RESEARCH ARTICLE

CLOSING THE GAP: IMPROVING PERFORMANCE ON THE LET OVER TIME

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ARTICLE INFO	ABSTRACT
	Philippines, one of the requirements that guarantee high-quality instruction is the Licensure Examination for Teachers (LET). LET aims to differentiate individuals who possess the abilities and competencies required for entry into the teaching profession from those who do not. The performance of Bachelor of Secondary Education (BSED) graduates and their trend over an 11-year period in the LET was assessed in this study. Regression analysis and a descriptive-quantitative research design was used in this quantitative longitudinal investigation. The study's findings demonstrate that from 2011 to 2023, BSED graduates outperformed the national average in the LET for first-time takers, showcasing the strength of their initial teacher education. However, re-takers struggled, falling below the national average, indicating a gap in support post-failure. There is a need for enhanced support for re-takers, despite strong initial academic preparation among BSED graduates.Hence, it is recommended to establishre-taker support through targeted programs and policy reforms, while research should explore underlying causes of their lower success to refine assistance strategies.

INTRODUCTION

One of the main forces behind the development of the country's human capital is education. It produces well-rounded people who can make wise decisions that will benefit the community as a whole. The government supports various educational reforms and mechanisms implemented in primary education and higher education institutions to ensure the quality of education offered to Filipino students. In the Philippines, one of the requirements that guarantee high-quality instruction is the Licensure Examination for Teachers (LET). LET aims to differentiate individuals who possess the abilities and competencies required for entry into the teaching profession from those who do not. As a result, the study is perfect for ensuring that the Teacher Education Institution (TEI) produces qualified teachers. Many accrediting agencies' regulatory boards consider board examination results as one of the parameters of quality instruction. Performance in the LET is one of the measures of educational quality in Teacher Education Institutions in the Philippines. Accordingly, the performance of TEIs' graduates on the Licensure Examination for Teachers (LET) is one of the many ways Teacher Education Institutions (TEIs) in the Philippines earn their reputation for high-quality education.

As a result, TEIs must not only prepare pre-service teachers in accordance with the Philippine Professional Standards for Teachers (PPST) but also pass the standards set by Philippine Regulation Commission (PRC). It appears that TEIs are required to make sure that every graduate passes the LET, which is the minimum standard required to become a professional teacher. This endeavor hopes to improve the university's performance in the Philippine Licensure Examination for Teachers and raise the number of successful examinees in the board test for teachers. Using this, the researchers attempted to ascertain the pattern of the BSED graduate's LET performance.

Objectives: The study aimed to determine the gap of the BSED graduates' performance in the LET and the national passing percentage. Specifically, this study sought to answer the following: (1) assess the overall passing rate of BSED graduates in the LET from 2011-2023 vis a vis with the national passing rate (a) first takers and (b) re-takers, (2) assess the performance of BSED graduates in the LET from 2011-2023 in the area of (a) General Education, (b) Professional Education and (c) Field of Specialization, (3) determine the difference between the BSED graduates' performance rating in the LET vis a vis with the LET national passing percentage and (4) propose recommendations to enhance LET performance.

Review of Literature: The Philippine Business for Education (PBS) has repeatedly pointed out the deteriorating quality of teachers as reflected by declining LET passing rates and the proliferation of low-performing teacher education institutions (TEIs) over the years (Reyes, 2019). Indeed, from 2010 to 2019, only 28% and 35 % of elementary and secondary education LET takers passed the examination, respectively (Gatchalian 2021). LET is a strong indication that teacher education institutions are of low quality, as less than half perform above the national average. In comparison, more than half perform below the national average. The study also demonstrates the importance of scrutinizing the performance of teacher education institutions, as most are not producing quality graduates who will teach the country's youth. With these, TEIs challenge to raise the level of school's performance in the Licensure Examination for Teachers. TEIs' efforts and initiatives to raise the schools' level of performance in the licensure examinations are evident. Consistent with the vision of producing teachers responsive to the needs of the human resources in the country, as well as to provide quality instruction, innovations in the implementation of the Bachelor in Secondary Education (BSEd) and Bachelor in Elementary Education (BEEd) programs must be pursued by teachers. The need to determine areas where teacher education programs could improve the performance of the LET. Investigating the performance in the licensure examination will serve as baseline data for future studies, the framework for future policies to strengthen instructions in General Education, Professional Education, and Specialization courses, and determine the areas of concern to improve the LET performance of the graduates.

The Licensure Examination for Teachers (LET) is one of the measures of educational quality in Teacher Education Institutions in the Philippines. The PRC's task is to strengthen the supervision and regulation of the teaching profession. These can obtain requirements only bypassing the LET. This mandate is embedded in RA 7836 or the "Professional Teachers Professional Act of 1994" (Bilbao, Llagas, & Corpuz, 2015). The LET in the Philippines was first administered in August 1996 by the Professional Regulation Commission (PRC) as an offshoot of the passing of Presidential Decree 1006, otherwise known as the Decree Professionalizing Teaching, in 1977 (Bilbao et al., 2015). The examination tested the elementary education graduates initially in the specialization area and general education (Gen. Ed.) And professional education (Prof. Ed.). However, starting September 2012, the specialization component was no longer included. As a result, Gen. Ed. Area constitutes 40% of their general rating, while 60% comes from their Prof. Ed. scores. This study is anchored on the Theory of Trends says that history tends to repeat itself. This theory addresses the forces that cause system drift. Although they can be temporarily dislocated, it observes that the whole troops tend to reestablish themselves into historically similar patterns. This conclusion means that trends tend to repeat themselves. Most trends are a factor of degree and time. Putting the previous two sentences, the Theory of Trends says we can predict support and resistance points and future trends if we can document the history of the existing and prior trends. There is an old saying on Wall Street that "the trend is your friend." This is simply saying that established trends tend to persist. The best bet is a bet in the direction of an existing trend.

A persistent trend is a sign of a stable system. Even when a trend changes as a system encounters an imbalance of forces, successive trends tend to be similar to prior trends when the system forces come back into balance. Thus, algorithms that describe the latest historical trends tend to be useful predictors of future trends. This study is also anchored on Edward L Thorndike's stimulus-response (S-R) theory which is centered on conditioning principles. The theory assumes that human behavior is learned. The Law of Effect stated that those behavioral responses (R) that were most closely followed by a satisfactory result were most likely to become established patterns and to reoccur in response to the same stimulus (S). There is a wealth of literature on LET performance studies and articles. However, much of this literature suggests that their graduates did not perform well (Geronimo, 2014). Using data from the Professional Regulation Commission (PRC), the Philippine Business for Education (PBS) has repeatedly pointed out the deteriorating quality of teachers as reflected by declining LET passing rates and the proliferation of low-performing teacher education institutions (TEIs) over the years (Reyes 2019). Indeed, from 2010 to 2019, only 28% and 35 % of elementary and secondary education LET takers passed the examination, respectively (Gatchalian 2021). This is a strong indication that teacher education institutions are of low quality, as less than half perform above the national average. In comparison, more than half perform below the national average. This also demonstrates the importance of scrutinizing the performance of teacher education institutions, as most are not producing quality graduates who will teach the country's youth.

METHODOLOGY

The proposed research will conduct a quantitative longitudinal study using a regression analysis and descriptive-quantitative research design to assess the performance of UCLM-CTE in the LET and analyze the performance gap. The study will utilize accessible documents on the LET ratings of teacher education graduates from 2011 to 2023 to investigate the performance of BSED graduates. The LET ratings will be obtained from the College of Teacher Education Office upon request for the examination periods 2011-2023. The study focuses on the Bachelor of Secondary Education graduates of the College of Teacher Education (CTE) at the University of Cebu Lapu-Lapu and Mandaue Campuses, specifically those who took the Licensure Examination for Teachers from SY 2011-2012 to 2022-2023. The research will utilize official results of the national passing percentage and the school passing percentage in the LET from 2011 to 2023, as released by the Professional Regulation Commission, eliminating the need for a survey instrument in this particular research. The College of Teacher Education has produced 16 topnotchers in the BEED and BSED programs from 2010 to 2023 and is committed to continuing its pursuit of academic excellence.

The researchers will perform the steps below before and throughout the data collection. First, the researchers will obtain written authorization from the College of Teacher Education's dean before conducting the study. Second, the researchers will request from the CTE department office the registered results of the number of takers, the school passing percentage, and the national passing percentage in the LET from 2011 to 2023.

Finally, the researchers will examine and assess the results after collecting the information. The data will be analyzed quantitatively using statistical scales, indicating that the research design involves collecting numerical data and using statistical techniques to test differences among variables. The descriptive statistics will be computed to assess the performance of BSED graduates in the LET from 2011 to 2023 vis a vis with the national passing percentage. The statistics will highlight the groupings of first and re-takers as well as their performance in three areas such as general education, professional education, and field of specialization. The t-test for independent sample and one-way ANOVA will be used to determine the significant difference between the BSED graduates' performance rating in the LET vis a vis with the LET national passing percentage with respect to the three areas of LET ratings. The PRC categorization is used to inform the description of LET performance. The following categories were used to describe each TEI's performance. Top performing – 80%-100% passing rate, better performing – 75%-79.99% passing rate, good performing – at least 50% passing rate and higher than the national passing percentage (NPP), poor performing – 20%-49.99% passing rate, including passing rate less than the national passing percentage (NPP), worse performing – less than 20% passing rate.

RESULTS AND DISCUSSION

First and Re-Takers Passing Ratevis a vis with the National Passing Rate from 2011-2023: Several studies have explored the performance of Bachelor of Secondary Education (BSED) graduates in the Licensure Examination for Teachers (LET), focusing on identifying factors that influence passing rates. These studies highlight the importance of teacher licensure examinations in ensuring the quality of the teaching workforce(Amanonce & Maramag, 2020; Orlanda-Ventayen, 2020). Understanding the passing rates of BSED graduates and how they compare to the national passing rate can provide valuable insights into the effectiveness of teacher education programs. The overall passing rate of BSED graduates in the LET from 2011 to 2023 consistently exceeded the national passing rates for first takers but was generally performed poorly for the re-takers. Table 1 shows the detailed results of their LET performance. First-taker passing rates were consistently higher than re-taker passing rates for both BSED graduates and nationally. In terms of first-takers' performance, the Bachelor of Secondary Education (BSEd) recorded the highest performance of 100 percent in March and June 2022 and the lowest performance of 46.67 percent in September 2011. The table showed that from September 2011 to March 2012, takers had at least an average of 46.87% passing rate, indicating a high level of difficulty among the examinees. In general, BSEd first-takers had a good performance from 2011 to 2023, as seen by their mean score of 75.9, which lands in the better performance level.

The repeaters, on the other hand, performed poorly in general. It was highly concerning that none of the repeaters passed in January 2022. The table further showed that performance declined significantly between April 2011 and March 2012 the same with the first-time takers. The highest passing rate of 64.71% was recorded in June 2022. The repeaters' overall performance from 2011 to 2023 is generally poor, as seen by their mean score of 22.62, which is significantly lower than the national passing percentage mean of 38.69. The consistently higher passing rates of BSED graduates compared to the national average suggest that teacher education program of the university may be adequately preparing students for the LET. However, the fluctuations in passing rates and the persistent gap between first-takers and re-takers warrant further investigation. The high passing rates in some instances could be attributed to specific program interventions or regional factors. Conversely, the lower rates in other periods might indicate areas where programs need improvement. Exploring these variations through future research could provide valuable insights for further development of the BSED programs. These findings appeared similarly to those observed in Nool and Ladia's (2017) study of the LET performance of state universities and colleges in Central Luzon from 2009 to 2012. According to their findings, the first-time pass rate was 49 percent, the repeat pass rate was 26 percent, and the total pass rate was 37 percent. Furthermore, among Centers of Excellence and Centers of Development in teacher education, first-timers perform significantly better than repeaters (Ladia, 2014; Nool et al., 2017). It is clear that first-timers outperformed repeaters, whose poor performance had a negative impact on the total passing percentage (Antiojo, 2017; Nool & Corpuz, 2017; Nool, Hilario & Santos, 2007; Balanquit et al., 2017).

Trendline of First and Re-takers and National Passing Rate from 2011-2023: The passing rate of BSED graduates in the LET has fluctuated with an overall upward trend. The passing rate for first-time takers has also generally increased over time. However, the passing rate for re-takers has been more variable. The passing rates have demonstrated a discernible upward trend, with a notable increment in the first-takers' performance over the period. The data points reveals that the highest recorded passing rate for BSED graduates was in March and June 2022, at an impressive 100%, while the lowest was in January 2022, at 0.00%. The trendline for first-takers indicates a moderate rise with an R^2 value of 0.29656, suggesting a somewhat reliable upward trend, whereas the re-takers' trendline, with an R^2 value of 0.022, indicates a lack of a clear trend in either direction.On the other hand, the national passing rate in the LET has experienced variations between 25.14% and 59.35% from 2011 to 2023. Despite these fluctuations, there's a noticeable upward trend over time, indicating a general improvement in examinee performance. The passing rates for BSED graduates have oscillated over time but have generally maintained a trajectory above the national average for re-takers and below or around the average for first takers. The upward trend in the passing rate of BSED graduates in the LET is encouraging, as it suggests that the quality of teacher education programs in the Philippines is improving. However, it is important to note that the passing rate for re-takers has not shown a similar upward trend. This suggests that there may be some issues with the support that is available to re-takers who are trying to pass the LET.These findings resonate with the literature emphasizing the critical role of teacher quality in educational outcomes (Esmeralda & Perez-Espinosa, 2015; Villanueva et al., 2023). They suggest that enhancing teacher preparation can lead to improved licensure exam performance, which is likely to translate into better teaching quality.

Table 1. Trend of Passing Rate of BSED First and Re-Takers in the LET from 2011-2023 vis a vis with the National Passing Rate

Schedule of the Exam	National Passing Rate	BSED Graduates Passing Rate			
		First Takers	Interpretation	Re-takers	Interpretation
2011 April	26.28%	66.67%	Good	41.18%	Poor
2011 September	31.45%	46.67%	Poor	14.29%	Worse
2012 March	24.85%	47.06%	Poor	4.55%	Worse
2012 September	43.50%	70.37%	Good	25.93%	Poor
2013 March	39.61%	63.16%	Good	35.00%	Poor
2013 September	39.75%	86.00%	Top	27.59%	Poor
2014 January	28.41%	78.57%	Better	19.23%	Worse
2014 August	34.41%	79.37%	Better	17.86%	Worse
2015 March	31.64%	75.00%	Better	19.23%	Worse
2015 September	41.75%	78.95%	Better	16.67%	Worse
2016 March	35.43%	88.10%	Top	25.00%	Poor
2016 September	33.78%	87.69%	Top	3.70%	Worse
2017 March	25.46%	75.61%	Better	18.52%	Worse
2017 September	46.37%	72.64%	Good	12.50%	Worse
2018 March	29.91%	81.40%	Top	16.13%	Worse
2018 September	48.03%	77.59%	Better	17.24%	Worse
2019 March	25.95%	66.67%	Good	21.21%	Poor
2019 September	39.69%	76.92%	Better	21.28%	Poor
2021 September	57.77%	73.08%	Good	50.00%	Good
2022 January	54.29%	77.78%	Better	0.00%	Worse
2022 March	41.73%	100.00%	Top	20.00%	Poor
2022 June	50.50%	100.00%	Top	64.71%	Good
2022 October	50.94%	73.63%	Good	29.82%	Poor
2023 March	46.95%	78.69%	Better	21.21%	Poor

Note: Top performing – 80%-100% passing rate, better performing – 75%-79.99% passing rate, good performing – at least 50% passing rate and higher than the national passing percentage (NPP), poor performing – 20%-49.99% passing rate, including passing rate less than the national passing percentage (NPP), worse performing – less than 20% passing rate.

Table 2 . The Performance of BSED first taker graduates in the LET from 2011-2023 in General Education, Professional Education and Field of Specialization

Schedule of the Exam	Overall Graduates Performance					
	General Education	Professional Education	Field of Specialization	Verbal Interpretation	Average	Verbal Interpretation
2011 April	73.29	76.86	76.71	Good-Better-Better	76.09	Better
2011 September	71.27	72.07	69.67	Good-Good-Good	70.95	Good
2012 March	69.41	74.65	71.65	Good-Good-Good	72.40	Good
2012 September	75.93	80.67	71.52	Better-Top-Good	76.06	Better
2013 March	78.95	73.42	70.84	Better-Good-Good	73.49	Good
2013 September	77.24	81.38	77.98	Better-Top-Better	79.08	Better
2014 January	76.21	77.46	77.04	Better-Better-Better	77.04	Better
2014 August	77.43	76.40	76.40	Better-Better-Better	77.03	Better
2015 March	78.97	76.72	73.84	Better-Better-Good	75.99	Better
2015 September	79.50	77.16	75.14	Better-Better-Better	76.81	Better
2016 March	80.67	78.86	75.69	Top-Better-Better	77.95	Better
2016 September	84.89	77.06	77.94	Top-Better-Better	79.32	Better
2017 March	84.27	80.44	75.05	Top-Top-Better	78.94	Better
2017 September	83.50	78.74	74.64	Top-Better-Good	78.05	Better
2018 March	81.02	78.02	77.33	Top-Better-Better	78.60	Better
2018 September	83.34	80.13	74.53	Top-Top-Good	78.53	Better
2019 March	81.15	78.17	72.12	Top-Better-Good	76.46	Better
2019 September	86.71	75.63	76.18	Top-Better-Better	77.98	Better
2021 September	79.31	79.04	77.65	Better-Better-Better	78.54	Better
2022 January	80.78	84.56	74.17	Top-Top-Good	79.64	Better
2022 March	85.11	83.11	76.78	Top-Top-Better	81.42	Top
2022 June	84.33	84.67	77.67	Top-Top-Better	81.80	Top
2022 October	82.35	83.10	74.29	Top-Top-Good	79.42	Better
2023 March	83.26	81.97	76.00	Top-Top-Better	79.81	Better

Note: Top performing – 80%-100% passing rate, better performing – 75%-79.99% passing rate, good performing – at least 50% passing rate and higher than the national passing percentage (NPP), poor performing – 20%-49.99% passing rate, including passing rate less than the national passing percentage (NPP), worse performing – less than 20% passing rate.
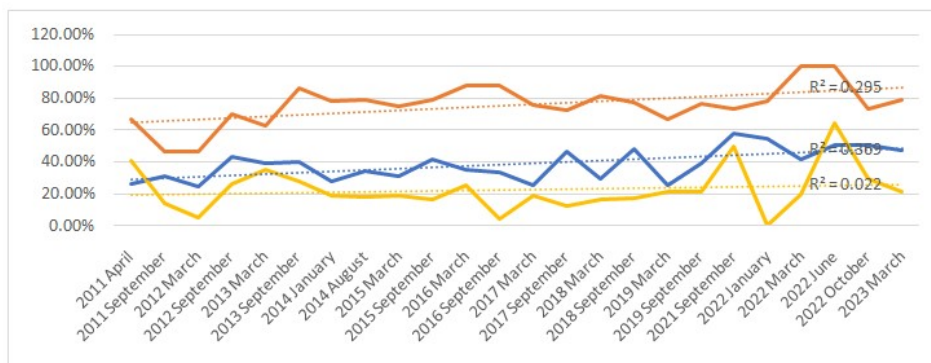

Figure 1 . The Trendline of The Passing Rate of BSED Graduates in the LET from 2011-2023 and the National Passing Rate

Table 3. The Performance of BSED Re-Taker Graduates in the LET from 2011-2023 in General Education, Professional Education and Field of Specialization

| Schedule of the Exam | Overall Graduates Performance | | | | | |
	General Education	Professional Education	Field of Specialization	Verbal Interpretation	Average	Verbal Interpretation
2011 April	67.41	68.29	66.65	Good-Good-Good	67.46	Good
2011 September	63.79	62.93	63.29	Good-Good-Good	63.24	Good
2012 March	63.91	68.36	61.59	Good-Good-Good	64.76	Good
2012 September	68.26	71.11	62.52	Good-Good-Good	67.10	Good
2013 March	76.60	70.45	70.25	Better-Good-Good	71.60	Good
2013 September	64.69	67.48	68.28	Good-Good-Good	67.21	Good
2014 January	67.15	69.31	65.65	Good-Good-Good	67.42	Good
2014 August	64.25	62.46	62.46	Good-Good-Good	63.46	Good
2015 March	68.69	66.96	65.00	Good-Good-Good	66.51	Good
2015 September	70.42	67.79	62.83	Good-Good-Good	66.33	Good
2016 March	73.72	69.78	65.41	Good-Good-Good	68.82	Good
2016 September	74.19	65.96	59.59	Good-Good-Good	65.06	Good
2017 March	76.04	68.88	64.92	Better-Good-Good	68.60	Good
2017 September	75.92	71.04	64.63	Better-Good-Good	69.15	Good
2018 March	71.65	67.58	67.84	Good-Good-Good	68.21	Good
2018 September	74.66	70.10	63.17	Good-Good-Good	68.24	Good
2019 March	75.03	73.18	62.97	Better-Good-Good	69.47	Good
2019 September	81.19	64.53	67.13	Top-Good-Good	68.76	Good
2021 September	72.80	72.00	74.10	Good-Good-Good	72.92	Good
2022 January	82.00	84.00	57.00	Top-Top-Good	72.80	Good
2022 March	73.48	74.43	65.29	Good-Good-Good	70.59	Good
2022 June	81.71	82.00	69.59	Top-Top-Good	77.01	Better
2022 October	77.00	77.61	63.47	Better-Better-Good	71.84	Good
2023 March	77.03	75.18	63.06	Better-Better-Good	70.63	Good

Note: Top performing – 80%-100% passing rate, better performing – 75%-79.99% passing rate, good performing – at least 50% passing rate and higher than the national passing percentage (NPP), poor performing – 20%-49.99% passing rate, including passing rate less than the national passing percentage (NPP), worse performing – less than 20% passing rate.

Table 4. The overall performance of BSED graduates in the LET from 2011-2023 in General Education, Professional Education and Field of Specialization

| Schedule of the Exam | Overall Graduates Performance | | | | | |
	General Education	Professional Education	Field of Specialization	Verbal Interpretation	Average	Verbal Interpretation
2011 April	69.13	70.57	69.26	Good-Good-Good	69.76	Good
2011 September	68.89	69.16	67.64	Good-Good-Good	68.50	Good
2012 March	66.31	71.10	65.97	Good-Good-Good	68.09	Good
2012 September	72.09	75.89	67.02	Good-Better-Good	71.58	Good
2013 March	77.74	71.90	70.54	Better-Good-Good	72.52	Good
2013 September	72.63	76.28	74.44	Good-Better-Good	74.73	Good
2014 January	71.85	73.54	71.56	Good-Good-Good	72.41	Good
2014 August	73.37	72.11	72.11	Good-Good-Good	72.86	Good
2015 March	74.66	72.63	70.14	Good-Good-Good	72.02	Good
2015 September	77.32	74.91	72.19	Better-Good-Good	74.30	Good
2016 March	77.66	74.93	71.24	Better-Good-Good	74.00	Good
2016 September	81.75	73.80	72.55	Top-Good-Good	75.14	Better
2017 March	81.28	76.08	71.55	Top-Better-Good	75.18	Better
2017 September	82.26	77.43	72.86	Top-Better-Good	76.51	Better
2018 March	77.09	73.65	73.35	Better-Good-Good	74.25	Good
2018 September	81.55	78.08	72.24	Top-Better-Good	76.44	Better
2019 March	79.43	76.76	69.54	Better-Better-Good	74.49	Good
2019 September	85.13	72.45	73.59	Top-Good-Good	75.34	Better
2021 September	77.50	77.08	76.67	Better-Better-Better	76.98	Better
2022 January	80.84	84.53	73.26	Top-Top-Good	79.28	Better
2022 March	78.07	77.54	69.50	Better-Better-Good	74.60	Good
2022 June	82.10	82.40	70.80	Top-Top-Good	77.73	Better
2022 October	80.29	80.99	70.12	Top-Top-Good	76.50	Better
2023 March	81.08	79.59	71.46	Top-Better-Good	76.63	Better

Note: Top performing – 80%-100% passing rate, better performing – 75%-79.99% passing rate, good performing – at least 50% passing rate and higher than the national passing percentage (NPP), poor performing – 20%-49.99% passing rate, including passing rate less than the national passing percentage (NPP), worse performing – less than 20% passing rate.

The variability in the passing rate of re-takers could be due to several factors, such as their academic performance in their undergraduate studies, quality of review, the availability of study materials, and the financial constraints of re-takers. More research is needed to identify the specific factors that are contributing to the low passing rate of re-takers and to develop interventions to help them pass the LET.

Performance of First Takers in General and Professional Education and Area of Specialization: There is a generally positive trend in the passing rates of BSED graduates over the period, with notable improvements particularly in the areas of Professional Education and Field of Specialization. The overall performance across all areas has shown a shift from "Good" to "Better" and, in some instances, "Top"

**Table 5 . The difference between the BSED graduates' performance in general and professional education,
and field of specialization using One-Way ANOVA**

Variable	F	df1	df2	P	Verbal Interpretation
1. First takers (General and Professional Education, and Field of Specialization)	13.0	2	69	<.001	Significant
2. Re-takers (General and Professional Education, and Field of Specialization)	15.8	2	69	<.001	Significant
3. Overall (General and Professional Education, and Field of Specialization)	14.9	2	69	<.001	Significant

Table 6. Tukey post-hoc test of the BSED graduates' performance in general and professional education, and field of specialization

			1	2	3
First Takers	1. General Education	Mean difference	—	1.19	4.92
		p-value	—	.468	< .001
	2. Professional Education	Mean difference		—	3.73
		p-value		—	0.001
	3. Field of Specialization	Mean difference			—
		p-value			—
Re-takers	1. General Education	Mean difference	—	2.09	7.70
		p-value	—	.308	< .001
	2. Professional Education	Mean difference		—	5.61
		p-value		—	< .001
	3. Field of Specialization	Mean difference			—
		p-value			—
Overall	1. General Education	Mean difference	—	1.53	5.85
		p-value	—	.362	< .001
	2. Professional Education	Mean difference		—	4.33
		p-value		—	< .001
	3. Field of Specialization	Mean difference			—
		p-value			—

Table 7. The difference between the BSED graduates' performance rating in the LET and the LET national passing percentage

Variable		Statistic	df	P	Verbal Interpretation
The passing rate of the first takers and the national passing rate	Student's t	11.4	46	< .001	Significant
The passing rate of the re-takers and the national passing rate		-4.56	46	< .001	Significant
The overall passing rate and the national passing rate		5.77	46	< .001	Significant

categories, indicating a rising trend in the quality of teacher education and preparedness. The data spanning from 2011 to 2023 highlights several key observations. In the early years (2011-2013), the passing rates hovered in the "Good" to "Better" range, with General Education often showing slightly lower rates than the other two areas. However, from 2014 onwards, a consistent improvement is noted, with passing rates frequently reaching the "Better" category, and by 2016, the "Top" category becomes more prevalent, especially in Professional Education and Field of Specialization. The years 2022 and 2023 stand out, with passing rates in Professional Education and Field of Specialization consistently hitting the "Top" category, showcasing the highest performance levels. The year 2022 marks a peak, with an average passing rate of 81.80% in June, indicating the highest overall performance within the examined period. Conversely, the lowest average passing rate was observed in 2011 September, at 70.95%, suggesting a significant improvement over the years. The observed trend in the passing rates of BSED graduates in the LET underscores several critical implications for teacher education programs. The gradual improvement in passing rates, particularly the consistent "Top" performance in the later years, suggests that interventions and curriculum adjustments made over the years have positively impacted graduate readiness and competence. This trend is crucial, as higher passing rates in the LET are indicative of a more robust foundation in General Education, Professional Education, and Field of Specialization, which are essential for producing competent and effective educators (Acosta & Acosta, 2016; Amanonce & Maramag, 2020; Villanueva et al., 2023).

Initially, passing rates for re-takers were consistently categorized as "Good," indicating a baseline performance that meets at least 50% passing rate and is higher than the national passing percentage. However, a notable shift occurs in 2013 and 2019, with performances briefly touching the "Better" and "Top" categories, especially in 2019 September for General Education and 2022 January for both General and Professional Education, marking the highest performance peaks with scores of 81.19% and 82.00% & 84.00% respectively. The lowest average performance was observed in 2011 September, with a 63.24% passing rate. These fluctuations highlight periods of significant improvement and suggest periods where targeted interventions may have positively impacted re-taker outcomes. The trend of re-takers, oscillating predominantly within the "Good" performance category and occasionally peaking into "Better" and "Top," suggests several implications. The presence of "Top" performance peaks, particularly in recent years, points to the potential effectiveness of enhanced support mechanisms and review among the re-takers. This improvement is crucial, as it indicates not only an enhancement in the quality of teacher preparation programs but also the efficacy of interventions aimed at supporting graduates who need to retake the LET (Fulgado, 2020; Palma et al., 2022; Villaflores, 2023).

Overall Performance of BSED Graduates in the Area of General and Professional Education and Field of Specialization: There is a general trend of improvement in the passing rates of BSED graduates over the eleven-year period, with notable fluctuations in performance across the three areas. The overall performance, as averaged across the three areas, has shown an upward trend, moving from a

"Good" classification in 2011 to predominantly "Better" in the latter years, indicating a gradual enhancement in the quality of teacher education received by BSED graduates. Initially, the passing rates in 2011 were relatively balanced across the three areas, with a slight advantage in Professional Education. However, a significant improvement was observed starting in 2016, where the September examination scores marked a shift with an "81.75%" in General Education, signifying the first "Top" classification. This upward trend was most pronounced in 2019 and 2022, with the highest recorded passing rate of "85.13%" in General Education in September 2019 and an exceptional performance in Professional Education in January 2022 at "84.53%". Conversely, the Area of Specialization witnessed more modest gains, with a peak performance of "76.67%" in September 2021. The upward trend in BSED graduates' passing rates reflects ongoing improvements in the BSED programs, resonating with findings by(Almarwani, 2022)that curriculum enhancements significantly impact licensure examination outcomes. Additionally, the variability across different areas of specialization underscores the need for targeted curricular adjustments, a sentiment echoed in the work of (Palma et al., 2022) on the critical role of training in teacher preparedness.

The Difference of the Performance in General and Professional Education, and Field of Specialization: The analysis, employing One-Way ANOVA, reveals a significant difference in the performance of BSED graduates taking the LET for the first time across the three examined areas ($F(2, 69) = 13.0$, $p < .001$ for first takers; $F(2, 69) = 15.8$, $p < .001$ for re-takers; and $F(2, 69) = 14.9$, $p < .001$ for overall participants). Table 5 shows the detailed result of the difference among the three areas of examination. There is a statistically significant variation in scores among the BSED graduates in General Education, Professional Education, and Area of Specialization. For first-time takers, the F-value of 13.0 with a p-value less than .001 suggests a substantial difference in performance across the specified areas. This trend is consistent with re-takers, who show an even higher F-value of 15.8. Overall, the combined analysis of first takers and re-takers presents an F-value of 14.9, underlining a persistent pattern of significant disparities in LET performance. The variability in the ratings highlights the need for a more tailored approach to curriculum development, one that ensures comprehensive coverage and mastery of all domains essential for future educators. This finding aligns with the work of Cagape et al., (2023), who argued for differentiated instructional strategies to address the diverse learning needs and competency areas of teacher candidates. Moreover, the data suggest that both first-time takers and re-takers struggle with similar content areas, indicating persistent gaps in the teacher education curriculum that need addressing.

Tukey Post-Hoc Test of the BSED Graduates' Performance in General and Professional Education, and Field of Specialization: Following the identification of significant differences across the three domains in the examination, a Tukey post-hoc analysis was conducted to further delineate the nature of these differences among first-time takers and re-takers of the LET. The Tukey post-hoc test reveals distinct performance disparities among BSED graduates in the assessed areas, with significant mean differences indicating varying levels of mastery across

General Education, Professional Education, and Field of Specialization. Notably, the greatest disparities were observed in comparisons involving the Field of Specialization, signifying pronounced differences in performance that merit detailed examination. For first-time LET takers, the analysis highlighted a notable mean difference of 4.92 points ($p < .001$) between General Education and the Field of Specialization, suggesting a significantly higher performance in the latter. Similarly, a mean difference of 3.73 points ($p = .001$) between General and Professional Education among first-takers indicates a relative strength in Professional Education. Re-takers exhibited a larger mean difference of 7.70 points ($p < .001$) between General Education and the Field of Specialization and a difference of 5.61 points ($p < .001$) between Professional Education and the Field of Specialization, underscoring even more pronounced disparities in their performance. Overall, the pattern persists with the Field of Specialization standing out as a significant area of higher achievement compared to General Education (mean difference of 5.85 points, $p < .001$) and Professional Education (mean difference of 4.33 points, $p < .001$). The results of the Tukey post-hoc test elucidate the specific areas where BSED graduates, both first-time takers and re-takers, excel or require further development. The pronounced performance of the graduates in their Field of Specialization, as opposed to General and Professional Education, underscores the importance of a balanced curriculum that fosters both specialized and foundational knowledge (Amanonce & Maramag, 2020; Orlanda-Ventayen, 2020; Villaflores, 2023). This disparity highlights the necessity for teacher education programs to produce well-rounded educators capable of adapting to diverse classroom needs. A comprehensive approach that integrates deep subject-matter expertise with pedagogical skills is essential for ensuring effective teaching outcomes (Patel & Gomez, 2022).

The Difference Between the BSED Graduates' Performance Rating and the National Passing Percentage in the LET: Statistical analysis reveals significant differences between the passing rates of BSED graduates and the national averages for the LET. Specifically, the passing rate of first-time takers significantly exceeds the national passing rate ($t(46) = 11.4$, $p < .001$), whereas re-takers show a lower passing rate than the national average ($t(46) = -4.56$, $p < .001$). The overall passing rate of BSED graduates, combining first-time takers and re-takers, also significantly surpasses the national passing percentage ($t(46) = 5.77$, $p < .001$). The significant positive t-value for first-time takers indicates a substantially higher performance of BSED graduates compared to the national average, suggesting that the preparation provided by their program effectively equips them for success on the LET. Conversely, the negative t-value for re-takers highlights a concerning discrepancy for this group, indicating their performance lags the national passing rate. The overall analysis, however, confirms that when considering both first-time takers and re-takers, BSED graduates as a group perform significantly better than the national average. The superior performance of first-time takers suggests that the initial preparation received through their BSED program is highly effective, aligning with findings from Irene (2023) that underscore the critical role of comprehensive initial teacher education. Conversely, the underperformance of re-takers highlights a potential gap in ongoing support and preparation, which mirrors concerns

raised by Acosta (2016) regarding the need for sustained post-graduation support mechanisms. This finding suggests a bifurcation in the efficacy of teacher education programs, where initial preparation may be strong, but follow-up support is lacking. To address this, institutions could consider implementing strategies such as offering specialized review sessions or mentoring programs for re-takers. Furthermore, embedding resilience and test-taking strategies into the curriculum could benefit all students, particularly those who may need to retake the LET.

CONCLUSION

The study on Bachelor of Secondary Education (BSED) graduates' performance in the Licensure Examination for Teachers (LET) from 2011 to 2023 shows BSED graduates surpassing national averages for first-time takers, indicating effective initial teacher preparation. However, re-takers' performance was significantly lower, highlighting deficiencies in support for those failing to pass initially. The consistent outperformance of first-time takers suggests strong foundational training, while the struggles of re-takers point to a need for enhanced post-graduation support. The gap in performance between BSED first-time takers and re-takers is substantial, with re-takers lacking the necessary interventions to improve their success rates.

RECOMMENDATION

To enhance the performance of Bachelor of Secondary Education (BSED) graduates in the Licensure Examination for Teachers (LET), it is recommended that teacher education programs implement targeted support for re-takers, such as specialized review sessions and mentoring. Policy adjustments should focus on establishing structured post-graduation support systems to aid re-takers, ensuring access to quality study materials and preparation resources. Future research should investigate the specific factors contributing to the lower success rates of re-takers, including the impact of academic background, review methodologies, and psychological aspects. Identifying these factors will inform the development of more effective interventions and support mechanisms, ultimately improving the overall pass rates of BSED graduates in the LET.

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