
Licensure Examination Performance Determinants: Basis for a LET Readiness Model

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ABSTRACT

The Licensure Examination for Teachers (LET) is an important measure of teacher competence and the effectiveness of teacher education programs. This study examined the determinants of LET performance among Bachelor of Elementary Education graduates and developed a LET Readiness Model using an explanatory sequential mixed-methods design. Quantitative data were collected from 70 graduates through institutional records and structured questionnaires and analyzed using descriptive statistics, chi-square tests of independence, and Cramer's V. Subsequently, semi-structured interviews with 15 purposively selected graduates were analyzed using thematic analysis to explain and expand the quantitative findings. Results showed that demographic variables, including sex, age, and socioeconomic status, were not significantly associated with LET performance. In contrast, College Admission Test performance was significantly associated with General Weighted Average, teaching internship performance, and General Education ratings, indicating that academic preparedness contributes to later academic success. Qualitative findings identified five themes influencing LET readiness: purposeful preparation, faith and social support, financial and practical challenges, psychological resilience, and holistic readiness. Integration of the quantitative and qualitative findings demonstrated that successful LET performance results from the interaction of academic preparedness, experiential learning, structured review, psychosocial resilience, and supportive learning environments. These findings informed the development of the LET Readiness Model, which provides an evidence-based framework for strengthening teacher preparation and improving licensure outcomes. The model offers practical guidance for teacher education institutions seeking to enhance graduates' readiness for professional practice.

Keywords: Licensure Examination for Teachers, LET readiness, teacher education, mixed-methods research, Philippines

INTRODUCTION

Teacher quality remains one of the most influential determinants of educational effectiveness, with competent teachers playing a central role in improving student learning and achieving national educational goals. Consequently, teacher education institutions (TEIs) are expected not only to provide high-quality academic instruction but also to ensure that graduates

possess the knowledge, skills, and professional competencies required for successful entry into the teaching profession. In the Philippines, the Licensure Examination for Teachers (LET) serves as the primary mechanism for assessing graduates' readiness for professional practice and maintaining national standards for teacher quality. Beyond qualifying graduates for professional licensure, LET performance also serves as an important indicator of institutional effectiveness and educational accountability (Abao et al., 2023; Amanonce & Maramag, 2020).

The LET evaluates graduates' mastery of General Education and Professional Education competencies acquired throughout their teacher preparation programs. Performance in the examination reflects the extent to which teacher education curricula successfully develop both content knowledge and pedagogical competence necessary for beginning teachers. Consequently, licensure examination results have become one of the major performance indicators used to evaluate teacher education institutions, influence accreditation outcomes, and inform educational policy and resource allocation. For state universities and colleges, maintaining satisfactory LET performance has become increasingly important in demonstrating institutional quality and fulfilling their mandate of producing competent professional educators.

Despite continuous efforts to improve teacher education, variations in LET passing rates persist among institutions and across regions in the Philippines. Previous investigations have identified numerous factors associated with licensure examination performance, including academic achievement, admission test scores, teaching internship experiences, participation in review programs, and individual study habits (Abao et al., 2023; Acoba, 2024; Ferrer, 2024). Other studies have emphasized the influence of psychosocial factors such as motivation, resilience, emotional well-being, and social support on examination preparedness. However, many existing investigations have primarily relied on quantitative approaches that identify statistical relationships without adequately explaining the personal experiences and contextual factors that shape graduates' readiness for licensure examinations.

Understanding LET performance therefore requires a more comprehensive perspective that integrates measurable academic indicators with graduates' lived experiences during examination preparation. Such an approach recognizes that licensure success extends beyond cognitive competence and may involve interactions among academic preparedness, experiential learning, emotional resilience, financial circumstances, institutional support, and personal motivation. Employing a mixed-methods design allows quantitative findings to be complemented by qualitative insights that explain how graduates navigate challenges, develop effective preparation strategies, and sustain motivation throughout the review process.

This study addressed this gap by examining the determinants of LET performance among Bachelor of Elementary Education graduates using an explanatory sequential mixed-methods design. Specifically, it investigated the relationships among demographic characteristics, academic performance, and LET-related variables while exploring graduates' experiences, perceived barriers, coping strategies, and sources of support during examination preparation. Integrating these findings enabled the development of the **LET Readiness Model**, which conceptualizes licensure readiness as a multidimensional process involving academic competence, experiential learning, structured preparation, psychosocial resilience, and supportive learning environments.

The findings contribute to the growing body of literature on teacher licensure by providing an evidence-based framework that extends beyond identifying statistical predictors of examination performance. The proposed model offers practical implications for teacher education institutions seeking to strengthen academic programs, enhance review interventions, improve student support services, and promote holistic readiness among future teacher-education graduates. Ultimately, the study supports ongoing efforts to improve teacher preparation and strengthen the quality of professional education in the Philippines.

METHODOLOGY

Research Design

This study employed an **explanatory sequential mixed-methods design**, in which quantitative data collection and analysis preceded qualitative inquiry. This design was selected to identify the determinants of Licensure Examination for Teachers (LET) performance and subsequently explain the quantitative findings through participants' lived experiences and perspectives. The quantitative phase established statistical relationships among demographic characteristics, academic performance indicators, and LET-related variables, whereas the qualitative phase provided deeper insights into the challenges, preparation strategies, and support systems that shaped graduates' readiness for the licensure examination. The integration of both datasets enabled the development of the proposed **LET Readiness Model**, providing a comprehensive understanding of factors influencing licensure examination success.

Research Setting

The study was conducted at **Cebu Technological University** – particularly in the five campuses namely Barili, Moalboal, Malabuyoc, Argao, and Dumanjug Campus, a state university in Cebu, Philippines, offering undergraduate teacher education programs. The institution prepares future educators through competency-based instruction, field experiences, and institutional review initiatives designed to enhance graduates' readiness for the Licensure Examination for Teachers. The study focused on Bachelor of Elementary Education (BEED) graduates who had taken the LET.

Participants and Sampling Procedure

The quantitative phase involved **70 Bachelor of Elementary Education graduates** who had taken the Licensure Examination for Teachers. Participants were selected through **convenience sampling** because they were readily accessible during the conduct of the study and voluntarily agreed to participate. Although convenience sampling limits the generalizability of findings, it was considered appropriate given the accessibility of graduates and the exploratory nature of the investigation. To minimize potential selection bias Golzar et al. (2022). participants represented diverse demographic characteristics, academic backgrounds, and licensure examination outcomes.

The qualitative phase involved **15 purposively selected participants** drawn from the quantitative sample. Purposive sampling was employed to ensure that participants possessed relevant experiences capable of explaining and expanding the quantitative findings. Selection

considered variations in LET performance, review experiences, and personal circumstances, thereby enriching the depth and diversity of qualitative information obtained.

Research Instruments

Multiple data sources were used to strengthen the rigor of the investigation.

For the quantitative phase, a structured researcher-developed data collection form was used to obtain respondents' demographic information, socioeconomic status, College Admission Test (CAT) results, Teaching Internship ratings, General Weighted Average (GWA), review participation, number of LET attempts, and official LET ratings in General Education and Professional Education. Academic and licensure records were verified using institutional documents, when available, to ensure data accuracy.

For the qualitative phase, a semi-structured interview guide was developed to explore participants' experiences before taking the LET. The interview protocol focused on four broad areas: (1) preparation strategies that contributed to success, (2) challenges encountered during review, (3) coping mechanisms employed to overcome these challenges, and (4) recommendations for improving institutional support and graduates' readiness for the licensure examination. The flexible nature of the interviews allowed participants to elaborate on their experiences while ensuring consistency across interviews.

Data Collection Procedure

Following approval from the appropriate institutional authorities, potential participants were invited to take part in the study voluntarily. During the quantitative phase, demographic information, academic records, and LET-related data were collected through structured questionnaires and verified institutional records.

After completion of the quantitative analysis, participants for the qualitative phase were purposively selected. Individual semi-structured interviews were conducted at mutually convenient schedules. With participants' informed consent, interviews were documented through detailed note-taking and, when permitted, audio recording. Data collection continued until sufficient information was obtained to adequately explain and expand on the quantitative findings.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistical techniques. Frequencies, percentages, and cross-tabulations were computed to describe respondents' demographic characteristics, academic performance, and LET-related variables.

Relationships among categorical variables were examined using the **Chi-square Test of Independence**. Prior to hypothesis testing, assumptions regarding independence of observations and minimum expected cell frequencies were assessed. Where necessary, adjacent age categories were combined to satisfy chi-square assumptions. The strength of statistically significant associations was evaluated using **Cramer's V** (or Phi coefficient for 2×2 contingency tables). Statistical significance was established at the **0.05 level**.

Qualitative interview data were analyzed using **thematic analysis**. Interview transcripts were read repeatedly to achieve familiarity with the data, followed by systematic coding of meaningful statements. Similar codes were grouped into broader categories from which major themes were generated. These themes were subsequently compared and integrated with the quantitative findings through a **joint display analysis**, consistent with the explanatory sequential mixed-methods design. This integration served as the empirical basis for developing the **LET Readiness Model**.

Ethical Considerations

The study adhered to established ethical principles governing research involving human participants. Participation was voluntary, and respondents were informed of the study's objectives, procedures, potential benefits, and their right to withdraw at any stage without penalty. Informed consent was obtained before data collection.

Participants' identities were treated with strict confidentiality. Personal identifiers were removed during data processing, and all information was reported in aggregate form to protect anonymity. Interview responses were used exclusively for research purposes, and all collected data were securely stored and accessed only by the researcher. Throughout the study, the principles of respect for persons, beneficence, and justice guided all research procedures.

RESULTS AND DISCUSSION

A total of 70 Bachelor of Elementary Education (BEED) graduates participated in the quantitative phase of the study. The findings are presented according to the study objectives, beginning with respondents' demographic and academic characteristics, followed by LET-related activities, licensure examination performance, and the inferential analyses examining the relationships among selected variables. The quantitative findings are subsequently interpreted in light of existing literature and integrated with the qualitative results in the succeeding section.

Respondents' Demographic Characteristics

Table 1. Demographic Characteristics of the Respondents

Variable	Category	Frequency (n)	Percentage (%)
Sex (SX)	Male	16	22.86
	Female	54	72.14
Age Range (AR)	38-42	4	5.71
	33-37	7	10.00
	28-32	12	17.14
	23-27	47	67.14
Socioeconomic Status (SES)	Low Income	5	7.14

Variable	Category	Frequency (n)	Percentage (%)
	Middle Income	65	92.86

The respondents represented diverse demographic backgrounds, providing an adequate profile for examining factors associated with Licensure Examination for Teachers (LET) performance. The descriptive statistics indicate variation in sex, age, and socioeconomic status, allowing the study to examine whether these characteristics were associated with academic achievement and licensure examination outcomes. As demonstrated in the succeeding inferential analyses, these demographic variables showed no statistically significant relationships with LET performance, suggesting that graduates' success in the licensure examination depends more on educational preparation than on personal characteristics.

Academic Profile of the Respondents

Table 2. Academic Profile of the Respondents

Academic-related Performance	Frequency (n)	Percentage (%)
College Admission Test (CAT)		
Excellent	2	2.86
Above Average	27	38.57
Average	40	57.14
Below Average	1	1.43
Teaching Internship		
Superior	21	30.00
Very Good	43	61.43
Good	6	8.57
General Weighted Average		
Superior	11	15.71
Very Good	57	81.43
Good	2	2.86

Legend:

<i>College Admission Test</i>	<i>Teaching Internship</i>	<i>General Weighted Average</i>
120.00-150.00 <i>Excellent</i>	1.5-1.0 <i>Superior</i>	1.5-1.0 <i>Superior</i>
90.00-119.99 <i>Above Average</i>	2.0-1.6 <i>Very Good</i>	2.0-1.6 <i>Very Good</i>
60.00-89.99 <i>Average</i>	2.5-2.1 <i>Good</i>	2.5-2.1 <i>Good</i>

The respondents demonstrated consistently strong academic performance throughout their teacher education program. Most obtained average to above-average scores in the College Admission Test (CAT), indicating satisfactory academic aptitude upon entering the program. Likewise, teaching internship ratings were predominantly classified as **Very Good** and **Superior**, reflecting successful application of pedagogical knowledge in authentic classroom settings. General Weighted Average (GWA) results similarly indicated consistently high academic achievement throughout undergraduate studies.

These findings suggest that the respondents entered the teacher education program with adequate academic potential and sustained satisfactory academic performance until graduation. Previous investigations have likewise reported that admission test performance and cumulative academic achievement provide useful indicators of subsequent academic success and professional preparedness among pre-service teachers (Abao et al., 2023). Strong internship

performance further reflects the successful integration of theoretical learning and classroom practice, an important component of teacher preparation.

LET-related Activities

Table 3. LET-related Activities of the Respondents

LET-related Activity	Frequency (n)	Percentage (%)
Number of LET Attempts		
First Attempt	64	91.43
Second Attempt	4	5.71
Third Attempt	1	1.43
Sixth Attempt	1	1.43
Enrollment in Review Center		
Yes	55	78.57
No	15	21.43

Most respondents (91.43%) passed the Licensure Examination for Teachers on their first attempt, demonstrating a high level of readiness upon graduation. Furthermore, nearly four-fifths of the respondents participated in structured LET review programs before taking the examination.

The high participation rate in review programs suggests that graduates recognized the value of organized preparation in reinforcing academic learning, improving examination confidence, and familiarizing themselves with licensure examination formats. Previous studies have similarly concluded that structured review interventions contribute positively to examination preparedness and improve passing performance by reinforcing content mastery and reducing examination anxiety (Olvido et al., 2024; Ferrer, 2024).

Licensure Examination Performance and Inferential Analysis

Table 4. Summary of Chi-square Tests and Cramer's V Analyses of Factors Associated with Academic Performance and LET Outcomes

Variable Pair	Chi-square	p-value	Cramer's V	Interpretation
Sex × LET Performance	NS	> .05	Weak	No significant association
Age × LET Performance	NS	> .05	Weak	No significant association
Socioeconomic Status × LET Performance	NS	> .05	Weak	No significant association

Variable Pair	Chi-square	p-value	Cramer's V	Interpretation
CAT × Teaching Internship	Significant	.007	.355	Moderate association
CAT × GWA	Significant	< .001	.514	Relatively strong association
CAT × General Education Rating	Significant	< .001	.518	Relatively strong association
Teaching Internship × GWA	Significant	< .001	.494	Relatively strong association

Note. NS = Not Significant at $\alpha = .05$.

The inferential analyses revealed that demographic variables, including sex, age, and socioeconomic status, were not significantly associated with LET performance. These findings indicate that graduates' demographic characteristics did not meaningfully influence their likelihood of achieving satisfactory licensure examination outcomes. Rather than personal background, academic preparation appears to be the more influential determinant of readiness for professional examinations.

Conversely, statistically significant relationships were observed between College Admission Test (CAT) performance and several academic indicators. CAT performance demonstrated moderate to relatively strong associations with teaching internship ratings, General Weighted Average, and General Education ratings, suggesting that students entering the teacher education program with stronger academic aptitude generally maintained higher levels of academic achievement throughout their undergraduate studies.

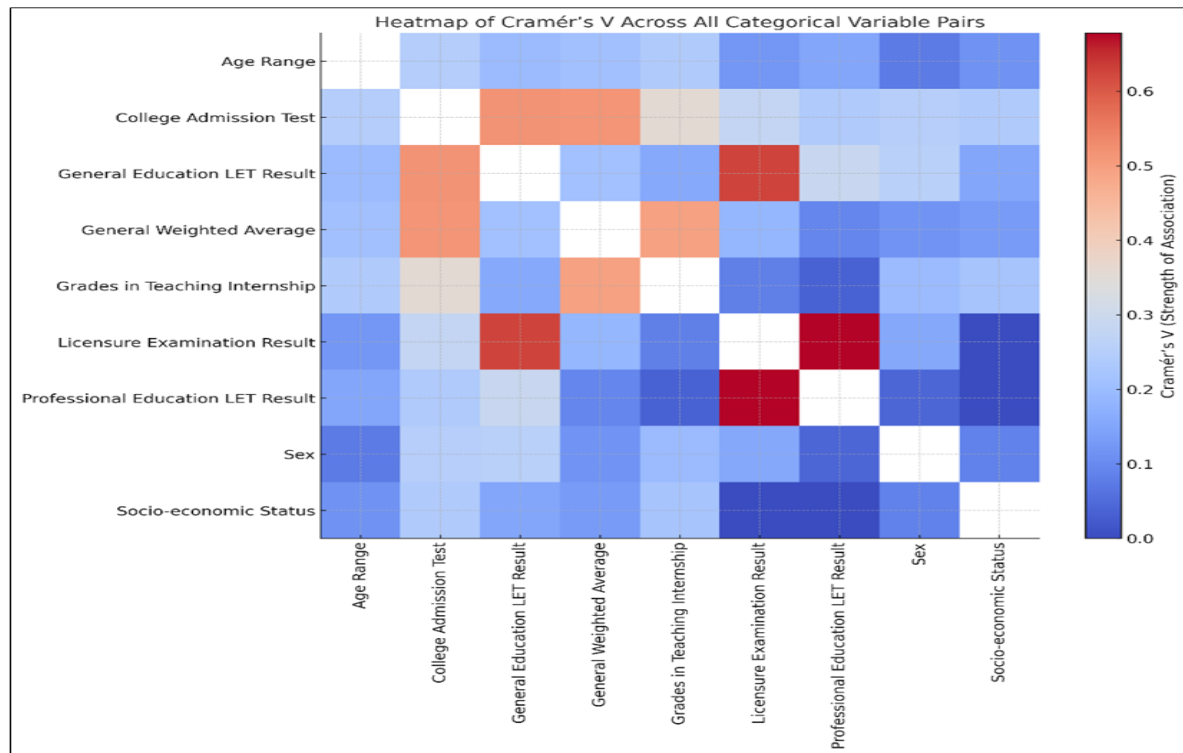
Teaching Internship performance also demonstrated a relatively strong association with General Weighted Average, reinforcing the complementary relationship between academic learning and professional practice. These findings indicate that successful classroom experiences reinforce theoretical learning and contribute to graduates' overall professional competence.

Interestingly, several academic indicators were not directly associated with overall LET passing performance. These findings suggest that although academic achievement establishes an important foundation, successful licensure examination performance depends upon additional factors beyond classroom grades alone. Such factors may include examination preparation strategies, review participation, psychological readiness, motivation, and support systems, which are explored in greater depth through the qualitative findings.

Overall, the quantitative findings indicate that academic preparedness contributes substantially to professional readiness; however, LET success is best understood as a multidimensional outcome influenced by the interaction of academic competence and non-academic factors. This interpretation is further strengthened by the qualitative phase of the

study, which explains how graduates transformed academic preparation into successful licensure examination performance.

Figure 1. Heatmap of Cramer's V Across Categorical Variables



Legend:

Darker shades indicate stronger associations between variables. Overall, most Cramer's V values fall below 0.20, reflecting negligible to weak associations, consistent with Chi-Square results indicating general independence among categorical variables

Figure 1 visually summarizes the strength of associations among the categorical variables included in the study. Darker shades indicate stronger associations, whereas lighter shades represent negligible or weak relationships. The figure demonstrates that academic variables—including College Admission Test performance, General Weighted Average, teaching internship performance, and General Education ratings—formed the strongest cluster of associations. In contrast, demographic characteristics such as sex, age, and socioeconomic status exhibited consistently weak relationships with academic and licensure examination outcomes.

The visual representation reinforces the statistical analyses by illustrating that academic preparedness constitutes the primary dimension underlying LET readiness. These findings provide empirical support for the subsequent development of the proposed **LET Readiness Model**, which emphasizes the interaction of academic competence with experiential learning, strategic preparation, and psychosocial readiness.

Qualitative Findings on Graduates' LET Readiness

To explain and expand the quantitative findings, semi-structured interviews were conducted with 15 purposively selected Bachelor of Elementary Education graduates. Thematic analysis revealed five interconnected themes describing participants' preparation experiences, perceived challenges, coping mechanisms, and sources of support before taking the Licensure Examination for Teachers (LET). Collectively, these themes demonstrate that LET readiness extends beyond academic competence and encompasses psychosocial, motivational, and contextual dimensions.

Table 5. Major Themes on Graduates' Experiences and Readiness for the Licensure Examination for Teachers (n = 15)

Major Theme	Core Description	Representative Participant Statement	Contribution to LET Readiness
Perseverance and Purposeful Preparation	Participants maintained disciplined study routines, effective time management, and sustained commitment throughout the review period.	"I followed a daily review schedule and remained focused despite many challenges."	Strengthened academic preparedness and examination confidence.
Faith and Social Support	Emotional encouragement from family, peers, mentors, and spiritual beliefs sustained participants throughout examination preparation.	"My family and my faith kept me motivated whenever I became discouraged."	Enhanced resilience, confidence, and emotional well-being.
Financial and Practical Challenges	Limited financial resources, work responsibilities, and family obligations complicated examination preparation.	"Balancing work and review was difficult, but I maximized every available opportunity to study."	Demonstrated adaptive coping despite external constraints.
Psychological Challenges and Self-Regulation	Participants managed anxiety, self-doubt, and examination pressure through positive coping strategies and self-discipline.	"Whenever I became anxious, I reminded myself why I wanted to become a teacher."	Developed emotional regulation and examination readiness.
Holistic Readiness	Successful graduates integrated academic preparation with emotional, social, psychological, and spiritual resources.	"Passing the LET required preparing not only my mind but also my emotions and faith."	Formed the foundation of the proposed LET Readiness Model.

Note. Themes were generated through thematic analysis of semi-structured interviews conducted with 15 purposively selected graduates.

The qualitative findings demonstrate that graduates viewed LET success as the result of sustained preparation supported by multiple personal and environmental resources. Participants consistently described disciplined study habits, perseverance, and purposeful preparation as essential in developing confidence before the examination. Rather than relying solely on academic ability, graduates emphasized the importance of consistent review schedules, effective time management, and deliberate practice.

Participants likewise acknowledged the significant contribution of family members, peers, faculty mentors, and spiritual beliefs in sustaining motivation throughout the review process. Emotional encouragement and social support enabled graduates to overcome periods of uncertainty and maintain commitment to their professional goals. These findings reinforce

previous studies highlighting the role of psychosocial support in enhancing examination readiness and academic persistence.

Although financial limitations, employment responsibilities, and competing family obligations presented substantial challenges, respondents demonstrated resilience by adapting their study routines and maximizing available learning resources. Such experiences explain why socioeconomic status did not emerge as a statistically significant determinant of LET performance despite being identified as a practical concern during the interviews.

Finally, participants described LET readiness as a holistic process integrating academic competence, emotional stability, social support, resilience, and spiritual well-being. This perspective extends the quantitative findings by illustrating that successful licensure examination performance is achieved through the interaction of multiple dimensions rather than academic achievement alone.

Integration of Quantitative and Qualitative Findings

Consistent with the explanatory sequential mixed-methods design, the qualitative findings were integrated with the quantitative results to explain the statistical relationships observed during the first phase of the study. This integration provided a more comprehensive understanding of graduates' readiness for the Licensure Examination for Teachers and served as the empirical basis for developing the proposed LET Readiness Model.

Table 6. Joint Display Integrating Quantitative and Qualitative Findings on LET Readiness

Quantitative Findings	Qualitative Themes	Integrated Interpretation	Implications for LET Readiness
Demographic variables were not significantly associated with LET performance.	Financial and Practical Challenges; Faith and Social Support	Personal background alone did not determine examination success because resilience and support systems moderated external challenges.	Readiness depends more on preparation and support than demographic characteristics.
College Admission Test performance significantly predicted academic achievement.	Perseverance and Purposeful Preparation	Academic aptitude established an important foundation that was strengthened through sustained effort and disciplined preparation.	Academic readiness should be continuously developed throughout teacher education.
Teaching internship performance was significantly associated with General Weighted Average.	Perseverance and Purposeful Preparation	Practical teaching experiences reinforced theoretical learning and professional competence.	Experiential learning remains essential in preparing future teachers.

Academic indicators alone did not fully explain LET performance.	Psychological Challenges and Self-Regulation	Successful graduates combined academic preparation with emotional regulation, confidence, and effective study strategies.	Teacher preparation should include psychological readiness and self-regulated learning.
High participation in structured review programs characterized successful graduates.	Holistic Readiness	Participants consistently described licensure success as the interaction of academic, emotional, social, and spiritual readiness.	Review programs should adopt holistic approaches that extend beyond content review.

The joint display demonstrates convergence between the quantitative and qualitative findings. Statistical analyses identified academic preparedness as an important determinant of LET performance, while qualitative evidence explained how graduates transformed academic competence into successful licensure outcomes through disciplined preparation, resilience, and effective support systems.

Similarly, the absence of significant relationships between demographic characteristics and LET performance was clarified through participants' narratives describing perseverance, adaptive coping, and institutional support. These experiences suggest that although graduates encountered varying personal circumstances, effective preparation enabled them to achieve comparable examination outcomes.

Overall, integrating both datasets demonstrates that LET readiness is a multidimensional construct involving academic preparedness, experiential learning, psychosocial resilience, structured review, and supportive learning environments. This integrated understanding directly informed the development of the proposed LET Readiness Model.

Development of the LET Readiness Model

Table 7. Core Components of the Proposed LET Readiness Model

Readiness Dimension	Key Elements	Evidence from the Study	Expected Contribution
Academic Readiness	CAT, GWA, content mastery, pedagogical competence	Significant quantitative relationships among academic indicators	Provides the cognitive foundation for licensure success.
Experiential Readiness	Teaching internship, classroom practice	Strong association between internship performance and academic achievement	Enhances instructional competence and professional confidence.
Preparatory Readiness	Structured review, study habits, time management	High participation in review programs and disciplined preparation	Improves examination preparedness and confidence.

Psychosocial Readiness	Motivation, resilience, emotional regulation, self-efficacy	Qualitative themes consistently emphasized perseverance and coping	Promotes persistence and effective performance under examination conditions.
Support System Readiness	Family, peers, faculty mentors, institutional and spiritual support	Participants consistently identified support systems as important sources of encouragement	Sustains motivation and psychological well-being throughout examination preparation.
Holistic Readiness	Integration of all readiness dimensions	Joint integration of quantitative and qualitative findings	Represents comprehensive readiness leading to successful LET performance.

Table 7 synthesizes the empirical findings into the proposed **LET Readiness Model**. The model conceptualizes licensure readiness as the interaction of academic preparedness, experiential learning, structured examination preparation, psychosocial resilience, and supportive learning environments. Rather than emphasizing academic performance alone, the model recognizes that successful LET outcomes emerge from the integration of cognitive, behavioral, emotional, and social dimensions of readiness.

The model provides a practical framework for teacher education institutions seeking to improve licensure examination outcomes. It highlights the importance of strengthening academic instruction while simultaneously investing in experiential learning opportunities, structured review interventions, student wellness programs, mentoring initiatives, and holistic support services. By addressing these complementary dimensions, teacher education institutions may better prepare graduates for successful professional licensure and subsequent teaching practice.

Figure 2. Proposed LET Readiness Model

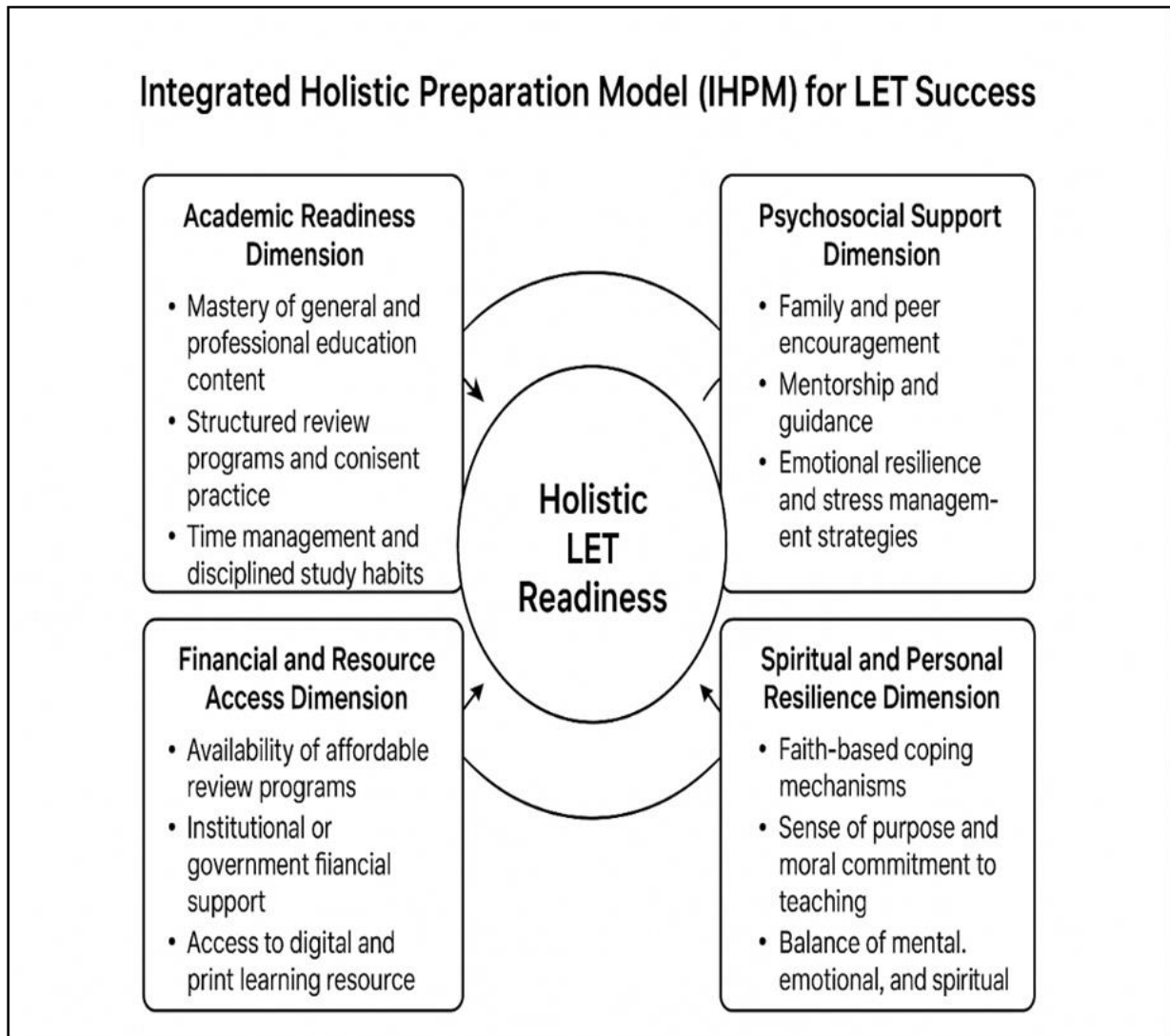


Figure 2 illustrates the multidimensional nature of licensure examination readiness. Academic readiness serves as the foundation of professional preparation and is reinforced through experiential learning, structured review, psychosocial resilience, and supportive learning environments. The interaction of these dimensions culminates in holistic readiness, ultimately contributing to successful LET performance, professional competence, and career readiness among teacher education graduates.

CONCLUSION

This explanatory sequential mixed-methods study examined the determinants of Licensure Examination for Teachers (LET) performance among Bachelor of Elementary Education graduates by integrating quantitative and qualitative evidence. The findings demonstrate that academic preparedness remains a fundamental component of licensure readiness, particularly through the significant relationships observed among College Admission Test (CAT) performance, General Weighted Average (GWA), teaching internship performance, and General Education achievement. These findings affirm that strong academic

foundations established during teacher education contribute to graduates' professional preparedness.

In contrast, demographic characteristics, including sex, age, and socioeconomic status, showed no statistically significant relationships with LET performance. This suggests that personal background alone does not determine licensure examination success when graduates receive adequate academic preparation, meaningful teaching experiences, and appropriate institutional support. The findings emphasize that opportunities for success should be made equally accessible to all teacher education students regardless of demographic differences.

The qualitative findings further enriched the quantitative results by demonstrating that successful graduates viewed LET readiness as a multidimensional process. Participants consistently identified disciplined preparation, effective study habits, resilience, emotional regulation, social support, and spiritual encouragement as essential contributors to examination success. These experiences explain why academic achievement alone cannot fully account for licensure outcomes and highlight the importance of integrating cognitive, behavioral, emotional, and contextual dimensions in preparing future teachers.

The integration of both datasets led to the development of the proposed **LET Readiness Model**, which conceptualizes readiness as the interaction of six complementary dimensions: academic readiness, experiential readiness, preparatory readiness, psychosocial readiness, support system readiness, and holistic readiness. The model provides an evidence-informed framework for strengthening teacher education programs and designing comprehensive interventions that extend beyond traditional content review.

Overall, the study concludes that successful LET performance is not solely the product of academic ability but rather the result of sustained preparation supported by effective instructional experiences, structured review, personal resilience, and institutional support. Teacher education institutions that intentionally cultivate these complementary dimensions are more likely to produce graduates who are professionally competent and well prepared for licensure and future teaching practice.

IMPLICATIONS FOR TEACHER EDUCATION

The findings of this study provide several important implications for teacher education institutions, administrators, faculty members, and future researchers.

First, teacher education programs should continue strengthening students' academic foundations from admission through graduation. Since College Admission Test performance, General Weighted Average, and teaching internship ratings demonstrated meaningful relationships with academic outcomes, institutions should implement continuous academic monitoring, early intervention programs, and competency-based instructional strategies that promote sustained learning throughout the undergraduate program.

Second, structured LET preparation should become an integral component of teacher education rather than an activity conducted only immediately before graduation. Institutions may strengthen graduates' readiness by integrating periodic mock examinations,

comprehensive review sessions, diagnostic assessments, and evidence-based examination preparation strategies throughout the curriculum.

Third, greater emphasis should be placed on experiential learning through quality teaching internships and authentic classroom experiences. Practical teaching opportunities allow pre-service teachers to integrate theoretical knowledge with professional practice while strengthening instructional confidence and pedagogical competence.

Fourth, teacher education institutions should recognize the importance of psychosocial readiness in licensure examination success. Programs promoting resilience, emotional well-being, stress management, self-regulated learning, mentoring, peer support, and student wellness may substantially enhance graduates' confidence and examination preparedness.

Fifth, institutional support systems should be strengthened through faculty mentoring, academic advising, counseling services, learning resource centers, and collaborative review initiatives. These support mechanisms may help students overcome personal and contextual challenges while promoting equitable opportunities for academic and professional success.

Finally, the proposed **LET Readiness Model** may serve as a practical framework for curriculum enhancement, institutional policy development, and future intervention programs to improve licensure examination performance among teacher education graduates. Future studies may validate and refine the model using larger, more diverse samples from multiple teacher education institutions and academic disciplines.

LIMITATIONS OF THE STUDY

Several limitations should be considered when interpreting the findings. First, the study involved graduates from a single teacher education institution, which may limit the generalizability of the results to other institutional contexts. Second, the quantitative phase utilized convenience sampling, while the qualitative phase employed purposive sampling; therefore, the findings should be interpreted within the context of the selected participants. Third, the cross-sectional nature of the study captured graduates' experiences at one point in time and did not examine changes in readiness over time.

Despite these limitations, the explanatory sequential mixed-methods design provided a comprehensive understanding of LET readiness by integrating statistical evidence with graduates' lived experiences. The findings offer meaningful insights that may inform curriculum development, institutional interventions, and future research on teacher licensure preparation.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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