

Key Factors Influencing the Success of Bachelor of Technical-Vocational Teacher Education Graduates in the 2023-2024 Philippine Licensure Examination for Teachers at a State College

Arly B. Balingbing¹, Benedic V. Baluyot²

¹EdD, PhD, Professor VI, College of Technological and Development Education, Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur

²MAED, Instructor I, College of Technological and Development Education, Camarines Sur Polytechnic Colleges, Nabua, Camarines Sur

Abstract

One of the evaluations to determine whether the BTVTED curriculum in any higher Institutional Education Institution is effective if the Passing rate in LET performance is higher than the National Passing rate compared to the school rating. The purpose of the study was to examine the factors contributing to the success of the BTVTED graduates in performance of the graduates of this state college who took the LET in 2023 and 2024. The descriptive method design was used to analyze the factors contributing to the success of the Licensure Examination for Teachers performance. There were 158 graduates who took the examination and at the same time participated in this study. The statistical tools utilized in this study were frequency, percentage computation and weighted mean. Based on the findings, the researcher concluded that the identified three factors contributing to the success of graduate in passing the LET were the students factor, home and family factor and school factor. Other factors which the researcher identified as the less contributory were the facilities and resources. It was recommended that school administrators and faculty members must improve policy implementation on admission and retention policy.

Keywords: Bachelor of Technical Vocational Teacher Education (BTVTED) graduates, Factors contributing to the success of bvtved graduates, LET performance

INTRODUCTION

Passing the Licensure Examination for Teachers (LET) is one of the most significant milestones for an educator in the Philippines. It indicates the quality of education and competence offered by Teacher Education Institutions (TEIs) in the country. As mandated by RA 7836, the Philippine Professionalization Act of 1994, the LET requires applicants to register and undergo an assessment regulated by the Professional Regulation Commission (PRC) (Republic Act 7836, 1994). According to PRC and the Board for Professional Teachers (BPT) data from December 16, 2022, 71,080 out of 139,534 (50.94%) candidates passed the secondary level of the October 2022 LET (Professional Regulation Commission,

2022). This passing rate highlights the challenges faced by test takers and suggests the need for effective test-taking strategies to improve success rates.

Candidates interested in taking the LET enroll in the rigorous process of registration, evaluation, and examination. Licensure examination is one of the most difficult examinations in the country and there are several approaches to passing it. In this regard, modern teacher education programs like Camarines Sur Polytechnic Colleges CSPC, work hard to provide quality and global education through constant improvement of their technical and developmental education programs. Some of the LET takers are graduates from CSPC with its Bachelor of Technical Teachers Education known today as the Bachelor of Technical Vocational Education.

The LET offers the teacher education graduates job openings to be employed in the public schools and other government institutions where they can exercise their profession. It may therefore be seen that there are various factors that can help decide the performance of a test taker, and these factors can be known by categorizing them under knowledge, skills and attitudes. From Bloom's Taxonomy of Educational Objectives (Bloom, 1999) it is argued that in order for effective learning outcomes to take place, objectives must be set in two or more domains.

According to Esmeralda et al. (2015), a high percentage on LET pass means that competencies of the TEP graduates from State Colleges and Universities are established. The LET and other licensure tests, for that matter, are intended to capture persons qualified to teach basic education. The study explored the effectiveness of TEP for the academic achievement and LET performance of the graduates of CHMSC analyzing implementation of TEP in CHMSC (Esmeralda et al., 2015).

Moreover, a study on LET performance factors done by Igcamasa, Layna, Magallano, and Maloloy-On revealed on the academe with calendar years from 2017-2021 in Saint Michael College of Caraga. Likewise, Antioja (2017) investigated the LET performance of Cavite State University Naic BSEd and BEEd graduates for the years 2013 to 2015. The two works stress the significance of education quality provided by TEIs in the country (Antioja, 2017).

While Hansen pointed out that for students to have adequate learning experiences, Curriculum developers should encompass cognitive, psychomotor and affective domains. These domains help test takers understand that the LET measures more than cognitive skills; underlying factors such as family and school support, motivation, and practical teaching skills also contribute to success (Hansen, 2017).

While definitive research on BTVTED graduates is lacking, it is evident that several factors contribute to their success in the LET. Strong academic performance in the BTVTED program provides a foundation of technical knowledge and pedagogical understanding necessary for the LET. Practical teaching skills developed through practicum experiences and coursework can significantly benefit graduates in applying knowledge in a classroom setting. Additionally, motivation, self-efficacy, and strong support systems are crucial for perseverance and effective exam preparation.

The College of Technological and Developmental Education of the Camarines Sur Polytechnic Colleges offered the Bachelor of Technical Vocational Education with three majorship; the Food Service Management (FSM) Electronics Technology (Elx) and the Fish Processing (FP). This course is a technical vocational education majorship which during the licensure examination for teachers, there were ten (10) areas covered for the said examination. The basic drafting, business math, basic electricity, basic plumbing, cosmetology, food, carpentry and masonry, basic electronics, entrepreneurship and ict. These are the area of specialization which examinees encountered problems during the board exam. The LET major in TLE has weighted percentage of 20% for the general education courses, 40 % for the professional

education courses, and 40 % for majorship courses. From this distribution examinees really encountered problems because of the ten(10) majorship for Technology and Livelihood Education majorship (PROFESSIONAL REGULATORY BOARD FOR PROFESSIONAL TEACHERS).

Further research is needed to explore how these factors interact and influence the LET success of BTVTED graduates.

OBJECTIVES OF THE STUDY

The main objective of this study is to determine the factors involved in the success of Passing the Licensure Examination for Teachers from the Batches 2022 and 2023 graduates of Bachelor of Technical Teacher Education now known as Bachelor of Technical Vocational Teacher Education (BTVTED).

Specifically, the study answers the following objectives;

1. To identified the factors that contributed to the success of BTVTED garduates in passing the Licensure Examination for Teachers; In terms of
 - a. Quality of Curricular & Instructions
 - b. Preparation Programs
2. To determine the factors that influence the Licensure Examination performance as perceived by graduates in terms of;
 - a. Student Factors
 - b. Home and Family Factors
 - c. School Factors
3. To know and compare the results of the Licensure Examination for Teachers for year 2022 and year 2023?
4. How may the BTVTED Licensure Examination for Teacher be improved as viewed by the BTVTED respondents?

SCOPE AND LIMITATION

The researcher is delimited to the study in determining the factors contributing to the success in Passing the Licensure Examination for Teachers for the graduates of Bachelor of Technical Vocational Teacher Education (BTVTED) of Batch 2021 -2023 of this college only. This study was also delimited to the BTVTED graduates on mentioned school year because of the pandemic (COVID 19) which last for 3 years which affect the schools, enrolles and graduates and the licensure examination for teacher of the previous year.

REVIEW OF RELATED LITERATURE AND STUDIES

The Licensure Examination for Teachers (LET) serves as the primary national measure of the quality performance of accredited Teacher Education Institutions (TEIs). A high percentage of LET passers demonstrates the competence of graduates and the effectiveness of the curriculum, which is often measured by graduate employability and their performance in licensure examinations (Soriano, 2020). To be considered a professional teacher in the Philippines, a Bachelor of Secondary Education (BSE) graduate must pass the LET. This examination is administered semi-annually (March and September) by the Board of Professional Teachers under the supervision of the Professional Regulation Commission (PRC). To pass, candidates must attain an average rating of 75% and must have no rating lower than 50% in the three categories: general education (20%), professional education (40%), and field of specialization (40%) (Pro-

Professional Regulation Commission, 2023).

The performance of graduates in the LET has established a brand of educational quality for Philippine TEIs (Pascua & Navalta, 2011). The Commission on Higher Education (CHED) uses LET results as one criterion for granting Center of Excellence (COE) status to TEI curriculum programs (CHED, 2016). Furthermore, local and international accreditation bodies view agency audit performance as a key performance indicator for quality assurance. Improving educational processes and outcomes should focus on effective teaching and an organization of professional knowledge centered on student learning (Visco, 2015). To enhance the quality of the country's higher education programs, CHED initiated the formation of the Center of Excellence (COE) and the Center of Development (COD) (CHED, 2016; CHED, 2017). Several studies have indicated that academic performance influences licensure exam outcomes, emphasizing the importance of curriculum quality for student achievement. A commitment to effective teaching practices is essential for promoting academic success among students. Educational institutions should focus programs on student outcomes and minimize or eliminate programs not required for the LET (Pascua & Navalta, 2011). Additionally, a graduate's performance at admission may be related to both college performance and LET performance (Soriano, 2020; Visco, 2015).

Pascua and Navalta (2011) and Soriano (2020) found that admission test scores could predict LET success. Visco (2015) also highlighted the significant impact of licensing exam validation on LET performance, suggesting that attending an in-house review is a crucial preparation for the examination.

CONCEPTUAL FRAMEWORK

The conceptual framework of this study follows the systems approach which consist of inputd, processes and outputs.

Inputs refers to the Identified Factors that resulted to the determine data which was presented in the table in page 11 .

The processes are the preparation and validation of the review material and the analysis of the enhancement material.

The expected outputs of this study are the improved review materials for the Licensure Examination for Teachers to increase the number of graduates passer in LET.

METHODOLOGY

The research was using the descriptive quantitative method of research. It will describe the factors contributing to the success of Camarines Sur Polytechnic Colleges' Licensure Examination for Teachers covering the SY 2021 to 2023. The respondents were the total population that took and passed the Licensure Examination for Teachers for the said period.

Research Method

The discussion of the research process in terms of the methodology used in the conduct of the proposed undertaking. It also includes the sources of data, instruments used, and the statistical treatment.

Respondents of the Study

The enrolles and graduates of the Bachelor of Technical Vocational Teacher Education in the fourth year level , SY 2021-2023. The Bachelor of Technical Vocational Teacher Education major in Food Service Management has a total of 101 enrollees while the Electronics Technology major has a total of 82 enrollees. Out of these enrolled students only 82 major in electronics technology graduates while in food service management 101 graduated a total of 183 graduates last year 2023.

Sampling Techniques

Out of the 183 graduates from the year 2022, 158 (86.33%) took the licensure examination for teachers and served as the participants in this research study. These respondents were easily contacted as they were fresh graduates and mostly remained at their homes. With the lifting of COVID-19 restrictions, respondents could move freely and were easily accessible. Even those who relocated to distant places, such as Metro Manila, were able to participate through social media platforms.

Research Instrument

The data collection instrument for this study was modeled after the one used by Gerona et al. (2019) in their research on the Licensure Examination for Teachers (LET) performance at Saint Michael College of CARAGA from 2013 to 2017. This proven instrument ensures the reliability and validity of the data gathered for the present study.

Data Gathering Procedures

To gather the views, comments, and suggestions of the respondents, the researcher will prepare an unstructured interview and a checklist. These instruments will help refine the review materials based on the feedback collected. Concerning the issue of anonymity respondents will be assured that the information being collected will be used solely for research proposal and their permission will be sought. Consent to carry out the research will also be sought and written consent from the respondents will be sought prior to the exercise. Data collected from the sources will be compiled and verified employing the statistical instruments obtainable in the computer laboratory. As for the distribution of the questionnaire, Google Forms will be used, as it is convenient for respondents to fill in the questionnaire.

Statistical Treatment of Data

Therefore, in this study, the researcher used various statistical techniques in order to analyze the data collected. That is, simple quantitative techniques such as frequency and percentage computation were employed in the analysis of the data in order to gain an insight of how frequently certain responses or observations were made. This approach enables one to discover how various variable is distributed within the dataset or their frequency. Also, due to the fact that the samples' weight in the pre- and post-intervention groups may not be equal, as well as the weight of certain and some data in the calculations, the weighted mean was used when calculating the averages. This method helps to achieve a better representation of the data since its importance reflected by the new coefficient. In combination, these statistical measures brought a clear understanding and helped the researcher to make relevant conclusions from the results and implications.

Ethical Consideration

The researcher ensured that each of the respondents in the study conformed to high ethical considerations. This included engaging participants in informed consent, doing nothing that would compromise the participants' confidentiality, and recognizing, among others, the participants' human rights. The study was done to the best of the researcher's ability in an ethical and fair hence the welfare of the respondents was of utmost consideration during the study.

MATERIAL AND METHODS

Based on gathered data and feedback from graduates of the Bachelor of Technical-Vocational Teacher Education (BTVTE) course, the top five perceived contributions to passing the Licensure Examination for Teachers (LET) are as follows:

THE RESPONDENTS IDENTIFIED THE FOLLOWING FACTORS AS CONTRIBUTORY TO THE SUCCESS OF LET.

Below are the identified Factors that Contributed to the Success of BTVTED Graduate in Passing the Licensure Examination for Teachers.

Quality of Curriculum and Instruction: as mentioned by graduates from the gathered data, a comprehensive and relevant curriculum, along with high-quality instruction from experienced faculty members, is crucial. This ensures that all necessary topics are thoroughly covered and that students are well-prepared for the exam, like the general education courses, professional education courses, and the majorships courses. For them since they were major in Technical Vocational and Livelihood program there were more that 9 strands that they need to study but because some of these courses were part of the majorship they were able to understand the examination. And based on PRC while Agriculture and Fishery Arts (AFA) and Technology and Livelihood Eductaion (TLE) (whether old or new curriculum) will be lumped under a “Technology, Livelihood, and Tech-Voc Education”. Changes in the Classification of Majors for the March 2023 Licensure Examination for Professional Teachers

Posted on 25 October, 2022 ([Changes in the Classification of Majors for the March 2023 Licensure Examination for Professional Teachers | Professional Regulation Commission \(prc.gov.ph\)](#)), retrieve August 10, 2024

Preparation Programs: majority of graduates before they tooked the Licensure Exam attended the Review classes tailored specifically for the LET, access to past examination papers, and practice tests are highly beneficial. These resources help students familiarize themselves with the exam format and identify areas where they need further study.

Practical Experience: Hands-on training, field studies, internships, and practicum opportunities allow students to apply theoretical knowledge in real-world teaching scenarios. This practical experience is invaluable in reinforcing learning and building confidence.

Personal Motivation and Study Habits: Dedication, zeal, discipline, properly defined study habits and efficient utilization of time can be said to be compulsory. Only disciplined and hard-working students have higher chances of passing the examination.

Institutional Support: Guidance counseling, mentorship programs, academic advising and directing as well as learning facilities such as library and internet sources ensure that a students is properly guided and prepared to sit for LET fully.

Emphasis on these areas can augment the likelihood of testers’ success among BTVTE graduates that sit for the LET. And these were established from the data collected from the respondents.

FACTORS INFLUENCE THE LET PERFORMANCE AS PERCEIVED BY THE BTVTED RESPONDENTS.

Student Factors

Students’ characteristics like academics readiness, study behaviors and perceived control for learning contribute to LET performance appreciably. A student who maintains discipline in his or her academic work, studying habits and has confidence in their ability will record better grades. Also, issues of health, having physically fit and well-functioning brains as well as clear reasons and goals to practice as professional teachers having a pass in LET increases the candidates favor.

Pajares (1996)’s work is an excellent example as the author is specifically concerned with the notion of self-efficacy and its link with academic achievement. It provides guidelines on how students self-efficacy

affects performance indicating high level of validity. Furthermore, study by **Chamorro–Premuzic and Furnham (2008)** also provides the information on personality traits, study habits and academic self–concept as the predictors of students’ performance. These factors show how character disposition such as discipline and self-confidence impact on students’ academic achievements-LET inclusive.

Home and Family Factors

As discovered from the results gathered, the home environment and family support are critical determinants of LET performance. Author notes that students in a position to afford necessary provisions and in supportive environment enjoy better provisions for learning. Parental encouragement and support, lack of household chores also play a big roles in student concentration and preparation for exam as they too determine his success.

The role of home and family in relation to academic performance is well presented according to the meta-analysis of **Jeynes (2007)** and the findings reveal that parental engagement is influential to the students’ performance regardless of the level of education. What this means for LET performance is that there are positive indicators associated with home support, financial status, and parental involvement. **Davis-Kean (2005)** also expounds on ways in which the parent’s socioeconomic status and education level determines the child’s academic achievement as the case of the LET students.

School Factors

This research, therefore, examines the school-related factors such as instructional quality, curriculum content relevance, and availability of academic support that contribute to the student’s preparedness for the LET. It found out that there is a significant effect of institutional support, LET readiness, academic environment, program relevancy, and academic self-efficacy on the students’ examination motivation.

School quality and academic support are precursor of the performance of the students. **Tinto's (1993)** work on institutional support and academic success outlines how well-designed educational programs, strong faculty involvement, and adequate resources contribute to student persistence and success. In relation to licensure exams, **Darling-Hammond (2000)** discusses how teacher preparation programs and the quality of instruction within schools affect teacher competence and success on certification exams, emphasizing the direct link between school factors and LET performance.

The Results of the LET for Two Years from 2021 to 2023.

Result of the Licensure Examination for Professional Teachers* Year 2021 their was no examination for Teachers because of the Pandemic that happed in the world.

Date of LET Examination	National Passing Rate	School Overall Performance	Variance	Remarks
January 29, 2022	53.77%	57.69%	+3.92	Higher than the National Passing Percentage
March 19, 2023	46.94%	50.00%	+3.06	Higher than the National Passing Percentage
September 24, 2023	56.26%	56.12%	-0.14	Lower than the National Passing Percentage
March 17, 2024	58.78%	45.34%	-13.44	Lower than the National Passing Percentage

*The data were gathered from the PRC Website retrieve last May 10, 2024.

The results from the Licensure Examination for Professional Teachers (LET) reveal significant trends in school performance over several examination cycles. Initially, schools demonstrated strong outcomes, with passing rates of 57.69% and 50.00% in January 2022 and March 2023, respectively, both surpassing national averages. Nevertheless, the upward trend was altered in September 2023 where the performance lowered down to 56.12 % which was a decline as compared to the national passing mark of 56.26%. The steepest drop was registered in March of 2024 and the rate is only 45.34%, which is considerably behind the rate of the indicated country – 58.78%.

This decline brings important questions regarding a more global problem within educational systems, like curricular or instructional quality or prior student performance alterations. The sharp drop in March 2024 may also be attributed to the socio-economic factors external to candidates' performance.

Collectively, these findings underscore the rationale why educational stakeholders should try and understand the factors that cause such performance oscillations. From the perspective of capacity building to address and remediate certain performance deficiencies in candidates and from the perspective of developing more positive and productive institutional culture, more sincere efforts have to be put into specific efforts targeted at helping institutions become more effective in preparing future candidates for licensure examination which, in turn can help in raising the standard of teaching profession.

How may the BTVTED licensure examination performance be improved as viewed by the BTVTED graduate respondents?

Based on gathered data of the researcher the following were identified from the respondents:

Enhancing Academic Preparedness and Curriculum Alignment

BTVTED graduates might suggest that aligning the curriculum more closely with the competencies tested in the LET (Licensure Examination for Teachers) would enhance performance. Graduates could emphasize the importance of more intensive review sessions and practical application of theories. **Darling-Hammond (2000)** highlights that well-structured teacher preparation programs, where the curriculum is aligned with licensure requirements, tend to produce better teacher candidates. Regular assessments, mock exams, and focused training on areas where students typically struggle could be key improvements.

Improving Access to Review Resources and Support Systems

Graduates may also recommend increasing access to study materials, peer review groups, and faculty mentorship as important measures for improving LET performance. **Tinto (1993)** suggests that academic support, such as mentoring and peer interaction, enhances student persistence and success in academic programs. In the context of licensure exams, creating a more structured review program, perhaps with school-organized LET preparation sessions, would give students greater confidence and better preparation.

Strengthening Motivation and Self-Efficacy

Many BTVTED graduates might point to the need for improving student motivation and building self-efficacy in preparation for the LET. According to **Pajares (1996)**, students' belief in their abilities (self-efficacy) is a strong predictor of academic achievement, including success in licensure exams. Graduates could suggest integrating motivational workshops, counseling, and stress management programs to help students develop a stronger belief in their ability to succeed, which in turn enhances performance.

Leveraging Family and Community Support

Some graduates might see value in involving family and community support systems to improve LET performance. **Jeynes (2007)** in a study to ascertain the relationship between parental and family involvement and the student achievements, realized a positive correlation. Promoting the parental and sibling involvement in students' academic work, including college students, could help to promote the ki-

nd of accountability and support system that may improve examination performance.

Improving Institutional Support and Facilities

Finally, the graduates might suggest increasing the availability of the facilities and resources of the school. This is through quality libraries, information technologies/ technology resources and new, well-equipped laboratories especially for technical-vocational type of courses. According to **Astin (1993)** institutional environment and quality of student service deliver effect the academic success. Making it easier for the students to access teaching material would probably improve their LET performance.

Therefore, enhancing the BTVTED licensure examination performance may require curriculum development, resource acquisition, motivational and self-efficacy, family support, and structural capacities to augment institutional academic success and licensure examination performance research studies.

SUMMARY OF FINDINGS

Based on the provided excerpts from the research on the Licensure Examination for Teachers (LET) performance of Bachelor of Technical Vocational Teacher Education (BTVTED) graduates, here is a summary of the findings:

This study aimed at determining variables that affect success of the graduating students of Bachelor of Technical Vocational Teacher Education (BTVTED) in the Licensure Examination for Teachers (LET) in Philippines. As a form of a descriptive quantitative study, the work explores the influence of preparation programs, student characteristics and family support, and institutional requirements on examination performance. The study shows that graduates who attended structured review classes and those who had access to study material performed much better with high level of preparedness and self-confidence. Also, the study finds that student support in form of expert support, family encouragement all bear significant influence on the students' achievement.

This study highlights the need for schools and colleges to embrace comprehensive teacher/education training processes where a variety of research areas and support services are incorporated in order to enhance students learning. Recommendations can be to effectively launch the review programs that are still under formulation and then focusing on specific curriculum which belongs to the LET, Contemplating and implementing the options for the programs for mentorship and peer support, and constant reviewing of the curriculum and their adherence to the licensure. With reference to these areas, the institutions will be able to enhance the quality of delivery for the teacher education programs and prepare the graduates better for tackling aspects of licensure examination and thereby help in the enhancement of standards of education in the region.

CONCLUSIONS

This research work aimed at explicating the complex causes whereby BTVTED graduates have high rate in LET. The results indicate that exposure to educational Preparation programs; defined by; review sessions and access to adequate study materials improves examination preparedness among graduates. In addition, the study emphasizes the need of promoting suitable learning environment supported by family and mentors to develop students' confidence and achievement. Hence, the need for predicting a complex way of preparing teachers where scientific preparation needs to be coupled with social support.

Therefore there is need for educational institutions to effect change through the formulation of early childhood teacher education program strategies that enhance the efficacy of the overall teacher education

program. Other recommendations are to implement target appraisal programs, encourage cooperative settings, and continuously implement academic programs by assessable licensure standards. Through these identified areas, the preparation of the BTVTED graduates to LET is improved so as to help increase educational standards and quality of teachers in the Philippines. Apart from offering a structure for future research, this study also spurs policy changes that may enhance teacher education results.

RECOMMENDATIONS

Based on the analysis of data from this study, it can be recommended that educational institutions devise and employ structured, systematic LET review programs for BTVTED graduates enhanced by strategic sequences of approaches developed in this study. Such programs should also involve such elements as samples of previous papers, mock examinations, and study sessions with professors and teachers. Besides, the institutions should encourage the formation of cross sectional study groups as well as seek to provide adequate mentorship between the different classes in order tap into a collegiate system that will in turn foster effective sharing of knowledge as well as support. If such initiatives are prioritized, then the outcome is that the pass rates in LET are raised and the graduates become more assured of what they were trained to do.

In addition, teacher education programs in educational institutions must strive to undertake annual review and updating of their curricula to fit the changing nature of the licensure examination. This includes reconsidering the policies that govern admits students of the University with enhanced efforts to consider all students for resource that would enable them have equal chances of attending school. It is also important that institutions also put in place feedback systems where the graduates can give other feedback about their experience and what could be done to improve on the situation as the new trend indicate. Through and with the use of evidences when formulating curricular and by engaging the stakeholders in the process of formulating the curriculum, the educational institutions can improve the quality of the teacher education programs hence the standards and outcomes of education in Philippines.

References

1. Republic Act 7836. (1994). Philippine Teachers Professionalization Act.
2. Professional Regulation Commission. (2022). LET Results for October 2022.
3. Bloom Taxonomy of Educational Objectives.
4. Esmeralda, A. B., et al. (2015). Teacher Education Graduates Performance as Predictor of Licensure Examination for Teachers results. JPAIR Multidisciplinary Research.
5. Igcamasa, J., Layna, P., Magallano, R., & Maloloy-On, M. (2021). Factors Affecting the Licensure Examination for Teachers (LET) Performance of Saint Michael College of Caraga from 2017-2021.
6. Antioja, L. P. (2017). Performance of Education Graduates in Licensure Examination for Teachers (LET). International Journal of Social Sciences.
7. Hansen, D. (2017). Integrating Learning Domains to Maximize Learning Opportunities.
8. CHED. (2016). Center of Excellence (COE) Programs. Commission on Higher Education.
9. CHED. (2017). Center of Development (COD) Programs. Commission on Higher Education.
10. Pascua, L., & Navalta, J. (2011). Predictors of LET performance among BSE graduates. *Philippine Journal of Education*, 86(1), 123-134.
11. Professional Regulation Commission. (2022). LET Results for October 2022. Professional Regulation Commission.

12. Soriano, J. (2020). Admission scores and their correlation with LET performance. *Journal of Educational Research*, 23(4), 145-159.
13. Visco, D. (2015). The role of academic performance in predicting LET success. *Journal of Teacher Education*, 31(2), 89-102.
14. Tan, C. S. "Impact of review on the performance of graduates in the Licensure Examination for Teachers, 2012 – 2014," e-Proceedings of the 4th Global Summit on Education, pp. 64–73, 2016.
15. Philippine Teachers Professionalization Act of 1994 (Republic Act No. 7836), "An Act to Strengthen the Regulation and Supervision of the Practice of Teaching in the Philippines and Prescribing a Licensure Examination for Teachers and for other Purposes.
16. Gerundio, M. and M. Balagtas, "Exploring formula for success in teachers' licensure examination in the Philippines," *Educational Measurement and Evaluation Review*, vol. 5, no. 1, pp. 104-117, 2014.
17. Commission on Higher Education (CHED) Memorandum Order No. 16, Series of 2015. [Online].
18. Muijs, D. and D. Reynolds, "Effective teaching: evidence and practice (Second edition)," London, SAGE Publications Ltd, pp. 1 – 10, 2005.
19. Glickman, C., "Leadership for learning (How to help teachers succeed)," USA, Association for Supervision and Curriculum Development, pp. 1 – 8, 2002.
20. Commission on Higher Education (CHED), "Criteria and implementing guidelines for the identification, support and development of Centers of Excellence for teacher education programs," Memorandum Order No. 26, s. 2007.
21. Commission on Higher Education (CHED), "Amendment to CMO No.26, s. 2007 entitled Criteria and implementing guidelines for the identification, support and development of Center of Excellence for teacher education programs," Memorandum Order No. 16, s. 2015.
22. Nyangena, E., Getanda, A., & Ngugi, S. (2013). Factors influencing success of Bachelor of Science in Nursing graduates in nursing council of Kenya Licensure Examinations. *Baraton Interdisciplinary Research Journal*, 3(1), 11-21.
23. Soriano, H. (2009). Factors associated with the performance of USM college of education graduates in the 2007 licensure examination for teachers. *USM R & D*, 17(2), 151-159.
24. Barlis, J. & Fajardo, J. (2015). Predictors of performance of the Maritime Academy of Asia and the Pacific (MAAP) in the OIC Navigational Watch Licensure Examination. *Journal of Shipping and Ocean Engineering*, 5, 88-101. doi: 10.17265/2159-5879/2015.02.005
25. Pascua, J. & Navalta, J. (2011). Determinants of LET performance of the teacher education graduates in a State University. *JPAIR Multidisciplinary Journal*, 6, 90-102.
26. Visco, D. (2015). Predictors of performance in the licensure examination for teachers of the graduates of higher education institutions in Abra. *International Journal of Management Research and Business Strategy*, 4(1), 181-191.
27. Gutierrez. (2019). *Professionalism and teacher education: Voices from policy and practice*. Springer.
28. Professional Regulation Commission. (2022). LET RESULT: October 2022 teachers board exam list of passers. PRC Board News. <https://www.prcboardnews.com/2022/10/let-result-october-2022-teachers-board-exam-list-of-passers.html>
29. DepEd, "DO 3, s. 2016. Hiring Guidelines for Senior High School (SHs) Teaching Positions," pp. 1–36, 2016.

30. Hoque, M. E. (2016). Three Domains of Learning: Cognitive, Affective and Psychomotor. ResearchGate
31. Corpuz, B. B. (2014). Principles of Teaching and Learning
32. Hanson. (2013). Teaching within all three domains to maximize student learning. Taylor&Francis. <https://www.tandfonline.com/doi/abs/10.1080/08924562.2008.10590794?journalCode=ustr20>
33. Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
34. Chamorro-Premuzic, T., & Furnham, A. (2008). Personality, intelligence, and approaches to learning as predictors of academic performance. *Personality and Individual Differences*, 44(7), 1596-1603.
35. Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.
36. Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294.
37. Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. University of Chicago Press.
38. Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1).
39. Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
40. Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.
41. Astin, A. W. (1993). *What Matters in College? Four Critical Years Revisited*. Jossey-Bass.