

An Analysis of the Licensure Examination for Teachers Performance of BEd Graduates at Guimaras State University (2019-2023)

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ABSTRACT Licensure examination performance provides Teacher Education Institutions with an important basis for monitoring graduate outcomes and strengthening teacher preparation. This study examined the performance of first-time Bachelor of Elementary Education (BEd) examinees from Guimaras State University (GSU) in the Licensure Examination for Teachers/Licensure Examination for Professional Teachers (LET/LEPT) across examination administrations covered from 2019 to 2023. Specifically, it determined institutional passing and failure rates and compared them with corresponding national elementary-level passing rates, and described average ratings in General Education and Professional Education. Using a descriptive quantitative design, the study analyzed secondary institutional examination records of 70 first-time GSU BEd examinees and official national examination results reported by the Professional Regulation Commission. Of the 70 examinees, 59 passed, yielding an overall institutional passing rate of 84.29%. GSU exceeded the corresponding national elementary-level passing rate in four of the five examination administrations with institutional first-time examinees. General Education ratings remained relatively stable across examination years, while Professional Education ratings varied more and averaged higher than General Education in later examination years. The findings indicate generally favorable licensure performance relative to national benchmarks and provide a positive baseline for continued institutional monitoring and enhancement of teacher preparation. Sustained data-driven monitoring, targeted academic support, and alignment of preparation with licensure competencies may help promote more consistent and sustainable LET/LEPT outcomes.

Keywords: *BEd graduates, licensure examination, LET performance, passing rate, teacher education*

INTRODUCTION

Teacher quality is fundamental to effective education because teachers translate curriculum standards into meaningful learning experiences. In the Philippines, graduates of teacher education programs who intend to enter the teaching profession must meet professional licensure requirements administered by the Professional Regulation Commission (PRC) through the Professional Regulatory Board for Professional Teachers. The Licensure Examination for Teachers (LET), now called the Licensure Examination for Professional Teachers (LEPT), is an important mechanism for assessing the competencies expected of prospective teachers. For the elementary level, the PRC identifies General Education and Professional Education as the major examination components. Thus, the passing rates and subject-area ratings of Bachelor of Elementary Education (BEd) graduates provide measurable information about their performance in the professional licensure examination (Professional Regulation Commission [PRC], 2012).

Licensure examination performance is important not only to individual graduates but also to Teacher Education Institutions (TEIs). For graduates, passing the examination fulfills a major professional requirement for entering the teaching profession. For TEIs, institutional licensure results provide evidence to monitor graduates' examination performance across different examination periods. Passing and failure rates can reveal patterns of improvement, decline, or stability, while ratings in General Education and Professional Education provide additional information on graduates' performance in the major examination components. Examining these indicators over several examination years therefore provides a broader picture of licensure performance than relying on a single examination period.

Previous studies demonstrate the value of analyzing licensure examination performance longitudinally. Navida (2022) examined the LET performance of teacher education programs at Pangasinan State University–Alaminos City Campus from 2014 to 2019. The study compared institutional passing rates with national passing rates and found that the institution generally performed above the national level during the period examined. The findings demonstrated the usefulness of monitoring institutional passing rates across several years and using national performance as a benchmark for interpreting institutional outcomes. Such comparisons provide a broader context for determining whether institutional licensure performance follows, exceeds, or falls below national patterns.

Similarly, Bugwak (2023) analyzed the LEPT performance of BEEd graduates of Davao Oriental State University–San Isidro Campus using documentary data from official PRC examination results. The study employed frequencies, percentages, examination ratings, and comparisons with the national passing rate to examine graduates' performance across examination periods. Results showed variation in institutional performance and highlighted the importance of establishing mechanisms to continuously monitor graduates' licensure examination outcomes. These findings suggest that longitudinal analysis of passing rates and examination ratings can provide TEIs with evidence for identifying patterns that may warrant further academic attention.

Licensure performance should be evaluated beyond binary pass-or-fail outcomes. For elementary-level examinees, General Education and Professional Education constitute distinct examination domains (PRC, 2012). Evaluating component-level ratings provides a nuanced profile of graduate outcomes, revealing variations that overall passing rates might obscure. Although subject-area analysis complements overall trends, these differences should be interpreted cautiously, as aggregate performance data cannot isolate the underlying institutional or academic determinants.

Research has further shown that licensure examination performance occurs within a broader context of teacher preparation. Cadosales et al. (2023), in their investigation involving 2,680 beginning teachers from different regions of the Philippines, examined the relationship between licensure examination results and subsequent professional performance. Their findings emphasized the relevance of teacher preparation to licensure and professional outcomes and demonstrated that licensure examination components may provide useful information regarding beginning teachers' subsequent performance. This supports the importance of examining not only overall passing rates but also performance in specific examination components when assessing the licensure outcomes of teacher education graduates.

Researchers have also examined institutional support for licensure preparation. Colicol et al. (2022) evaluated a university-based LET Intensive Review Program using a transformative mixed-methods design. Their findings showed that elementary-level first-time examinees who participated in the review obtained significantly higher LET ratings than previous groups who had not undergone the same program. The study also identified educational background, motivation, financial circumstances, faculty support, and institutional processes as factors related to examination preparation and outcomes. These findings suggest that licensure performance may be linked to multiple learner and institutional conditions. However, conclusions about the effects of these factors require studies that measure them directly. Descriptive examination records alone cannot establish whether changes in passing rates resulted from curriculum revisions, review programs, instructional practices, faculty development, or other interventions.

Collectively, previous research establishes that institutional LET performance is a relevant outcome for teacher education programs and that longitudinal monitoring can provide valuable evidence about graduate performance (Bugwak, 2023; Navida, 2022). The literature also demonstrates that examination outcomes may be considered alongside teacher preparation and institutional support (Cadosales et al., 2023; Colicol et al., 2022). At the same time, these studies emphasize the importance of institution-specific evidence because the performance patterns identified in one TEI cannot automatically be generalized to another. Differences in student populations, examination periods, academic contexts, and institutional conditions may result in different licensure performance patterns.

In this context, Guimaras State University (GSU), as a higher education institution offering the Bachelor of Elementary Education program, has an interest in systematically examining its graduates' licensure examination performance. The available institutional records covered 10 BEEd graduates who took the September 2019 LET, September 2021 LET, October 2022 LEPT, and September 2023 LEPT. These records provide information on institutional passing performance and average ratings in General Education and Professional Education. Examining these data across multiple examination administrations and comparing institutional passing rates with corresponding national elementary-level rates provides a longitudinal, contextualized description of GSU BEEd graduates' licensure performance.

Although previous studies have investigated teacher licensure performance in other Philippine higher education institutions, the reviewed literature provides limited longitudinal evidence specifically describing the LET performance of BEEd graduates of Guimaras State University. Bugwak (2023) focused on BEEd graduates of Davao Oriental State University–San Isidro Campus, while Navida (2022) examined teacher education programs at Pangasinan State University–Alaminos City Campus. Colicol et al. (2022) evaluated a

university LET review program, whereas Cadosales et al. (2023) investigated relationships between licensure results and beginning teachers' professional performance. These studies provide important evidence on teacher licensure outcomes, but their findings are situated within their respective institutional and research contexts. Consequently, institution-specific evidence is necessary to establish the performance patterns of GSU BEd graduates.

To address this gap, the present study evaluated the LET/LEPT performance of Bachelor of Elementary Education (BEd) graduates from Guimaras State University. Specifically, it aimed to determine the institutional passing and failure rates of BEd graduates across the covered examination administrations, compare these results with corresponding national elementary-level passing rates, and analyze the graduates' average ratings in General Education and Professional Education across the covered examination years. As a descriptive investigation, the study does not establish the causes of observed performance patterns or attribute outcomes to interventions that were not directly measured.

METHODOLOGY

Research Design

This study employed a descriptive quantitative research design to examine the Licensure Examination for Teachers/Licensure Examination for Professional Teachers (LET/LEPT) performance of first-time Bachelor of Elementary Education (BEd) examinees from Guimaras State University (GSU). The design was appropriate because the study utilized existing institutional examination records to describe the number of examinees and passers, institutional passing rates, and average ratings in General Education and Professional Education across the examination administrations covered by the study. The study also compared institutional passing rates with the corresponding national elementary-level passing rates reported by the Professional Regulation Commission (PRC).

The analysis was descriptive and longitudinal because it examined examination outcomes across multiple LET/LEPT administrations from 2019 to 2023. However, the study did not attempt to establish causal relationships between licensure performance and curricular, instructional, review-related, or other institutional factors.

Data Source and Study Population

The study used secondary LET/LEPT performance records of first-time Bachelor of Elementary Education (BEd) examinees from Guimaras State University (GSU) across the examination administrations from 2019 to 2023. The study obtained institutional data from the university's existing LET/LEPT records and organized them by the specific examination administration in which graduates first took the licensure examination. The records included the number of first-time examinees, the number of passers, and available average ratings in General Education and Professional Education.

The dataset comprised 70 first-time GSU BEd examinees, consisting of 10 examinees in September 2019, six in September 2021, 18 in the October 2022 LEPT, 25 in the March 2023 LEPT, and 11 in the September 2023 LEPT. Of these, 59 passed the licensure examination. No GSU BEd first-time examinees were recorded for the March 2019 and March 2022 administrations. These examination administrations were nevertheless retained in the presentation of results to provide the chronological context of the national elementary-level LET/LEPT administrations and to explicitly indicate the absence of GSU first-time examinees during those periods. Repeat examinees were excluded from the institutional analysis to maintain consistency in describing the licensure performance of graduates taking the examination for the first time.

For comparison, national elementary-level passing rates were obtained from official examination results released by the Professional Regulation Commission (PRC). These national rates served as contextual benchmarks for assessing GSU's institutional passing performance relative to elementary-level examinees nationwide. Only examination administrations corresponding to the periods covered by the institutional records were included in the comparison. The September 2022 LEPT, originally scheduled for September 25, 2022, was officially rescheduled and administered on October 2, 2022; hence, it is presented in the study as the October 2022 LEPT.

Inclusion and Exclusion Criteria

The institutional analysis included BEEd graduates of Guimaras State University identified in available university records as first-time LET/LEPT examinees during the examination administrations covered by the study. For an examination administration to contribute to the GSU institutional passing rate, the records had to provide the number of first-time examinees and the corresponding number of passers.

The analysis excluded repeat examinees. Examination administrations in which GSU had no first-time BEEd examinees, specifically March 2019 and March 2022, were not included in the calculation of the overall GSU passing rate. These administrations were retained in Table 1 only to provide chronological context and corresponding national elementary-level performance.

Statistical Treatment of Data

Descriptive statistics were used to analyze the LET/LEPT performance records. Frequency and percentage were used to describe the number of GSU first-time examinees, number of passers, and institutional passing performance.

The institutional passing rate for each examination administration was calculated as:

$$\text{Passing Rate (\%)} = (\text{Number of Passers} / \text{Total Number of Examinees}) \times 100$$

The difference between the institutional and corresponding national passing rates was expressed in percentage points and calculated as:

$$\text{Percentage-Point Difference} = \text{GSU Passing Rate} - \text{National Passing Rate}$$

A positive value indicated that the GSU passing rate was higher than the corresponding national rate, while a negative value indicated that the institutional rate was lower.

Mean ratings described BEEd graduates' performance in General Education and Professional Education across the examination years covered by the study. Because the numbers of examinees differed across examination administrations, the mean across examination years was interpreted as an unweighted descriptive mean of the annual component ratings rather than as an overall mean for all 45 examinees.

Ethical Considerations

The study utilized secondary institutional records rather than collecting information directly from individual participants. The analysis used aggregate examination data, including numbers of examinees and passers, passing percentages, and average subject-area ratings. No personally identifiable information of individual graduates was included in the analysis or reporting of the findings.

RESULTS AND DISCUSSIONS

Passing and Failure Rates of BEEd Graduates in the LET

As shown in Table 1, the LET/LEPT performance of GSU BEEd first-time examinees varied across the examination administrations covered by the study. Of the 70 first-time examinees included in the institutional analysis, 59 passed, for an overall GSU passing rate of 84.29%. GSU exceeded the corresponding national elementary-level passing rate in four of the five examination administrations in which the university had first-time examinees.

In September 2019, seven of the 10 GSU first-time examinees passed the LET, yielding an institutional passing rate of 70.00%. This was 38.66 percentage points higher than the national elementary-level passing rate of 31.34%, with 28,973 of 92,440 examinees nationwide passing the examination (Professional Regulation Commission [PRC], 2019). Although the March 2019 national passing rate was 27.28%, no institutional comparison was made for that administration because GSU had no first-time BEEd examinees.

A different pattern was observed in September 2021. Three of the six GSU first-time examinees passed, resulting in an institutional passing rate of 50.00%. This was 5.96 percentage points below the corresponding national elementary-level passing rate of 55.96%, based on 4,883 passers among 8,726 examinees (PRC, 2021). This was the only examination administration with GSU first-time examinees in which the institutional passing rate was below the national benchmark.

No GSU first-time BEEd examinees were recorded for the March 2022 LET; consequently, the national passing rate of 48.81% is presented only for contextual purposes and was not used to calculate an institutional-national difference. PRC reported that 10,039 of 20,567 elementary-level examinees passed that administration (PRC, 2022).

GSU performance increased substantially in the October 2022 LEPT. Seventeen of the 18 first-time examinees passed, yielding an institutional passing rate of 94.44%. In comparison, the national elementary-level passing rate was 54.43%, based on 49,783 passers among 91,468 examinees. GSU therefore exceeded the national benchmark by 40.01 percentage points (PRC, 2022). This marked a substantial improvement from the institutional performance observed in September 2021.

The March 2023 LEPT represented the largest GSU cohort included in the study, with 25 first-time examinees. Of these, 21 passed, resulting in an institutional passing rate of 84.00%. Compared with the national elementary-level passing rate of approximately 40.76%, GSU performed about 43.24 percentage points above the national benchmark. Although the institutional rate was lower than that recorded in October 2022, it remained substantially higher than the corresponding national passing rate.

The strongest institutional outcome was recorded in September 2023, when all 11 GSU first-time examinees passed, producing a 100.00% passing rate. Nationally, 23,782 of 50,593 elementary-level examinees passed, equivalent to 47.01% (PRC, 2023). GSU therefore exceeded the national rate by 52.99 percentage points, the widest positive difference among the examination administrations included in the institutional comparison.

Taken together, the findings indicate that GSU's institutional performance fluctuated across examination administrations rather than following a continuous upward trend. The passing rate decreased from 70.00% in September 2019 to 50.00% in September 2021, increased to 94.44% in October 2022, declined moderately to 84.00% in March 2023, and reached 100.00% in September 2023. Thus, GSU demonstrated variable licensure performance, with particularly favorable outcomes in the 2022 and 2023 examination administrations.

Comparison with national performance provides additional context for these institutional results. GSU exceeded the corresponding national passing rate by 38.66 percentage points in September 2019, fell 5.96 percentage points below the national rate in September 2021, and subsequently exceeded the national benchmark by 40.01 percentage points in October 2022, approximately 43.24 percentage points in March 2023, and 52.99 percentage points in September 2023. Thus, GSU performed above the corresponding national elementary-level passing rate in four of the five examination administrations with first-time GSU examinees.

Using national passing rates as contextual benchmarks aligns with Bugwak (2023), who demonstrated that institutional licensure outcomes vary across examination periods when benchmarked against national trends. Such comparisons strengthen institutional analysis because a Teacher Education Institution's isolated passing percentage does not reveal how its graduates performed relative to the broader examinee population. Nevertheless, these results must be interpreted in light of the relatively small institutional cohort sizes. GSU's first-time examinees ranged from six in September 2021 to 25 in March 2023. Consequently, the outcome of just a few individuals can significantly distort the institutional percentage—a factor particularly relevant to the 100.00% passing rate in September 2023, which represents only 11 examinees. Institutional percentages should therefore be analyzed alongside raw frequency data rather than in isolation.

Accordingly, the comparatively high passing rates observed in the later examination administrations should not be attributed to curriculum revisions, review programs, instructional practices, or other institutional interventions without direct evidence. Colicol et al. (2022), for example, specifically examined an intensive LET review program using a mixed-methods design, allowing the researchers to evaluate the intervention itself. In contrast, the present study uses descriptive secondary records and therefore supports conclusions about patterns and comparisons, but not causal explanations.

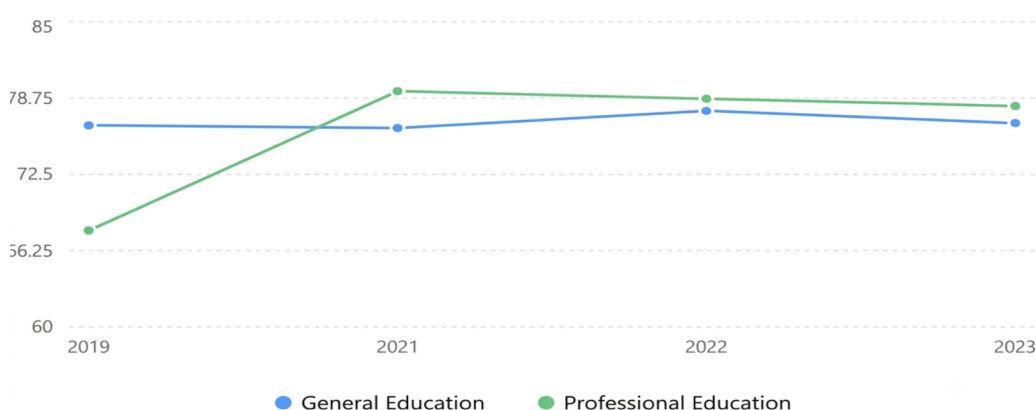
Overall, the findings for the first objective indicate that GSU BEEd first-time examinees demonstrated variable but generally favorable licensure performance relative to the national elementary-level benchmarks. The institutional passing rate exceeded the corresponding national rate in four of the five examination administrations with GSU first-time takers. These findings provide useful baseline evidence for continued monitoring but should be interpreted in light of cohort size, differences between institutional and national examinee populations, and the study's descriptive nature.

Table 1. LET/LEPT Performance of GSU BEEd First-Time Examinees Compared with the National Elementary-Level Passing Rate

Examination Year/ Administration	GSU First-Time Examinees	GSU Passers	GSU Non- Passers	GSU Passing Rate (%)	National Passing Rate (%)	Difference (Percentage Points)
March 2019 LET	No first-time takers	—	—	—	27.28	—
September 2019 LET	10	7	3	70.00	31.34	+38.66
September 2021 LET	6	3	3	50.00	55.96	-5.96
March 2022 LET	No first-time takers	—	—	—	48.81	—
October 2022 LEPT	18	17	1	94.44	54.43	+40.01
March 2023 LEPT	25	21	4	84.00	40.76	+43.24
September 2023 LEPT	11	11	0	100.00	47.01	+52.99

Trend in GSU BEEd LET/LEPT component ratings

Average General Education and Professional Education ratings across examination years.



Source: GSU institutional LET/LEPT records.

Figure 1. Trend in GSU BEEd LET/LEPT Passing Rates Compared with National Passing Rates, 2019–2023

Figure 1 shows the trend in the LET/LEPT passing rates of GSU BEEd first-time examinees relative to the corresponding national elementary-level passing rates. GSU performance fluctuated across the examination administrations but remained above the national benchmark in four of the five periods represented. The institutional rate exceeded the national rate in September 2019, fell below the national benchmark in September 2021, and then remained substantially higher in October 2022, March 2023, and September 2023. The widening positive differences in the later examination administrations indicate a favorable recent trajectory in GSU licensure performance relative to the national benchmark.

Average Ratings in General Education and Professional Education

As shown in Table 2, the average ratings of BEEd graduates varied across the General Education and Professional Education components during the examination years covered by the study. General Education ratings were relatively stable, ranging from 76.3 to 77.7, while Professional Education ratings varied more, ranging from 67.9 to 79.3.

In 2019, the graduates obtained an average rating of 76.5 in General Education and 67.9 in Professional Education. The 8.6-point difference indicates that General Education had the higher average rating during this examination year. The Professional Education rating of 67.9 was also the lowest component rating recorded across all examination years represented in Table 2.

The pattern changed in 2021. The average General Education rating was 76.3, while Professional Education rose to 79.3, creating a 3.0-point difference in favor of Professional Education. The Professional Education rating in 2021 was also the highest subject-area rating recorded during the study's examination years.

In 2022, the two component ratings were closer, with graduates obtaining 77.7 in General Education and 78.7 in Professional Education. The 1.0-point difference indicates relatively comparable performance between the two components. General Education also recorded its highest average rating in 2022.

A similar pattern was observed in 2023. Graduates obtained an average rating of 76.7 in General Education and 78.1 in Professional Education, a difference of 1.4 points in favor of Professional Education. Thus, Professional Education obtained higher average ratings than General Education in 2021, 2022, and 2023, while General Education had the higher rating in 2019.

Across the four examination years, the unweighted mean of the annual General Education ratings was 76.8, compared with 76.0 for Professional Education. However, interpret this difference cautiously because the lower Professional Education mean was substantially influenced by the 2019 rating of 67.9. Moreover, the number of examinees differed considerably across examination years. The annual means therefore provide a descriptive comparison of the examination periods and should not be treated as a weighted overall rating for all 70 graduates.

The findings show that GSU BEEd graduates' performance across the two LET components was not uniform over time. General Education performance remained comparatively stable across the four examination years, with only a 1.4-point difference between its lowest rating of 76.3 in 2021 and its highest rating of 77.7 in 2022. In contrast, Professional Education showed a wider range of 11.4 points, from 67.9 in 2019 to 79.3 in 2021. This indicates that the principal variation in subject-area performance occurred in Professional Education rather than General Education.

The results also correct the earlier interpretation that Professional Education consistently exceeded General Education. The data do not support such a conclusion because General Education recorded a substantially higher rating in 2019. A more accurate interpretation is that General Education showed relatively stable performance across examination years, while Professional Education improved markedly after the lower 2019 rating and subsequently exceeded General Education in 2021, 2022, and 2023.

Examining LET performance by component is important because overall passing rates alone may not reveal variations in the areas assessed by the licensure examination. Research on Philippine teacher licensure performance likewise recognizes the value of considering different examination components. In their investigation of beginning teachers in the Philippines, Cadosales et al. (2023) examined licensure performance in relation to teacher preparation and subsequent professional performance. Their findings showed that licensure examination components can provide relevant information concerning the preparation and professional performance of teacher education graduates. Thus, examining General Education and Professional Education separately provides a more detailed description of GSU graduates' licensure performance than relying exclusively on institutional passing percentages.

The relative stability of the General Education ratings suggests that the cohorts represented in the study maintained similar performance levels in this component across the examination years. By comparison, the considerable increase in Professional Education from 67.9 in 2019 to 79.3 in 2021, followed by ratings of 78.7 in 2022 and 78.1 in 2023, indicates that the lower performance observed in 2019 was not repeated

in the succeeding examination periods. However, because the study is descriptive, the data do not establish why this change occurred.

This caution is particularly important when relating examination outcomes to teacher preparation. Colicol et al. (2022) found that elementary-level first-time examinees who participated in an intensive LET review obtained significantly higher ratings than previous groups that had not undergone the program. Their study linked examination outcomes to the review intervention by evaluating the program through a mixed-methods design and statistical comparisons. In contrast, the present GSU study did not examine participation in review programs, curriculum changes, teaching strategies, academic achievement, or other possible explanatory factors. Therefore, based on the present data, the increase in Professional Education ratings after 2019 cannot be attributed to any particular institutional intervention.

The year-to-year variation is also consistent with the broader observation that teacher licensure performance may fluctuate across cohorts and examination periods. In examining BEEd graduates' licensure performance, Bugwak (2023) documented differences across examination periods and emphasized the value of systematic institutional monitoring of licensure outcomes. These studies support the present study's approach of examining the GSU results across several examination administrations.

When Table 2 is considered alongside the passing-rate results in Table 1, the findings show that component ratings and institutional passing rates varied across the examination periods. The institutional passing rate was 70.00% in September 2019, decreased to 50.00% in September 2021, increased to 94.44% in October 2022, reached 84.00% in March 2023, and increased to 100.00% in September 2023. General Education ratings remained relatively stable across the examination years, whereas Professional Education varied more, particularly between 2019 and the following years. Although the later examination periods generally showed favorable passing rates alongside higher Professional Education ratings than in 2019, this descriptive correspondence should not be interpreted as evidence of a causal relationship. Establishing whether component ratings or other factors are associated with passing outcomes would require individual-level data and appropriate inferential analysis.

Overall, the component-level findings indicate that General Education performance was relatively stable across examination years, whereas Professional Education demonstrated greater variation. These results provide useful baseline information for identifying areas that may warrant continued monitoring. However, because the study used aggregate examination records, the observed patterns cannot establish relationships between subject-area ratings and individual passing outcomes.

Future investigations may examine individual-level General Education and Professional Education scores together with academic performance, first-time or repeat-taker status, review-program participation, and other relevant variables. Such analyses would provide stronger evidence on the factors associated with differences in LET performance than the descriptive institutional records used in the present study.

Table 2. Licensure Examination for Teachers Average Ratings of BEEd Graduates of Guimaras State University

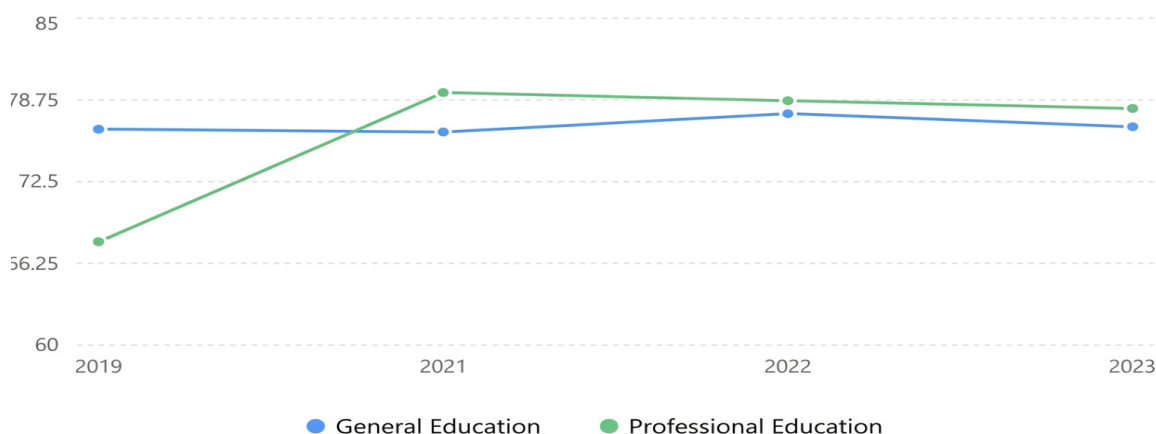
Year	General Education	Professional Education
2019	76.5	67.9
2021	76.3	79.3
2022	77.7	78.7
2023	76.7	78.1
Mean across examination years	76.8	76.0

Note. The mean across examination years is the unweighted arithmetic mean of the four annual component ratings. It should not be interpreted as the overall rating of all 213 examinees because the number of examinees differed across examination years.

To better visualize component-level performance, Figure 2 presents the trend in the average General Education and Professional Education ratings of GSU BEEd graduates across the examination years covered by the study.

Trend in GSU BEEd LET/LEPT component ratings

Average General Education and Professional Education ratings across examination years.



Source: GSU institutional LET/LEPT records.

Figure 2. trend in GSU BEEd LET/LEPT Component Ratings

Figure 2 shows different performance patterns in the two LET/LEPT components. General Education ratings remained relatively stable across the examination years, ranging from 76.3 to 77.7, with only minor fluctuations. In contrast, Professional Education varied more, increasing markedly from 67.9 in 2019 to 79.3 in 2021, then slightly decreasing to 78.7 in 2022 and 78.1 in 2023. Professional Education surpassed General Education from 2021 onward, although the difference between the two components narrowed in 2022 and 2023. Overall, the trend indicates sustained General Education performance and comparatively stronger Professional Education performance in the later examination years.

CONCLUSION

The study concludes that GSU BEEd first-time examinees' LET/LEPT performance was generally favorable relative to national benchmarks, although variations across examination administrations and components indicate the need for continued monitoring. General Education showed relatively stable performance, while Professional Education showed greater variation, highlighting areas for focused academic attention. The findings offer a positive basis for sustaining and further strengthening the university's teacher preparation efforts. GSU may enhance its data-driven monitoring of LET/LEPT performance, strengthen alignment between curriculum and licensure competencies, provide targeted mentoring and diagnostic support, and periodically evaluate review and academic support initiatives. These strategies are consistent with recommendations for strengthening teacher preparation and quality assurance in Philippine TEIs. With sustained monitoring and evidence-based academic support, the favorable performance of GSU BEEd graduates can serve as a foundation for achieving more consistent and sustainable licensure outcomes.

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