significant Relationship between the LEPT Performance and the Time Interval in Taking the Examination

Table 6. Relationship Between LEPT Performance and Time Interval Before Taking the Examination

	Pearson r Results	**p-value***	Decision	Interpretation
LEPT Performance and Time Elapsed Before Taking the Exam	-0.058	**0.790**	Do Not Reject Null Hypothesis	No Significant Relationship

**Note: p-value should be equal to or less than 0.05 to be significant.*

The Pearson r value of −0.058 indicates an extremely weak negative correlation between LEPT performance and the time elapsed before taking the exam. However, with a p-value of 0.790 which is far greater than the standard significance level of 0.05, the result is not statistically significant. This means there is insufficient evidence to conclude that the time interval before taking the LEPT has any meaningful impact on performance.

Studies across various teacher education institutions (TEIs) have highlighted trends showing that those who attempted the Licensure Examination for Teachers (LET) soon after graduation—specifically within three years—tended to achieve better outcomes compared to those who delayed significantly. This aligns with theories in educational psychology suggesting that a delay in applying learned knowledge can result in a decline in test performance capabilities (Buenveninda, 2016). However, the results of the current study indicate no significant correlation between the time elapsed since graduation and LET performance, suggesting that other factors may also play a critical role in influencing outcomes. The decision to not reject the null hypothesis confirms that no significant relationship exists between these two variables - LEPT Performance and Time Elapsed. This suggests that other factors, such as preparation, teaching quality, or individual abilities, may play a more critical role in LEPT performance than the time elapsed before taking the exam. This can probably be explained that unit earners do not take soon enough since they need to take additional 18 units after graduation. Others may have not considered earlier to take the LEPT due to lack of academic preparation. Thus, time elapsed after graduation may not be

very significant for unit earners but the time after taking the 18 units and pre-LET preparations like review will matter.

On the Significant Difference in the LEPT Performance within the Last Four Examination Results

Table 7. Significant Difference in LEPT Performance Across the Last Four Examination Results

	p-values*			
Examination Periods	Oct. 2022	Mar. 2023	Sept. 2023	Mar. 2024
Oct. 2022	-	.998	.990	.794
Mar. 2023	.998	-	.961	.683
Sept. 2023	.990	.961	-	.920
Mar. 2024	.794	.683	.920	-

**Note: p-value should be equal to or less than 0.05 to be significant.*

Within each examination period, all p-values across the table are greater than 0.05, indicating no statistically significant differences in LEPT performance between any of the examination periods. Thus, there is no significant difference in the average LEPT performance within the last four examination results. The analysis reveals that although there is no significant difference among the four exams, it can be noted from Table 3 that there is an uptrend in the average performance of the different programs under study. This suggests no observable trend or variation in performance over time. External factors or interventions specific to the periods likely did not have a significant impact on the results.

The current study, however, focuses solely on determining whether significant differences exist within the last four examination periods, without correlating performance with other factors. In contrast, Abao et al. (2023) identified significant variations in LET performance influenced by multiple factors, including degree programs, specializations, and the type of higher education institutions. Their descriptive-comparative study, which examined data from 2017 to 2019, highlighted fluctuations in overall passing rates, with certain years showing notable improvements or declines. These inconsistencies across institutions underscore the impact of program-specific and institutional variables on LET outcomes.

Proposed Initiatives to Improve the Performance in the Licensure Examination

1. *Offering of Teacher Certificate Program*
   Since LEPT performance of non - education graduates will be counted where they finished their degree programs, it is good for the Teacher Education Program to revive offering the Teacher Certificate Program and cater graduates of other programs and offer a more enriched curricular experience integrating content mastery sessions.
2. *Alumni Support*
   The Teacher Education Program may offer LEPT preparation support through flexible review packages using the institution's Learning Management System. In this manner, alumni intending to take LEPT who are working, can access quality materials in their preferred time. In this manner, the program can track progress of those who are taking the exam and provide necessary support to help them succeed in the board.
3. *Early Intervention Programs*
   The Program can proactively identify at-risk students through early detection measures and provide tailored support to address their specific needs. This can include expanded

opportunity sessions aimed at bridging knowledge gaps for at-risk students and advanced enhancement programs to challenge and further develop the skills of high-achieving students. Additionally, the regular conduct of mock assessments can serve as a diagnostic tool to evaluate students' preparedness, pinpoint strengths and weaknesses, and design more focused, year-level-specific interventions.

4. *Integrating review in the Curriculum*
   Board exam preparation begins the moment a student enrolls in a degree program. To support this, the curriculum can be strategically designed to integrate review components chunked across different year levels, enabling students to master essential content progressively. This structured approach ensures that foundational knowledge is reinforced and expanded upon as students advance through their academic journey. Additionally, practitioners, alumni, and industry experts can be invited to deliver specialized lectures, conduct mastery sessions, and provide mentorship. This gradual and cumulative preparation fosters a culture of excellence, equipping students with both the knowledge and confidence to succeed in their board examinations.

CONCLUSION

In light of the findings, the following conclusions are presented.

1. Graduates from programs with curricula closely aligned with the BSEd program and the specific LET major tend to demonstrate high to very high performance on the examination.
2. Based on the performance across the four examinations, no significant difference was observed between unit earners from NP and AP compared to TEP takers. However, significant differences were evident in the performance of BAP, and CSP takers when compared to TEP takers.
3. Passers generally have a shorter elapsed time between graduation and the licensure examination compared to those who failed. However, there is insufficient evidence to establish a direct relationship between the length of time since graduation and performance in the licensure examination. This is likely influenced by non-education graduates needing to complete the required 18 units of professional education and enroll in a review program before taking the licensure exam. Consequently, the elapsed time from completing these 18 units may have a greater impact on performance than the time elapsed since earning their degree.
4. The p-values across all comparisons suggest that there are no statistically significant differences in LEPT performance between any of the examination periods. This indicates that the performance of test-takers remained relatively consistent across the given examination periods (October 2022, March 2023, September 2023, and March 2024). Therefore, factors influencing licensure examination performance may be consistent over time, and no period stands out as significantly better or worse than another.

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